



TREE OF LIFE CAREER CENTER

9100 Southwest Fwy. Suite # 230

Houston, Texas 77074

(281)502-8466

Catalog 2026 – 2027

Effective August 1, 2026

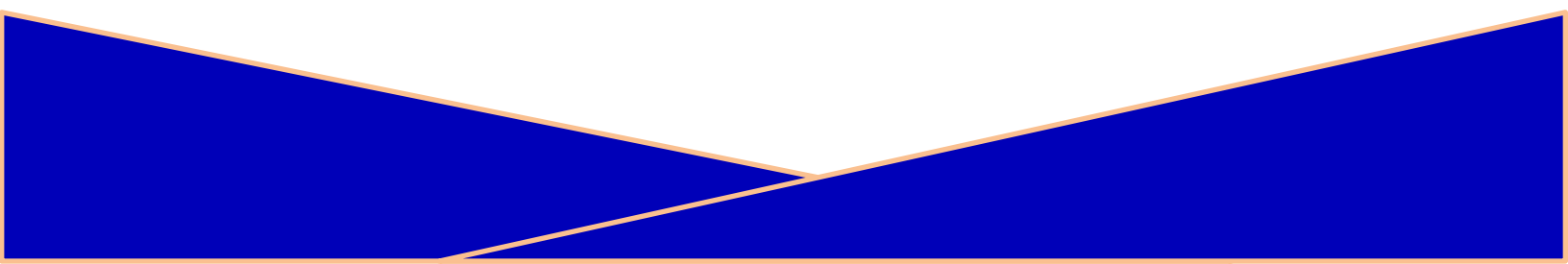


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1. HISTORY

Tree of Life Career Center began as a vision in 2024 that Lynda Vu had for the Houston communities. She acquired the Southwest Houston Test Center in 2020 and has provided professional, secure, high-stakes, educational testing services to the greater Houston region. During this time, Lynda has seen many people coming to the test center trying to expand their skills and increase their financial potential by obtaining various certifications through testing. Many have also obtained their high school equivalency certificate by taking the GED and HiSET exams. Additionally, Lynda has observed that many people seem to lack true purpose and direction in their lives. In 2024, God planted a seed in Lynda's heart to open up an adult career center to help people not only gain knowledge and skills for a career, but most importantly to find their God-created purpose in this life--without which, people journey through life empty and seeking for meaning. It is now that the vision God planted in Lynda's heart is coming to fruition...merging individual's created purpose with a prosperous and stable career.

2. ACCREDITATION AND APPROVALS

Tree of Life Career Center has been approved by the Texas Workforce Commission to operate since July 30, 2026. TLCC does not currently offer any accredited courses for post-secondary credits, technical, or professional certifications.

3. FACILITY

TLCC operates primarily from a 608-square-foot classroom on the second floor of a two-story building located at 9100 Southwest Freeway, Suite 230, Houston, TX 77074. The classroom is an expansion of an adjacent 1,833-square-foot educational testing center operated by the owners of VuCrew Ventures LLC. During non-testing hours, TLCC staff and students may use the computer stations in the testing center for instruction and computer-based assessments.

4. ORGANIZATIONAL STRUCTURE

A. BOARD OF ADVISORS

Educational Advisor: TBD

Spiritual Advisor: TBD

B. ADMINISTRATION

Lynda K. Vu, Founder, and Director

N. Elizabeth "Lisa" Avalos, Registered Representative



C. FACULTY AND STAFF

LYNDA K. VU, INSTRUCTOR

*MD- Tufts University School of Medicine; MPH- Wright State University;
BS (Biology)- Grace College;
Biblical Studies Certificate- Word of Life Bible Institute*

N. ELIZABETH "LISA" AVALOS, INSTRUCTOR

AAS- Houston Community College, Human Resources Professional

PEDRO M. GUEVARA MATA, INSTRUCTOR

*MS- UPEL, Maturin, Venezuela (Linguistics)
BS- UPEL, Maturin, Venezuela (English)*

5.TUITION AND FEES

Course fees and tuition will be listed in the course information section and will vary depending on the individual courses of study. Some courses may have scholarships or available discounts/waivers; students may inquire about these opportunities during registration.

6. HOLIDAYS OBSERVED

Labor Day	09/07/2026	Closed
Thanksgiving Holiday	11/26-27/2026	Closed
Christmas/New Year's Holiday	12/23/2026 - 01/05/2027	Closed
Easter Holiday	04/26-28/2027	Closed
Memorial Day	05/31/2027	Closed
Independence Day	07/04-5/2027	Closed
Labor Day	09/06/2027	Closed
Thanksgiving Holiday	11/25-26/2026	Closed
Christmas/New Year's Holiday	12/22/2026 - 01/04/2027	Closed

7. ENROLLMENT PERIODS

Enrollment is open from 3 months prior to the start day until the end of the first week of the scheduled course dates.



8. SEMINAR TERM DATES FOR 2026

A. 3-week to 5-week seminar term dates begin on: 09/21/26, 10/26/26, 12/07/26, 01/25/27, 03/01/27, 04/05/27, 05/10/27, 06/14/27, 07/19/27, 08/23/27, 09/27/27, 11/01/27, and 12/06/27.

B. 6-week to 10 week seminar term dates begin on: 09/28/26, 12/02/26, 02/22/27, 04/28/27, 07/06/27, 09/07/27, and 11/10/27.

C. Career Foundations Seminars meet weekly for 8 weeks. Seminars begin on: 09/26/2026, 01/09/27, 03/06/27, 05/01/27, 06/26/27, 08/21/27, and 10/16/27.

Dates for each course of study will vary based on demand and instructor availability.

9. CLASS SCHEDULE

Class schedules will vary based on course and instructor availability (see course details below).

10. OFFICE HOURS

Office hours are 8:00 AM to 5:00 PM Monday through Friday, except the days school will be closed. When classes are not in session, the office will be closed for lunch from 12:00 PM to 1:00 PM. Classes may meet in the evenings after office hours, but staff (instructors) will always be present during class times.

11. COURSE TIME HOURS

A course time-hour is at least 50 minutes of instruction during a 60-minute period.

12. REGISTRATION REQUIREMENTS

Individuals registering for any courses or seminars are required to:

1. interview with an admission counselor or registrar;
2. be at least 17 years of age (applicants under the age of 18 require written permission from a parent or legal guardian in order to enroll); and
3. present proof of living in Texas
4. sign the enrollment agreement which includes consent to receive Christian faith-based instruction in conjunction with each course or seminar and agree to prayer (in the name of Jesus Christ) in the classroom as guided by the instructors.



13. CREDIT FOR PREVIOUS EDUCATION, TRAINING, OR EXPERIENCE

Credit or proof of previous course/module completion will be reviewed by the admissions counselor and will be considered on an individual basis. TLCC is not a degree granting institution but will consider previous credits or proof of course completion in the placement of individuals into the appropriate level of instruction.

Transfer of Credit

The Tree of Life Career Center is not currently offering college credit courses, degrees or technical certifications.

14. CANCELLATION POLICY

A full refund will be made to any student who cancels the enrollment contract within 72 hours (until midnight of the third day excluding Saturdays, Sundays, and legal holidays) after the enrollment contract is signed. A full refund will also be made to any student who cancels enrollment within the student's first three scheduled class days, except that the school may retain not more than \$100 in any administrative fees charged, as well as items of extra expense that are necessary for the portion of the program attended and stated separately on the enrollment agreement.

15. REFUND POLICY

A. General Provisions

Refund computations will be based on the period of enrollment computed on basis of course time (clock hours).

The effective date of termination for refund purposes will be the earliest of the following:

- (1) the last date of attendance; or
- (2) the date of receipt of written notice from the student.

If tuition and fees are collected in advance of entrance, and the student does not enter school, not more than \$100 shall be retained by the school.

If the student fails to enter the seminar, withdraws, or is discontinued at any time before completion of the seminar, the student will be refunded the pro rata portion of tuition, fees, and other charges that the number of class hours remaining in the seminar after the effective date of termination bears to the total number of class hours in the seminar.

A full refund of all tuition and fees is due in each of the following cases:

- (1) an enrollee is not accepted by the school;
- (2) if the seminar of instruction is discontinued by the school and thus prevents the student from



completing the seminar; or

(3) if the student's enrollment was procured as a result of any misrepresentation in advertising, promotional materials of the school, or misrepresentations by the owner or representatives of the school.

B. Refund Policy for Students Called to Active Military Service

1. A student of the school or college who withdraws from the school or college as a result of the student being called to active duty in a military service of the United States or the Texas National Guard may elect one of the following options for each program in which the student is enrolled:

(1) if tuition and fees are collected in advance of the withdrawal, a pro rata refund of any tuition, fees, or other charges paid by the student for the program and a cancellation of any unpaid tuition, fees, or other charges owed by the student for the portion of the program the student does not complete following withdrawal;

(2) a grade of incomplete with the designation "withdrawn-military" for the courses in the program, other than courses for which the student has previously received a grade on the student's transcript, and the right to re-enroll in the program, or a substantially equivalent program if that program is no longer available, not later than the first anniversary of the date the student is discharged from active military duty without payment of additional tuition, fees, or other charges for the program other than any previously unpaid balance of the original tuition, fees, and charges for books for the program; or

(3) the assignment of an appropriate final grade or credit for the courses in the program, but only if the instructor or instructors of the program determine that the student has:

(a) satisfactorily completed at least 90 percent of the required coursework for the program; and

(b) demonstrated sufficient mastery of the program material to receive credit for completing the program.

2. The payment of refunds will be totally completed such that the refund instrument has been negotiated or credited into the proper account(s), within 60 days after the effective date of termination.



16. COURSES OFFERED

1. HIGH SCHOOL EQUIVALENCY **GED®** TEST PREP

GED courses are not approved or regulated by the Texas Workforce Commission (TWC).

A. Overview

The High School Equivalency test preparation seminars prepare individuals for obtaining a high school equivalency certificate recognized by the state of Texas. This is accomplished through passing the four required subjects of the GED® Certification Exam: Mathematics, Social Studies, Science, and Reasoning through Language Arts. Students may choose to enroll in any individual subject seminar as needed to complete their GED® certification. The course hours are in-person instruction with additional at-home practice. Each student will have a tailored study plan to focus their studies and address their personal gaps in knowledge and skills; this approach maximizes their time and increases their ability to pass each GED® subject test.

B. Course Outline & Fees

Subject #	Subject Title	Lecture # Sessions	Sessions/ Week	Length of Module (weeks)	Total Classroom Hours	Tuition*	Book Fees
HSE 1.1	Language Arts	12	3	4	24	\$120	\$30 per subject (optional)
HSE 1.2	Math	16	4	4	32	\$160	
HSE 1.3	Science	8	2	4	16	\$80	
HSE 1.4	Social Studies	8	2	4	16	\$80	
Total for all modules		44	--	16	88	\$400	\$120 (optional)

**Tuition is without scholarships applied and does not include the price of the GED® practice or subject tests.*



C. Program Description

PREREQUISITES: HIGH SCHOOL LEVEL ENGLISH LANGUAGE AND MATH SKILLS

CURRICULUM USED: ESSENTIAL EDUCATION AND EdREADY® PROGRAMS AND MATERIALS (ONLINE AND PRINT)

HSE 1.1 - LANGUAGE ARTS (OBJECTIVES): This course prepares the learner for the GED® Reasoning through Language Arts (RLA) test. The RLA test measures a candidate's ability to understand and interpret written material and to express ideas clearly in writing. It assesses reading comprehension from a range of informational and literary texts, the ability to identify and analyze arguments, and the application of standard English conventions such as grammar and language usage. The test also includes an extended written response requiring learners to compare and evaluate information from paired passages.

HSE 1.2 - MATH (OBJECTIVES): This course prepares the learner for the GED® Mathematical Reasoning test. The Mathematical Reasoning test evaluates quantitative and algebraic problem-solving skills that are essential for everyday life and further education. Content areas include basic math, geometry, basic algebra, and graphs and functions. Test takers are provided with a formula sheet and have access to an on-screen calculator for part of the test, and questions are designed to measure the ability to apply mathematical reasoning to real-world scenarios.

HSE 1.3 - SCIENCE (OBJECTIVES): This course prepares the learner for the GED® Science test. The Science test assesses the ability to interpret and apply scientific information from a variety of life, physical, and Earth and space science contexts. Questions focus on understanding scientific concepts, interpreting data presented in charts and graphs, and evaluating experimental results. The emphasis is on reasoning and problem solving in scientific settings rather than memorization of facts.

HSE 1.4 - SOCIAL STUDIES (OBJECTIVES): This course prepares the learner for the GED® Social Studies test. The Social Studies test measures the ability to read, interpret, and apply information from U.S. civics and government, U.S. history, economics, and geography. Learners demonstrate comprehension of social studies concepts, analyze historical events and arguments, and use quantitative reasoning to interpret graphs and data within social studies contexts. The emphasis is on using reasoning skills to draw conclusions rather than rote recall of dates or facts.



2. ESL 1.1 to 1.5 -- ENGLISH AS A SECOND LANGUAGE (ESL)

ESL courses are not approved or regulated by Texas Workforce Commission (TWC).

A. Overview

This Adult Education and Literacy (AEL) program is an English Language Acquisition (ELA) activity that provides a structured sequence of English language instruction aligned to the Common European Framework of Reference for Languages (CEFR) A1–C2 proficiency framework. It is structured to meet the diverse needs of adult learners. Prior to enrollment, each prospective student completes a standardized English language proficiency assessment to determine their current level of listening, speaking, reading, and writing skills. Based on the assessment results, learners are placed into the appropriate instructional level, ensuring that instruction is targeted to their demonstrated proficiency and learning needs. Students progress through increasingly advanced levels as they master language competencies, with ongoing assessment used to monitor progress, guide instruction, and support successful transition to higher levels of English fluency.

B. Course Outline & Fees

Subject #	Subject Title	Sessions (2-hr sessions)	Sessions/ Week	Length of Module (weeks)	Total Classroom Hours	Tuition (does not include formal exam costs)	Textbook Cost* (Optional)
ESL A.1	ESL Level 1 — CEFR A1 (Beginner)	24	3	8	48	\$299	\$75
ESL A.2	ESL Level 2 — CEFR A2 (High Beginner)	28	3	9+	56	\$299	\$75
ESL B.1	ESL Level 3 — CEFR B1 (Intermediate)	28	3	9+	56	\$399	\$75
ESL B.2	ESL Level 4 — CEFR B2 (High Intermediate)	28	3	9+	56	\$399	\$75



C. Program Description

ESL A.1 LEVEL 1 — CEFR A1 (BEGINNER):

PREREQUISITES: None

CURRICULUM USED: Burlington English (Digital & Print)

Objectives: This introductory English course corresponds to CEFR A1 and is designed for learners beginning to acquire basic communication skills in English. Students learn to understand and use familiar everyday expressions and very simple phrases aimed at meeting concrete needs. Instruction emphasizes foundational listening, speaking, reading, and writing skills, including personal introductions, basic questions and answers, common classroom language, and essential vocabulary and grammar. Learners are supported in interacting in a simple way when the other person speaks slowly and clearly and is prepared to help.

Instructional Scope: Survival English, phonics, basic grammar, simple speaking/listening

Sample outcomes: Students can introduce themselves and others, ask and answer simple personal questions, understand basic instructions, read and write simple words and sentences, and participate in short, guided exchanges.

ESL A.2 LEVEL 2 — CEFR A2 (HIGH BEGINNER)

PREREQUISITES: Completion of ESL A.1 Level 1 Course or Equivalent English Language Assessment Test Score

CURRICULUM USED: Burlington English (Digital & Print)

Objectives: Aligned with CEFR A2, this course develops learners' ability to understand sentences and frequently used expressions related to areas of immediate relevance such as family, work, shopping, and local geography. Students expand their functional vocabulary and improve listening, speaking, reading, and writing through practical, everyday tasks. Emphasis is placed on communicating in simple and routine situations that require a direct exchange of information and on using basic grammatical structures with increasing accuracy.

Instructional Scope: Functional English, daily life, workplace basics

Sample outcomes: Students can describe their background and immediate environment, understand short conversations and simple written texts, write brief messages and notes, and handle routine social and workplace interactions using common expressions.



ESL B.1 LEVEL 3 — CEFR B1 (INTERMEDIATE)

PREREQUISITES: Completion of ESL A.2 Level 2 Course or Equivalent English Language Assessment Test Score

CURRICULUM USED: Burlington English (Digital & Print)

Objectives: This intermediate course reflects CEFR B1 and enables learners to understand the main points of clear standard input on familiar matters regularly encountered in work, school, and leisure. Students learn to deal with most situations likely to arise while using English, to produce simple connected text on topics that are familiar or of personal interest, and to describe experiences, events, and plans. Instruction focuses on building fluency, expanding vocabulary, and strengthening grammar for more independent communication.

Instructional Scope: Independent communication, reading & writing paragraphs

Sample outcomes: Students can participate in everyday conversations, write short essays and emails, understand the main ideas of news articles and workplace documents, and express opinions, reasons, and future plans with clarity.

ESL B.2 LEVEL 4 — CEFR B2 (HIGH INTERMEDIATE)

PREREQUISITES: Completion of ESL A.3 Level 3 Course or Equivalent English Language Assessment Test Score

CURRICULUM USED: Burlington English (Digital & Paper Resources)

Objectives: Corresponding to CEFR B2, this course prepares learners to understand the main ideas of complex texts on both concrete and abstract topics and to interact with a degree of fluency and spontaneity. Students refine their ability to engage in extended discussions, explain viewpoints, and produce clear, detailed writing on a wide range of subjects. Instruction emphasizes accuracy, organization, and effective communication in academic, professional, and social contexts.

Instructional Scope: Academic & workplace English, fluency, complex grammar

Sample outcomes: Students can follow lectures and extended conversations, read and analyze complex texts, write structured reports and essays, and participate confidently in discussions, supporting their views with relevant reasons and examples.



3. CAREER MENTORSHIP

A. Overview

This interactive workshop-style seminar supports adult learners in exploring personal strengths, work preferences, and vocational fit to enhance career planning and readiness. Over four weeks, participants complete a series of structured assessments—including a personality inventory (comparable to the Myers-Briggs Type Indicator), a work style profile (comparable to the “Four Colors” assessment), and a Spiritual Gifts assessment—to build a holistic understanding of individual supernatural giftings, motivations, communication preferences, and occupational strengths. Learners will also explore the 16 career clusters and develop essential interpersonal and workplace soft skills. Each learner receives a one-on-one consultation with a professional career counselor to interpret their assessment results, connect these insights to real-world career pathways, articulate goals, and develop a personalized action plan. The workshop emphasizes God-created purpose, career alignment, goal setting, and development of soft skills to support informed decision-making and targeted next steps in education, training, employment, or Christian ministry. The seminar series also includes basic interview and professional communication skills with an additional opportunity to obtain a **Critical Career Skills- Professional Communication** Certification.

B. Course Outline & Fees

Subject #	Seminar Title	Sessions	Sessions/ Week	Length of Module (weeks)	Total Classroom Hours	Total Fees (includes all assessments)
CAR 1.1	Career Foundations	8 (3-hr sessions)	1	8	24	\$200
CAR 2.1	Critical Career Skills: Professional Communication	18 (2-hr sessions)	3	6	36	\$275 (does not include CCS Certification exam)



C. Seminar Description

CAR 1.1 CAREER FOUNDATIONS

PREREQUISITES: None

CURRICULUM USED: Burlington English Digital Courseware (Included in Seminar Fee)

TEXTBOOKS: None

Objectives: Upon successful completion of this seminar, participants will be able to interpret assessment results to identify their strengths, work preferences, spiritual giftings, and motivations, and explain how these factors influence career fit and vocational purpose. Participants will connect these insights to realistic career pathways, set short- and long-term goals, and create a personalized career action plan with guidance from a professional career counselor. Learners will also strengthen essential interpersonal and workplace soft skills necessary to succeed in any career. Soft skills include attributes such as time management, networking, teamwork, creative thinking, and conflict resolution. Learners will also demonstrate greater confidence in making informed decisions about education, employment, and ministry pathways based on their assessments and prayerfully seeking God's purpose and calling for their individual life.

CAR 2.1 CRITICAL CAREER SKILLS: PROFESSIONAL COMMUNICATION

PREREQUISITES: None

CURRICULUM USED: MSi Digital Courseware (Included in Seminar Fee)

TEXTBOOKS: None

CERTIFICATIONS AVAILABLE: Critical Career Skills (Professional Communications)

Objectives: Upon successful completion of this course, students will develop the foundational principles and practices of professional communication needed for success in diverse workplace environments. Learners will strengthen their verbal, nonverbal, listening, and written communication skills, learn how to plan and deliver clear, effective messages, and produce accurate business deliverables such as emails, reports, and presentations. The course also emphasizes interpreting audience needs, applying ethical communication standards, and analyzing communication scenarios to adapt messages appropriately. Designed to prepare students to sit for the Critical Career Skills – Professional Communication certification exam, this course equips participants with the communication competence and confidence required to contribute effectively in professional settings and enhance their career-readiness credentials.



4. DIGITAL SKILLS

A. Overview

This seminar develops fundamental to advanced competencies in digital literacy, aligned with the globally recognized IC3 Digital Literacy Certification. Students will learn essential computer and internet skills needed to succeed academically and professionally in today's technology-intensive environments. Topics span hardware, software, productivity tools, internet use, digital communication, collaboration, and digital citizenship. Upon completion, students will be prepared to take the IC3 Digital Literacy certification assessments or demonstrate proficiency equivalent to industry standards.

B. Course Outline & Fees

Seminar #	Seminar Title	Sessions (2 hours each)	Sessions/ Week	Length of Module (weeks)	Total Classroom Hours	Total Fees (includes all assessments)
DIG 1.1	IC3- Global Standard 6 Level 1	14	3	5	28	\$275
DIG 2.1	IC3- Global Standard 6 Level 2	15	3	5	30	\$275
DIG 3.1	IC3- Global Standard 6 Level 3	10	3	4	19	\$275



C. Seminar Description

DIG 1.1 IC3- GLOBAL STANDARD 6- LEVEL 1

PREREQUISITES: None

CURRICULUM USED: MSi Digital Courseware (Included in Seminar Fee)

CERTIFICATIONS AVAILABLE: IC3 Digital Literacy Certification

Objectives: Upon successful completion of this course, students will be able to identify basic computer hardware, software, and operating system functions and explain how digital devices connect to the internet and modern networks. Students will demonstrate safe and responsible online behavior, apply professional digital communication and etiquette standards, and protect personal data and digital identities. They will learn to search for information using effective online strategies, evaluate digital sources for credibility, and legally use and properly cite digital content. Level 1 is the entry point in the IC3 GS6 certification pathway and prepares students for basic academic, workplace, and personal technology use.

DIG 1.1 IC3- GLOBAL STANDARD 6- LEVEL 2

PREREQUISITES: IC3 Global Standard 6- Level 1

CURRICULUM USED: MSi Digital Courseware (Included in Seminar Fee)

CERTIFICATIONS AVAILABLE: IC3 Digital Literacy Certification

Objectives: Upon successful completion of this course, students will be able to configure basic device and browser settings to improve usability and security, use cloud-based platforms to store, access, and share digital files, and create content using productivity and collaboration tools. Students will apply appropriate online communication practices, demonstrate ethical digital behavior in shared environments, identify common cybersecurity risks, and use basic protective strategies to safeguard their devices and data.

DIG 1.1 IC3- GLOBAL STANDARD 6- LEVEL 3

PREREQUISITES: IC3 Global Standard 6- Levels 1 and 2

CURRICULUM USED: MSi Digital Courseware (Included in Seminar Fee)

CERTIFICATIONS AVAILABLE: IC3 Digital Literacy Certifications

Objectives: Upon successful completion of this course, students will be able to create professional digital content such as tables, charts, videos, and visual workflows; apply data protection tools including antivirus software and multifactor authentication; and follow ethical research practices, including copyright awareness and proper citation standards. Students will also analyze and resolve basic workplace technology issues, collaborate with team members to identify solutions, and demonstrate professional digital communication in real-world problem-solving scenarios.



17. GRADING POLICY

Students enrolled in seminars and non-credit courses of study will not be awarded a grade-point average (GPA). All other courses for technical or professional certifications will be subject to grading with the guidelines listed in the following chart. A student's final numeric grade for a subject will be compiled from the grades earned by the student for work assigned and then weighted by the instructor according to the proportions shown in the "basis of grades" sections of the subject syllabus provided to students by their instructors. To determine the student's final average for course completion, the subject numeric grades are converted to grade points based on a 4.00 scale using the table below:

Numeric Grade	Letter Grade	Grade Points
90 - 100	A	4.00
80 - 89	B	3.00
70 - 79	C	2.00
60 - 69	D	1.00
Below 60	F	0.00
*Incomplete	I	0.00
**Withdrawal	W	0.00

18. SATISFACTORY PROGRESS

If applicable, the student must maintain at least a minimum grade-point average of 2.00 with no more than one subject class grade below 70 to remain in good standing.

Progress will be evaluated at the end of classes for each subject (3 to 10 days depending on the subject). Written numeric grade reports for each subject will be provided to students by the second school day after the last class session for the subject. If applicable, grade reports will also be provided to a student's sponsor, if previously requested, with the appropriate signed release of information (i.e. FERPA).



19. ACADEMIC PROBATION

This policy applies only to students enrolled in a program of study that results in technical or professional certification. A student who is not making satisfactory progress as defined above at the completion of a subject class will be placed on academic probation for the next subject class. If a student on academic probation achieves satisfactory progress for the subsequent subject class but does not achieve the required grades to meet overall satisfactory progress for the course, the student may be continued on academic probation for one more subject class. If a student on academic probation fails to achieve satisfactory progress for the first probationary subject class, the student's enrollment will be terminated. The enrollment of a student who fails to achieve overall satisfactory progress for the program at the end of two successive subject classes will be terminated.

When a student is placed on academic probation, the school will counsel the student prior to the student returning to class. The date, action taken, and terms of probation will be clearly indicated in the student's permanent file.

After one six-week term has elapsed, a student whose enrollment was terminated for unsatisfactory progress may reenroll in a subsequent term in the next 12 calendar months. Such reenrollment does not circumvent the approved refund policy.

The school will place a student who returns after his/her enrollment was terminated for unsatisfactory progress on academic probation for the next subject class of the term. The school will advise the student of this action, and it will be documented in the student's file. If the student does not demonstrate satisfactory progress at the end of this probationary period, that student's enrollment will be terminated.

***Incomplete:** An "I" for Incomplete is assigned when all the work of a subject class cannot be completed due to circumstances beyond the control of the student. The student may complete the work by the end of the term, or the student can notify the school registrar for readmission for one opportunity to complete the work in a subsequent term beginning no later than 12 calendar months after the end of the term in which the student was assigned the "I". There will be no additional administrative or tuition fees charged for students who exercise this option; however, there may be additional fees for books, supplies, etc.

****Withdrawal:** Under Texas Education Code §132.061(f), a student who is obligated for the full tuition and is withdrawing for an appropriate reason unrelated to the student's academic status may request a grade of "I" for incomplete.



A "W" for Withdrawal indicates that the student officially withdrew or was administratively withdrawn from the subject class. A student with a grade of "W" cannot complete the course of study and will be issued a refund in accordance with the refund policy below.

20. REMEDIAL WORK AND REPEATED COURSES

Instructors will identify and address any need for remedial instruction to support each student's successful completion of the course of study. In some cases, a student may be required to repeat an entire course to be adequately prepared to pass required tests or assessments and advance to the next level. When a course is repeated, the student is responsible for paying the course fee again. For credit-bearing courses, the higher grade earned for a repeated course will be used in calculating the student's grade point average.

21. ATTENDANCE POLICY AND MAKE-UP WORK

A. General Guidelines

Students are expected to attend all lectures, labs, and other course activities. Punctuality is important to an effective learning environment for all participants. All students are expected to arrive prior to class start time to not disrupt instruction that is in progress. Instructors will maintain a positive record of attendance and tardiness for all class sessions.

A tardy is defined as arriving in the classroom after the designated time for the beginning of the class or for the continuation of class after breaks. Instructors will meet with a student individually after their second tardy to reinforce the attendance and punctuality expectations. Five tardies to class will be counted as one absence. All in-class activities and tests missed due to the absence of a student must be taken on the first day of attendance after the absence or as pre-arranged with the instructor.

TLCC staff believe effective and timely communication is key to a successful learning experience. Students are expected to communicate with their instructors in advance of any planned absence or tardiness. Any unexpected absence or emergency should be communicated to the instructor as soon as possible.

B. Make-Up Work

No more than 5% of the total course time hours for a program may be made up. Make-up work shall:

(1) be assigned and supervised by the course instructor;



- (2) require the student to demonstrate substantially the same level of knowledge or competence expected of a student who attended the scheduled class session;
 - (3) be completed within two weeks of the end of the grading period during which the absence occurred;
 - (4) be documented by the supervising instructor as being completed, recording the date, time, duration of the make-up session or assignment; and
 - (5) be signed and dated by the student to acknowledge the make-up session or assignment.
- Students will complete online make-up assignments within 2 days of the absence or as prearranged with the instructor.

A student who misses more than 10% of class hours will be placed on attendance probation with conditions stipulated by the school director. Enrollment in the program will be *terminated for a student who is absent for more than 20% of the class hours of the program. A student whose enrollment was terminated due to unsatisfactory attendance may reenroll on attendance probation in a subsequent term in the next 12 calendar months. Such reenrollment does not circumvent the approved refund policy. If the reenrolled student on attendance probation is again absent for more than 20% of the class hours, the student's enrollment at the TLCC will be terminated. Future enrollment of the student will be considered on a case-by-case basis.

C. Leave of Absence

The School Director may grant a leave of absence when good cause is demonstrated. A leave of absence may not exceed 25% of the total length of the course of study. If a leave exceeds this limit, the student must withdraw from the course, and any credit toward future course registrations or refunds will be determined on a case-by-case basis in accordance with TLCC's refund policy. Attendance records will clearly reflect the dates of the approved leave. A written statement explaining the reason for the leave, signed by both the student and the School Director, will be placed in the student's permanent file. (See the Grading Policy/Incomplete section for information on work completion timelines and applicable fees.)

22. STUDENT CONDUCT EXPECTATIONS

A. Student Dress Code Policy

Tree of Life Career Center (TLCC) expects all students to dress in a manner that supports a respectful, safe, and professional learning environment. Student attire should be modest, appropriate for a school setting, and consistent with the values and standards of the institution. Clothing or accessories that are obscene, sexually suggestive, profane, or provocative are not permitted. This includes, but is not limited to, garments or items displaying inappropriate words, symbols, or images; clothing that exposes excessive skin; or attire that is disruptive, offensive, or distracting to others.



Students are also expected to wear clothing that is clean, safe, and suitable for classroom and campus activities. TLCC reserves the right to determine whether attire is appropriate and may require a student to change or leave the premises if their clothing does not meet these standards.

B. Student Code of Conduct- Prohibited Behaviors

TLCC is committed to providing a safe, respectful, and productive learning environment. The following behaviors are prohibited and may result in disciplinary action, up to and including suspension or dismissal. This list is not exhaustive, and TLCC reserves the right to take action for any conduct that disrupts school operations or compromises safety, integrity, or the learning environment:

Academic Misconduct – Including plagiarism, cheating, falsification of records, or assisting others in academic dishonesty.

Disruptive Conduct – Any behavior that interferes with instruction, learning, school administration, or the rights of others.

Failure to Follow Instructions – Non-compliance with reasonable directives of TLCC faculty or staff.

Policy Violations – Failure to comply with any written school policies, rules, or procedures.

Theft or Misuse of Property – Theft, possession of stolen property, or use of another person's or TLCC's property without authorization.

Damage to Property – Vandalism, destruction, or misuse of school or personal property.

Unsafe Behavior – Any action that creates or contributes to unsafe or hazardous conditions.

False Emergencies – Initiating false alarms or making threats related to fire, explosives, or other emergencies.

Threats or Violence – Causing, attempting to cause, or threatening physical harm to any person.

Alcohol – Possession, use, or distribution of alcoholic beverages on school premises or at school-sponsored activities.

Drugs – Possession, use, distribution, or sale of illegal drugs, controlled substances, or prescription medication not prescribed to the student.

Weapons – Possession of firearms or any dangerous or deadly weapon, including but not limited to knives, clubs, knuckles, bats, or tools used as weapons, on school property or at school-sponsored activities.

C. Student Disciplinary Process

TLCC is committed to addressing student misconduct in a manner that is fair, consistent, and designed to promote accountability, safety, and learning. Disciplinary action may be taken when a student violates the Student Code of Conduct, school policies, or engages in behavior that disrupts the learning environment or threatens the safety or well-being of others.



Disciplinary actions may include one or more of the following, depending on the nature and severity of the violation:

(1) Verbal or Written Warning

A warning may be issued for minor or first-time violations. The warning will identify the policy violation, explain expected corrective behavior, and may include conditions for continued enrollment.

(2) Probation or Suspension

For repeated, serious, or uncorrected violations, a student may be placed on disciplinary probation or suspended from classes and school activities for a specified period. Conditions for return may include corrective actions, counseling, or behavioral agreements.

(3) Dismissal

A student may be dismissed from TLCC for serious misconduct, repeated violations, failure to comply with disciplinary conditions, or behavior that poses a risk to the safety, integrity, or mission of the school.

TLCC reserves the right to impose immediate suspension or dismissal when necessary to protect students, staff, or school operations. All disciplinary actions will be documented in the student's permanent file.

D. Student Appeals Procedure

A student who disagrees with a disciplinary action has the right to appeal the decision. The following are guidelines for the appeal process:

- (1) The student must submit a written appeal to the School Director within five (5) business days of receiving written notice of the disciplinary action.
- (2) The appeal must clearly state the reason for the appeal and include any supporting information or documentation.
- (3) The School Director or a designated administrator will review the appeal and may request additional information or a meeting with the student.
- (4) A written decision will be issued within ten (10) business days of receiving the appeal.

The decision of the School Director is final. During the appeal process, the original disciplinary action remains in effect unless otherwise determined by TLCC.

E. Reinstatement Following Non-Criminal Dismissal or Suspension

Students who are suspended or dismissed for misconduct that does not involve criminal activity or law enforcement may request reinstatement. The following are the guidelines for the



reinstatement process:

- (1) A written request for reinstatement must be submitted to the School Director after the suspension period or at least 30 days following dismissal, unless otherwise specified.
- (2) The request must demonstrate that the student has taken responsibility for the misconduct and is prepared to comply with all school policies and behavioral expectations.
- (3) TLCC may require a behavioral agreement, counseling, probationary period, or other conditions as part of reinstatement.

Reinstatement is not guaranteed and will be granted only if TLCC determines the student can return without risk to the school community or disruption to operations. All reinstatement decisions are made at the sole discretion of TLCC.

23. SEXUAL HARASSMENT POLICY

TLCC strictly prohibits sexual harassment in any form by or against students, administrators, faculty, staff, or any other individuals participating in school activities. TLCC is committed to maintaining a learning and working environment that is safe, respectful, and free from harassment, coercion, or inappropriate sexual conduct or communication that interferes with academic performance, employment, or participation in school programs.

Definition of Sexual Harassment: Sexual harassment includes unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature when:

- (1) Submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's employment, academic standing, or participation in school activities;
- (2) Submission to or rejection of such conduct is used as the basis for decisions affecting an individual's employment, grades, advancement, or other school-related benefits; or
- (3) Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance, or of creating an intimidating, hostile, or offensive learning or working environment.

TLCC will promptly investigate all complaints of sexual harassment and will take appropriate corrective action in accordance with applicable law and school policy.

24. CHRISTIAN FAITH-BASED INSTRUCTION

Statement of Integration:

By enrolling in any course of study at Tree of Life Career Center, the student acknowledges and agrees that the curriculum includes integrated Biblical instruction, corporate prayer, and other forms of Christian faith practices conducted on school premises and during class time. As a faith-based institution, these practices are central to the school's educational mission.



Voluntary Participation & Hold Harmless:

By enrolling in any course of study at the TLCC, the student voluntarily agrees to participate in an environment where Christian principles are taught and modeled as part of the instructional experience. The student understands that the school operates under the protections afforded to religious educational institutions and releases/holds harmless the Tree of Life Career Center, its staff, and its leadership from any claims arising from the religious nature of the curriculum or the integration of faith-based practices into any instructional programs or vocational training.

The student must acknowledge and initial this Christian Faith-Based Instruction Agreement as set forth in the school's Student Enrollment Agreement.

25. GRADUATION REQUIREMENTS

Adult Education and Literacy programs will not have formal graduation ceremonies, but completion of the programs may be recognized by the instructor and/or TLCC staff; students will be issued certificates of completion within two weeks of the last session.

For technical programs, a student must complete the full course of instruction with a GPA of 2.0 or higher and must have achieved an average grade of 70% or higher for any completed subject class. A student who has completed a course of study but does not meet course completion requirements can contact the registrar to request one opportunity to repeat subject classes with unsatisfactory progress/grades in a subsequent term beginning no later than 12 calendar months after the end of the term in which the student was originally enrolled. There will be no additional administrative or tuition fees charged for students who exercise this option; however, there may be additional fees for books, supplies, or activity costs.

26. PLACEMENT SERVICES

TLCC does not explicitly provide employment placement services but may refer students to appropriate employment or ministry resources.



27. STUDENT COMPLAINTS

A. Grievance Procedures

Complaints are defined as any student concern regarding the school programs, services, or staff. A student who has a concern about a school-related issue is encouraged to schedule a conference with the school director to find resolution. If an issue is not resolved to a student's satisfaction through the conference, the student can file a formal complaint in writing with the school director who will formally investigate the complaint, take appropriate action, and provide a written response to the student by the 10th business day after the day the formal written complaint is received by member of the school faculty or staff. Note: a conference with the director is not required before a student files a formal written complaint.

B. Notification of Complaint to the Texas Workforce Commission

This school has a Certificate of Approval from the Texas Workforce Commission (TWC).

The TWC-assigned school number is: S 60092

The school's programs (except for the Adult Education classes that include High School Equivalency (GED) preparation and English as a Second Language which are not regulated by the TWC) are approved by TWC.

Students must address their concerns about this school or any of its educational programs by following the grievance process outlined in the school's catalog. Schools are responsible for ensuring and documenting that all students have received a copy of the school's grievance procedures and for describing these procedures in the school's published catalog. If, as a student, you were not provided with this information, please inform school management.

Students dissatisfied with this school's response to their complaint or who are not able to file a complaint with the school, can file a formal complaint with TWC, as well as with other relevant agencies or accreditors, if applicable.

Information on filing a complaint with TWC can be found on TWC's website at <https://www.twc.texas.gov/sites/default/files/wf/docs/csc-401a-student-complaint-twc.pdf>



28. READMISSION

Timelines and conditions for reenrollment are described under the following titles of this catalog: Attendance Policy, Grading Policy/Incomplete, Course Completion Requirements, Academic Probation, and Student Conduct Expectations. Students wishing to be readmitted and enrolled should contact the school Registered Representative at (832) 464-8414.

If the student enrolls to repeat a subject that is no longer offered, the school director will select an appropriate substitute subject, if applicable, for the student to meet that part of the program requirement.

29. TRUE AND CORRECT STATEMENT

I hereby certify that the statements and information in this catalog are true and correct to the best of my knowledge and belief.

Lynda K Vu, MD, MPH
School Director