WESTCLIFF UNIVERSITY

Educate. Inspire. Empower.

Catalog and Student Handbook

2020 – 2021

Contents

WELCOME

President's Message

Welcome to Westcliff University! Many factors influence where you choose to pursue your studies: the reputation of the school and its faculty, its location and cost, and very importantly, its 'culture.' In your selection of school, you generally weigh each factor carefully.

The first reason to choose Westcliff University is its excellence in undergraduate and graduate education. As a result of this guiding principle, the University attracts professors who are currently practicing in their fields. The best way to learn is through interaction with professionals working directly in their areas of expertise.

Second, Westcliff University focuses on the adult student. The University offers convenient class times that fit busy schedules. Online and evening and weekend courses make it possible for working adults to pursue their education.

Third, the learning environment at Westcliff University nurtures innovation and encourages excellence. All classes are taught online and on campus format. On campus course combines classroom learning with online learning. Busy professional students receive the best of both worlds by taking on campus class. Students meet face-to-face on campus one day a week and complete the rest of the class work and learning activities online.

Last, the University's dedication is to serve you: its students. Together with the staff and faculty, my personal goal is to create a sense of genuine community and to foster educational achievement.

Your decision for where to pursue your studies will impact your future, both professionally and personally. I made my decision to join Westcliff University as its President based on many of the same factors that you are now considering. I am delighted with my decision; I think you will be too.

Warm regards,

Anthony Lee, Ed.D., M.B.A.
President

ACADEMIC CALENDAR

The academic calendar consists of three 16-week terms (fall, spring, and summer). Each term consisting of two (2) separate 8-week sessions.

Undergraduate

The academic year for a Westcliff University undergraduate student, whether Title IV (HEA), non-Title IV, or international student, is defined as a minimum of twenty-four (24) credits and thirty-two (32) weeks of instruction time. The academic year includes two (2) terms consisting of twelve (12) credits each.

Graduate

The academic year for a Westcliff University graduate student who decides to utilize Title IV (HEA) funding, is defined as a minimum of twelve (12) credits and thirty-two (32) weeks of instruction time. The academic year includes two (2) terms of six (6) credits each. However, all other Westcliff University graduate students follow an academic year defined as a minimum of eighteen (18) credits and forty-eight (48) weeks of instruction time. The academic year includes three (3) terms of six (6) credits each.

Fall Semester, 2020

Event	Date(s)
Fall Semester - New Student Orientation	August 21, 2020
Fall Semester Session 1 Begins	August 31, 2020
Labor Day Holiday	September 7, 2020
Fall Session 2 – New Student Orientation	October 16, 2020
Fall Session 1 Ends	October 25, 2020
Fall Session 2 Begins	October 26, 2020
Thanksgiving Holiday	November 26 through 27, 2020
Spring Semester – New Student Orientation	December 11, 2020 & December 16, 2020
Fall Semester Ends	December 20, 2020
Christmas Eve Holiday	December 24, 2020
Christmas Day Holiday	December 25, 2020
Winter Break	December 21, 2020 through January 3, 2021

Spring semester, 2021

Event	Date(s)
New Year's Day	January 1, 2021
Spring Semester Session 3 Begins	January 4, 2021
Spring Session 4 – New Student Orientation	February 19, 2021
Spring Session 3 End	February 28, 2021
Spring Session 4 Begins	March 1, 2021
Easter Holiday	April 4, 2021
Summer Semester – New Student Orientation	April 23, 2021
Spring Semester Ends	April 25, 2021
Spring Break	April 26, 2021 through May 2, 2021

Summer Semester, 2021

Event	Date(s)
Summer Semester Session 5 Begins	May 3, 2021
Memorial Day Holiday	May 31, 2021
Summer Session 6 – New Student Orientation	June 18, 2021
Summer Session 5 Ends	June 27, 2021
Summer Session 6 Begins	June 28, 2021
Independence Day Holiday	July 4, 2021
Summer Semester Ends	August 22, 2021
Summer Break	August 23, 2021 through August 29, 2021

UNIVERSITY INFORMATION

Campus Locations

Westcliff University has three campus locations where classes are offered on site – Irvine, California and Cerritos, California.

IRVINE CAMPUS

Intersect

17877 Von Karman Avenue, #400

Irvine, California, 92614

Tel: 888-491-8686
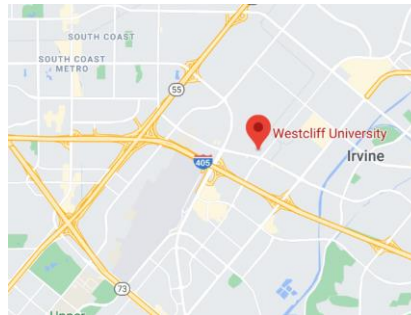
Westcliff University's main campus is located in Irvine, California. This campus is situated in between the I-405 and I-5 freeways and can be easily accessed from the Jamboree Road or Tustin Ranch Road exits.

Von Karman Creative Campus (VKCC)

16715 Von Karman Avenue, #100

Irvine, California 92606

Tel: 888-491-8686
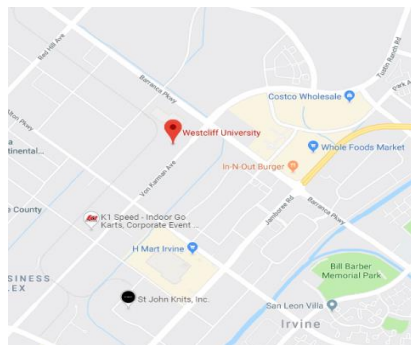
Westcliff University's main campus is located in Irvine, California. This campus is situated in between the I-405 and I-5 freeways and can be easily accessed from the Jamboree Road or Tustin Ranch Road exits.

CERRITOS CAMPUS

Plaza Tower

18000 Studebaker Road, #300

Cerritos, California 90703

Tel: 562-865-7111

The Cerritos campus is conveniently located near the I-605 interchange and the South Street exit. It can also be easily accessed via the CA-91 interchange and the Studebaker Road exit. A short driving distance from both the Long Beach Airport (LGB) and Los Angeles International Airport (LAX), the Cerritos campus is an ideal location for Westcliff University's student base coming from the Los Angeles and North Orange County areas.

Hours of Operation

Westcliff University **business hours** are as follows:

> Monday through Saturday, from 7 am PST to 7 pm PST

Office Staff and Technical Support are available during these times. Faculty may be available during these times; by appointment.

History

Westcliff University was established to provide quality education for students wishing to enter the fast-growing fields of Business and Education. Westcliff University, which received its initial approval with the Bureau for Private Postsecondary Education in 1993 (www.bppe.ca.gov), offers various programs in the College of Business, the College of Education, and the College of Technology and Engineering. Westcliff University's curriculum consists of graduate and undergraduate degree programs in business and education as well as other certificate programs.

While some schools only teach theoretical concepts, Westcliff University prepares students for the practical and theoretical elements required in the job market today. Westcliff University offers full-time working students a chance to enroll in innovative online and hybrid distance education courses that are convenient and affordable.

Westcliff University emphasizes the importance of preparing students personally, academically, and professionally. To ensure its programs are innovative, up-to-date, and of high quality, the University has guidance and expertise from members of its Board of Trustees and Program Advisory Council that includes key leaders from organizations including Google, Hyundai, Deloitte, Hewlett Packard, Hitachi Capital, Cox Communications, CATESOL, University of California Office of the President, as well as other local and national businesses and organizations.

Westcliff Vision

Westcliff University aspires to become recognized for its student-centered education, preparing, inspiring, and enabling students to succeed in a quickly changing world. We envision becoming a well-respected and innovative educational institution, both in the US and abroad, reflecting not only the nature of our academics but also the respected actions of our students in their professional and personal lives.

Westcliff University Mission

Westcliff University's institutional mission is to educate, inspire, and empower students from around the world to acquire the competencies to excel personally and professionally through practical, innovative, high-quality distance and campus programs.

Core Values

- Honesty
- Integrity
- Mutual Respect
- Personal Accountability
- Social Responsibility
- Global Citizenship
- Inclusion

Core Competencies

An important dimension to Westcliff University's mission to educate, inspire, and empower students from around the world is the attainment of core competencies. These competencies delineate the skills, attitudes, and knowledge that are critically needed to achieve the University mission, and as such play a vital role in the development of each student. Additionally, these competencies are aligned institutional learning outcomes specific to the Bachelors, Maters and Doctorate levels. The following core competencies align with the institutional learning outcomes and form a theme of personal and professional enrichment:

- Written Communication
- Oral Communication
- Interpersonal Skills
- Critical Thinking
- Ethics
- Information Literacy
- Quantitative Reasoning

Cumulatively, these dimensions of competency are applied across several disciplines and foster a holistic approach to educating students so that they may be successful in a variety of endeavors. Individually, these dimensions of competency can be used as a foundational tool for assessment and the subsequent professional development of each student.

Institutional Learning Outcomes

The Institutional Learning Outcomes (ILOs) identify what each student at each level of study (Bachelor's, Master's, and Doctorate) should achieve at graduation. They are as follows:

Institutional Learning Outcomes (ILO) – General Education Level

- Recognize and compose written language in a clear, coherent, and organized manner, giving appropriate consideration to audience, content, and format (Written Communication)
- Use appropriate ways to communicate effectively to diverse audiences in various contexts (Oral Communication)
- Demonstrate appropriate and relational and collaborative skills within groups for effective outcomes (Interpersonal Skills)
- Identify and examine assumptions and arguments while considering the confirming and opposing evidence (Critical Thinking)
- Recognize and fulfill ethical responsibilities within the community and profession (Ethics)
- Find, select, and use appropriate sources to fulfill an informational need to support ideas and decision making (Information Literacy)
- Use quantitative methodologies to understand and frame problems to determine appropriate solutions (Quantitative Reasoning)

Institutional Learning Outcomes (ILO) – Bachelor's Level

- Use language that is grammatically correct in a style appropriate to the audience, prepare in writing an argument that is well presented, supported and formatted (Written Communication)

- Employ the appropriate non-verbal aids to convey the oral message appropriately, organize the message so as to obtain acceptance of the intent (Oral Communication)
- Solve problems collaboratively, applying the appropriate knowledge, skills and attitudes, become recognized as a respected leader of one's peers (Interpersonal Skills)
- Solve the appropriate organizational problems creatively, efficiently and effectively (Critical Thinking)
- Respect the diversity of different cultures, communities and individuals, recognize ethical issues when presented in a complex context, understanding cross relationships between issues (Ethics)
- Select and evaluate the appropriate information that is required to make an informed decision (Information Literacy)
- Use diagrams and graphs to express an idea, convert into numerical concepts the essences of real life problems, organize numbers logically to solve problems (Quantitative Reasoning)

Institutional Learning Outcomes (ILO) – Master's Level

- Master the conventions of the written language with culturally accepted structures for presentation and argument, awareness of audience, and other situational factors while successfully mixing texts, data, and images (Written Communication)
- Demonstrate compromise by facilitating cooperation, achieved through informational, persuasive, and expressive oral communication (Oral Communication)
- Exhibit behaviors that lead to stronger human relationships and inspire others to excel in conflict resolution, expectation management, and problem solving (Interpersonal Skills)
- Be open-minded and motivated to seek the truth by distinguishing between fact, opinion, and intentional deception, summarizing and creatively synthesizing complex issues with insight and reflective judgment so as to decide what to believe or what to do (Critical Thinking)
- Be critically engaged in global and local issues with increased reflection and analysis of values, assumptions, beliefs, and attitudes of diverse cultures and communities (Ethics)
- Articulate a need for information, apply with expertise an analysis of others' claims and use enhanced ability to summarize findings both collaboratively and individually (Information Literacy)
- Evaluate, construct, and communicate arguments and other communications using quantitative reasoning (Quantitative Reasoning)

Institutional Learning Outcomes (ILO) – Doctoral Level

- Prepare original, content-rich documents which effectively demonstrates a logical, well- constructed argument supported by data that make significant contributions to industry related literature (Written Communication)
- Communicate in a clear and direct style that is assertive and supported by tone of voice, appropriate body language, and current technological aids to effectively articulate viewpoints, beliefs, and feelings (Oral Communication)
- Develop inner excellence and a strong emotional foundation by exhibiting behaviors that lead to stronger human relationships and inspire others to excel in conflict resolution, expectation management, and problem solving (Interpersonal Skills)
- Approach information through the analyses of competing ideas systematically, resulting in clarity of thought and development of original concepts (Critical Thinking)

- Respect diversity in culture, communities, and individuals to foster an environment of understanding and learning, and to recognize and respond constructively to address ethical issues and dilemmas (Ethics)
- Acquire, select, interpret, and interact with relevant information for use in academia and/or industry. Add originally prepared research, information, and findings to relevant industry annals (Information Literacy)
- Make use of diagrams and graphs to summarize and express ideas and have the ability to utilize numerical data and concepts to support quantitative reasoning in producing insights and recommendations (Quantitative Reasoning).

Accreditations and Approvals

Westcliff University is proud to share the approval and accreditations earned for the exceptional programs in our College of Business, College of Education, and College of Technology and Engineering.

As an accredited university, all of the degrees and certificates awarded by Westcliff University are accredited. So as to ensure the highest possible academic standards, these programs have been through an intensive and careful evaluation process by a national outside examining committee and by competent subject matter specialists.

Accreditation is an assurance to the student that the school has qualified professors, offers approved programs of study, has adequate equipment and technology, operates on a sound financial basis, and utilizes approved recruitment and admission policies.

Accreditation is an assurance of quality. In the field of education, an accredited university must verify that its programs and administrative processes meet standards established by the U. S. Department of Education and regulated by approved accrediting agencies. The Department of Education states that beyond an assurance of quality, two major functions of accreditation are "assisting prospective students in identifying acceptable institutions" and "assisting institutions in determining the acceptability of transfer credits."

BPPE APPROVAL

Under the provisions of the **California Private Post-Secondary Education Act of 2009,** the state of California created within its Department of Consumer Affairs (D.C.A.) a Bureau for Private Post-Secondary Education **(B.P.P.E.)** which oversees the 1,500 private Post-Secondary institutions of learning in California attended by more than 400,000 Californians. The legislation mandates educational quality standards and operates to prevent deception in the conferring and the use of fraudulent or substandard degrees.

Westcliff University is a private institution that is compliant to the requirements set forth in the **California Private Post-Secondary Education Act of 2009.** The University has received approval to operate from **B.P.P.E.** (www.bppe.ca.gov) to offer academic degree and certificate programs to the public. *An approval to operate means compliance with state standards as set forth in the California Education Code, Title 3, Division 10, Part 59, Chapter 8 and Division 7.5 of Title 5 of the California Code of Regulations.*

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 1747 N. Market Blvd. Suite 225, Sacramento, CA 95834, or P.O. Box 980818, West Sacramento, CA 95798-0818, www.bppe.ca.gov, (888)370-7589 or (916)574-8900 by fax (916)263-1897.

> **Bureau for Private Postsecondary Education**
> **Address:** 1747 N. Market Blvd. Suite 225, Sacramento, CA 95834 |P.O. Box 980818, West Sacramento, CA 95798-0818
> **Telephone and Fax:** (888) 370-7589 or by fax (916) 263-1897 | (916) 574-8900 or by fax (916) 263-1897
> Website: http://www.bppe.ca.gov/
> **California Private Postsecondary Education Act Of 2009**

Westcliff University policy is in full compliance with the California Private Postsecondary Education Act of 2009 and is approved to operate by the Bureau for Private Postsecondary Education.

WASC Accreditation

Westcliff University is accredited by the **WASC Senior College and University Commission**, an accreditation body recognized by the U.S. Department of Education (ED) and the Council on Higher Education Accreditation (CHEA).

> **WASC Senior College and University Commission**
> 985 Atlantic Avenue, Suite 100
> Alameda, CA 94501
> Phone: (510) 748-9001
> Website: www.wascsenior.org

Accreditation Council for Business Schools and Programs (ACBSP)

Accreditation Council for Business Schools and Programs (ACBSP) Westcliff University College of Business is globally accredited by ACBSP. Founded in 1988, the Accreditation Council for Business Schools and Programs (ACBSP) ignites a standard of excellence with an accreditation process based on the Baldrige Education Criteria for Performance Excellence. The accreditation focuses on recognizing teaching excellence, determining student learning outcomes, and a continuous improvement model. Institutions with programs accredited by ACBSP are committed to continuous improvement that ensures their business program will give students the skills employers want.

> **Accreditation Council for Business Schools and Programs (ACBSP)**
> U.S. World Headquarters
> 11520 West 119th Street
> Overland Park, KS 66213
> Phone: (913) 339-9356
> Website: https://www.acbsp.org

Learning Platforms

The courses offered by Westcliff University for the College of Business, College of Education, and College of Technology and Engineering are taught either 100% online, or via on campus platform which features both on-campus and online aspects. Access to the online courses, the online portion of the on campus courses, and related tutorials are accessible via the University's Global Academic Portal: https://gap.westcliff.edu/. This portal is accessible to students using a username and a password, which is distributed during New Student Orientation.

Online Platforms

Students enrolled in the online form of Westcliff University programs will participate in their courses 100% online. Students connect to their online course via the Global Academic Portal where all online learning, coursework, and teacher and student interaction occurs. Students participate in online courses by attending a virtual class session (VCS), completing weekly discussion board questions (DQs), online quizzes, and posting assignments. In some programs, students may participate completely asynchronously by viewing recordings of the virtual class sessions.

On Campus Platform

Students enrolled on campus version of Westcliff University programs will participate in their courses both online and on campus. Students connect to the online portion of their course via the Global Academic Portal where students participate in online discussions and submit course assignments. The weekly on-campus format requires attendance in the physical classroom once per week per course. Some courses may offer a Discussion Section on campus to provide additional support to students. Students in this format are also required to participate in weekly online discussion boards and submit all assignments on the Global Academic Portal.

Learning Platform Options

Domestic students may select either of the available learning platforms, or any program format, for the entirety of their program or may request to alternate platforms as the student progresses through the program (depending on availability in each program format).

International students attending Westcliff University on an F1 Student Visa must enroll on campus program and attend additional required Discussion Sections on campus. International students who are attending Westcliff University on any other type of Visa (H1B, etc.), on permanent residency in the U.S.A., or with a USCIS issued Employment Authorization Document (EAD) card, are considered to be domestic students.

Facilities, Equipment, and Materials

Westcliff University's main campus located in Irvine, California, includes sufficient facilities for the administration and classrooms for the on campus programs The campus includes 18 classrooms 6 of which make up the Campus Innovation Learning Center and 4 classrooms group into pairs for larger meeting space, a computer lab for research, a study lounge for all students, file room, 3 storage closets, 3 conference rooms, 9 meeting rooms, Career Service Center, an HR Suite with three private offices and common space, a faculty space with 8 private offices, a meeting room, and a communal space for visiting faculty, 10 executive offices, a billing office, a privacy room, and a multimedia lab.

In our Cerritos, California, campus, Westcliff University occupies a business building in a business park setting. The facilities consist of six classrooms, a library, a conference room, a kitchen/lounge area, and several offices for faculty/staff. Hours of operation for administration offices are 8:00 am PST - 7:00 pm PST.

As a part of our on campus teaching platform in the US, all instruction is provided in a modern, classroom setting. The classrooms require a computer, whiteboard, and projector or monitor to present the curriculum to the students. All digital materials are housed on GAP (Global Academic Portal) for the students to access 24 hours a day, 7 days a week.

The library, is equipped with computer terminals for students, which provides suitable study and research spaces for our students and instructors.

As a student of Westcliff University, you gain access to a Virtual Library. Westcliff University provides access to The Library and Information Resources Network (LIRN). LIRN provides an online library collection of more than 80 million scholarly journals, articles, periodicals, books, encyclopedias, newspapers, magazines, and audio and video clips. LIRN also includes databases from Gale/InfoTrac with Informe, ProQuest, eLibrary, Credo, RCL, Web and Books in Print. Westcliff University students are encouraged to use LIRN in their research for University courses.

To access LIRN, login to your GAP account and scroll down to find the yellow hot air balloon symbol on the left hand side.

State Contact for Student Complaints

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888)370-7589 toll-free or by completing a complaint form, which can be obtained on the bureau's Internet Web site www.bppe.ca.gov.

Statewide Consumer Complaints Report

Posters, Notices, and Handbills

Except as permitted, no poster, handbill, or any other form of announcement or statement may be placed on, attached to, or written on any structure or natural feature of the campus such as the sides of doors or buildings, windows, the surface of walkways or roads, fountains, posts, waste receptacles, trees, or stakes.

Employees of the University, currently enrolled students, and registered organizations with Westcliff University may have non-commercial announcements posted on the University's general-purpose bulletin boards. The names of all employees or students, posting the announcement is to be identified on the announcement.

Equal Opportunity Institution and Employer

Westcliff University is an equal opportunity educational institution and employer. The University does not discriminate on any of the following bases: race, color, religion, sex (including pregnancy, gender identity, and sexual orientation), national origin, disability, age, genetics, retaliation, armed forces service members, or veteran status.

Title IX Regulations Policy & Resources

Title IX of the Education Amendments of 1972 (Title IX) States:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

Title IX at Westcliff University (Statement of Non-Discrimination)

Westcliff University (the "University") does not discriminate in its employment practices or in its educational programs or activities on the basis of sex. Westcliff University also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internally or externally. Reports of misconduct, questions regarding Title IX, and concerns about noncompliance should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, please contact the Title IX Coordinator or the Assistant Secretary of Education within the Office for Civil Rights (OCR). Please see the University's Title IX policy for additional information including how to make a report and the University's Grievance Procedure.

If you believe that you have experienced or witnessed other incidents of sexual misconduct or discrimination, please follow the procedures outlined in the University's Code of Conduct, which can be found on the University's website.

Title IX Coordinator

The Title IX Coordinator and Title IX Deputy Coordinator are listed below. Individuals should contact the Title IX Coordinator/Deputy Coordinator regarding the application of Title IX, its implementing regulations, to make a report or a file a Formal Complaint or other questions. The Title IX Coordinator/Deputy Coordinator oversees the University's compliance with Title IX and is also responsible for identifying and addressing any patterns or systemic problems that arise during the review of such complaints.

> **Title IX Coordinator: April Vuong**
> 17877 Von Karman Ave. Suite 400
> Irvine, CA 92614
> 949-825-5999
> titleixcoordinator@westcliff.edu

> **Deputy Title IX Coordinator: Josh Schoonover**
> 17877 Von Karman Ave. Suite 400
> Irvine, CA 92614
> 949-825-5999
> titleixdeputy@westcliff.edu

The Title IX Coordinator is responsible for implementing the University's Title IX policy, intaking reports and Formal Complaints of Sexual Harassment, providing supportive measures and maintaining accurate Clery Act crime statistics.

Any person can report sex discrimination, including Sexual Harassment (whether or not the person reporting is the alleged victim) in person, by mail, telephone, or e-mail, using the contact information listed above for the Title IX Coordinator/Deputy. A report can be made at any time, including during non-business hours. However, responses to reports made outside of business hours, including during weekends and holidays, may be delayed.

Resources

- Title IX Regulations and Policy - Handbook

- Student Code of Conduct

- Title IX Professional Training - Slide Decks

    o Training for Title IX

    o Additional Training Materials for Title IX Personnel

- Grievance Procedure Flowchart

- Annual Security Report

- Local and National Resources & Hotlines

    o Sexual Assault - Waymakers (Orange County) - (714) 957-2737 or (949) 831-9110

    o Domestic Violence - Laura's House - (866-498-1511)

    o RAINN - (800) 656-HOPE (4673)

    o National Domestic Violence Hotline - (800) 799-7233

    o Crisis Text Line - Text HOME to 741741 from anywhere in the U.S.

COLLEGE OF BUSINESS (COB)

College of Business Mission

Westcliff University's College of Business mission is to deliver a high-quality business education that can improve the lives of students, personally and professionally. The College's teaching philosophy is to vitalize business concepts by offering a curriculum in a pragmatic and relevant framework. Through the use of innovative teaching methods, students are enabled to enhance their business acumen in an ethical and socially responsible way.

Undergraduate Programs

Bachelor of Business Administration

Program Description

The Bachelor of Business Administration degree prepares graduates to seek employment in entry-level positions in various industries of budgeting, accounting, payroll, personnel, computer systems, risk management, facilities planning and management.

The performance outcomes which are required for the completion of the program include: class participation, response to discussion questions, writing research papers, presentations, case study analyses, quizzes, mid-term and final examinations (Comprehensive Learning Assessments).

Program Mission Statement

The mission of the Bachelor of Business Administration program is to teach students core foundational concepts, preparing the students to succeed in their professional careers. The program empowers them to use relevant business knowledge, think critically, solve problems, communicate, and make decisions in an ethical and professional manner.

Program Learning Outcomes

Westcliff University wants to produce capable and knowledgeable students who manifest an understanding of work and careers and an ability to adapt quickly to the expectations of employers and the work environment. To this end we strive to realize the following set of program learning outcomes for all our undergraduate business majors.

The Bachelor of Business Administration encourages students to achieve the following educational outcomes:

- Differentiate and discuss the functional components of business - economics, marketing, accounting, finance, law, and management.
- Demonstrate effective presentation of business analyses and recommendations through written forms of communication appropriate to the intended audience
- Demonstrate effective presentation of business analyses and recommendations through oral communication of conventions and forms appropriate to the intended audience
- Demonstrate the ability to recognize the need for information, be able to identify, locate, evaluate, share and apply the information effectively to facilitate problem solving and decision-making.
- Illustrate the value of diversity when developing a global perspective.
- Use independent, critical thinking and reasoning skills to identify problems and apply problem-solving abilities.
- Employ a sense of ethics and values which can be applied in a personal and professional environment.

- Construct and apply aspects of team development and construct for the purpose of solving business problems and attaining organizational goals.
- Analyze business problems through quantitative reasoning and methods by obtaining, evaluating and interpreting the data

Graduation Requirements

The Bachelor of Business Administration program consists of a program requirement of 120 credit hours, including 60 credits of Core Business Courses, 30 credits of General Education Courses, and 30 credits of Elective Courses. Students may choose to complete a 15-credit concentration or a 30-credit dual concentration to satisfy their elective requirements. Students must complete one-hundred-twenty (120) prescribed credit hours with a program grade point average of 2.0 or higher.

Students may transfer up to 60 general education and elective credit hours to Westcliff from another accredited school. Additionally, students may be granted course waivers for up to 30 credit hours of the Core Business Courses. In any option, 54 of the 60 general education and elective credit hours must have academic content. Please refer to the Transfer Credit and Course Waiver Policies for more detailed information and requirements.

Students must apply for graduation and meet all academic and financial requirements. Upon graduation and fulfillment of all graduation requirements, students will receive a Bachelor of Business Administration.

General Education Requirements

The General Education courses at Westcliff are structured to provide a coherent, integrated introduction to the breadth of knowledge students will need to help them develop intellectual skills that will enhance their professional, civic, and personal life for years to come. Students will learn how to analyze the world around them from different perspectives, how to communicate their ideas and understand the ideas of others, how to solve problems, and how to apply their knowledge to real-world projects.

General Education Course Requirements (30 Credit Hours)
- English - 2 courses (6 credit hours) required
- Math - 1 course (3 credit hours) required
- Arts and Humanities - 2 courses (6 credit hours) required
- Social and Behavioral Sciences- 3 courses (9 credit hours) required
- Natural Sciences - 1 course (3 credit hours) required
- Communications- 1 course (3 credit hours) required

Concentration Requirements (15 Credit Hours)

In addition to the core requirements, students may choose one or two concentrations within the Bachelor of Business Administration program. In order to graduate with a concentration, students are require to complete five (5) courses (15 credit hours) in the area of their chosen concentration. To graduate with a dual concentration, students would need to satisfy the requirements for two concentrations.

Program Requirements - 120 Credit Hours

Complete the Following Core Courses	60 Credit Hours
BUS 300 Foundations of Business	3 Credit Hours
BUS 305 Principles of Accounting	3 Credit Hours
BUS 310 Concepts of Microeconomics	3 Credit Hours
BUS 311 Concepts of Macroeconomics	3 Credit Hours
BUS 315 Introduction to business Writing	3 Credit Hours
BUS 317 Introduction to Business Law	3 Credit Hours
BUS 320 Foundations of Statistics	3 Credit Hours
BUS 323 Introduction to Organizational Behavior	3 Credit Hours
BUS 325 Introduction to Leadership	3 Credit Hours
BUS 330 Principles of Marketing	3 Credit Hours
BUS 334 Essentials of Corporate Finance	3 Credit Hours
BUS 345 Fundamentals of Decision Making	3 Credit Hours
BUS 349 Foundations in Operations Management	3 Credit Hours
BUS 350 Introduction to Sales Management	3 Credit Hours
BUS 355 Essentials of Entrepreneurship	3 Credit Hours
BUS 367 The Necessities of International Marketing & Culture	3 Credit Hours
BUS 385 Principles of Advertising	3 Credit Hours
BUS 387 Introduction to Business Research	3 Credit Hours
BUS 390 Development of Business Strategy	3 Credit Hours
BUS 340 Introduction to Information Technology	3 Credit Hours

Concentration in Finance

This concentration focuses on investments and the workings of financial institutions. Students will study topics such as corporate and global finance, financial and technical feasibility analysis of a project or program. This concentration provides a solid foundation for entrepreneurs who want to start their own business.

Complete the Following Courses	15 Credit hours
BUS 400 Working Capital Management	3 Credit Hours
BUS 401 Financial Institutions and Markets	3 Credit Hours
BUS 402 Corporate Finance Strategy	3 Credit Hours
BUS 403 Financial Derivatives	3 Credit Hours
BUS 404 Investment & Portfolio Management	3 Credit Hours

Concentration in Human Resources

The Human Resources concentration focuses on employee selection, training, management development, industrial relations, compensation and the dynamics of organizational behavior. Students are prepared to become human resources practitioners in high-performing organizations. They will demonstrate competency in critical areas, including business practices, making strategic contributions to an organization and effective management of the human resources department.

Complete the Following Courses	15 Credit Hours
BUS 410 Fundamentals of Human Resource Management	3 Credit Hours
BUS 411 Compensation and Reward Management	3 Credit Hours
BUS 412 Performance Management	3 Credit Hours
BUS 413 Management of Labor Relations	3 Credit Hours
BUS 414 Strategic Human Resources Planning	3 Credit Hours

Concentration in Digital Marketing

This program provides students with the skills set to leverage digital marketing platforms such as social media and search engines. Students will learn about marketing, communication and analytical knowledge, and will investigate ways to engage company audiences, clients and consumers to sell products and grow.

Complete the Following Courses	15 Credit Hours
BUS 420 Applied Marketing Analytics	3 Credit Hours
BUS 421 Customer Relations Management	3 Credit Hours
BUS 422 Digital Marketing Strategy	3 Credit Hours
BUS 423 Integrated Marketing Communication	3 Credit Hours
BUS 424 Social Media Strategy	3 Credit Hours

Concentration in Sports Management

The purpose of the concentration in sports management is to provide students with the skills and practical and theoretical concepts in marketing, public relations, education, ethics, economics and financial management as well as the social and legal issues inherent in this field.

Complete the Following Courses	15 Credit Hours
BUS 430 Contemporary Issues in Sports & Exercise Science	3 Credit Hours
BUS 431 Organizational Sports & Strategic Management	3 Credit Hours
BUS 432 Leadership Principles for Sports Management	3 Credit Hours
BUS 433 Sports Psychology	3 Credit Hours
BUS 434 Sports Facility & Events Management	3 Credit Hours

Concentration in Entrepreneurship

What does it mean to be an entrepreneur? If we accept the traits of creativity, imagination and a willingness to do what it takes are what is needed, why are all entrepreneurs not successful? This concentration is designed to provide students with the tools to bring an idea to life, to innovate and to be persistent. They will explore ways to problem solve by piecing together the basic concepts of entrepreneurship, remove barriers and support change.

Complete the Following Courses	15 Credit Hours
BUS 440 Analytical Approach to Innovation-Driven Entrepreneurship	3 Credit Hours
BUS 441 Entrepreneurial Innovation Management	3 Credit Hours
BUS 442 Negotiation Theory and Skills for Entrepreneurs	3 Credit Hours
BUS 443 Feasibility Analysis for Sustainable Entrepreneurship	3 Credit Hours
BUS 444 New Product Development for Entrepreneurs	3 Credit Hours

Graduate Course Option for Concentrations

In each of the Bachelor of Business Administration concentrations, students have the option to apply to take one graduate course as part of satisfying the requirements for the concentration. Students must demonstrate academic acumen consistent with graduate work and have the approval of the Dean to enroll in a graduate course for this purpose.

Web Development Concentration

The Full Stack Coding Bootcamp offered by Westcliff University is a multidimensional certificate program that bridges a path for students who want to pursue careers in the growing and exciting field of web development. The program focuses on creating dynamic and interactive experiences through a rigorous full stack coding curriculum. Students pursuing this program will gain the necessary skills for front-end and back-end development, all while preparing them for success in the professional world.

Complete the Following Requirements	18 Credit Hours
WEB 301 Front End Web Development	6 Credit Hours
WEB 302 Back End Web Development	6 Credit Hours
WEB 303 Advanced Full Stack Web Development	6 Credit Hours

Bachelor of Business Administration General and Electives Courses Requirements (60 Credit Hours)
General Education Courses Offered by Category

English Courses	**6 Credit Hours**
ENG 110 Introduction to Academic Writing	3 Credit Hours
ENG 120 English Composition	3 Credit Hours
LIT 150 English Literature	3 Credit Hours
Mathematics Courses	**3 Credit Hours**
MAT 135 College Algebra	3 Credit Hours
Arts and Humanities Courses	**6 Credit Hours**
ART 100 Art History	3 Credit Hours
HUM 165 Human Geography	3 Credit Hours
HUM 170 Human Civilizations	3 Credit Hours
HUM 180: World Religions	3 Credit Hours
Social and Behavioral Science Courses	**9 Credit Hours**
HIS 141 World History	3 Credit Hours
POL 205 International Relations	3 Credit Hours
POL 220 Comparative Politics	3 Credit Hours
PSY 235 Introduction to Psychology	3 Credit Hours
PSY 240 Human Development	3 Credit Hours
SOC 245 Introduction to Sociology	3 Credit Hours
Natural Sciences Courses	**3 Credit Hours**
BIO 260 General Biology	3 Credit Hours
SCI 275 Introduction to Ecology	3 Credit Hours
SCI 280 Environmental Science	3 Credit Hours

GEO 290 Physical Geography	3 Credit Hours
Communications Courses	**3 Credit Hours**
COM 115 Introduction to Communication	3 Credit Hours
PHL 190 Critical Thinking and Problem Solving	3 Credit Hours
Elective Courses	**15 Credit Hours**
BSIT 350 Database Design and Management Systems	3 Credit Hours
BSIT 365 Computer Networking Concepts, Administration & Security	3 Credit Hours
BSIT 370 Business Intelligence Tools and Technologies	3 Credit Hours
BSIT 380 Big Data Analytics	3 Credit Hours
BUS 335 Principles of Managerial Accounting	3 Credit Hours
BUS 338 Corporate Financial Decisions	3 Credit Hours
BUS 340 Introduction to Information Systems	3 Credit Hours
BUS 347 Project Management	3 Credit Hours
BUS 352 Consumer Behavior	3 Credit Hours
BUS 353 Public Relations	3 Credit Hours
BUS 354 Principles of Branding	3 Credit Hours
BUS 356 Mass Communications and Media	3 Credit Hours
BUS 357 Retail Management	3 Credit Hours
BUS 359 Business Ethics	3 Credit Hours
BUS 360 Investment Decisions	3 Credit Hours
BUS 370 E-Commerce	3 Credit Hours
BUS 400 Working Capital Management	3 Credit Hours
BUS 401 Financial Institutions and Markets	3 Credit Hours
BUS 402 Corporate Finance Strategy	3 Credit Hours
BUS 403 Financial Derivatives	3 Credit Hours
BUS 404 Investment & Portfolio Management	3 Credit Hours
BUS 410 Fundamentals of Human Resource Management	3 Credit Hours
BUS 411 Compensation and Reward Management	3 Credit Hours
BUS 412 Performance Management	3 Credit Hours

BUS 413 Management of Labor Relations	3 Credit Hours
BUS 414 Strategic Human Resources Planning	3 Credit Hours
BUS 420 Applied Marketing Analytics	3 Credit Hours
BUS 421 Customer Relations Management	3 Credit Hours
BUS 422 Digital Marketing Strategy	3 Credit Hours
BUS 423 Integrated Marketing Communication	3 Credit Hours
BUS 424 Social Media Strategy	3 Credit Hours
BUS 430 Contemporary Issues in Sports & Exercise Science	3 Credit Hours
BUS 431 Organizational Sports & Strategic Management	3 Credit Hours
BUS 432 Leadership Principles for Sports Management	3 Credit Hours
BUS 433 Sports Psychology	3 Credit Hours
BUS 434 Sports Facility & Events Management	3 Credit Hours
BUS 440 Analytical Approach to Innovation-Driven Entrepreneurship	3 Credit Hours
BUS 441 Entrepreneurial Innovation Management	3 Credit Hours
BUS 442 Negotiation Theory and Skills for Entrepreneurs	3 Credit Hours
BUS 443 Feasibility Analysis for Sustainable Entrepreneurship	3 Credit Hours
BUS 444 New Product Development for Entrepreneurs	3 Credit Hours

Undergraduate Certificate in Business Administration

Program Description

The Undergraduate Certificate in Business Administration introduces students to the fundamental concepts of business, including: economics, marketing, accounting, finance, law, management, and business communication. The certificate emphasizes practical business skills that can be put into use immediately in any business setting.

Program Learning Outcomes

- Differentiate and discuss the functional components of business - economics, marketing, accounting, finance, law, and management.
- Assess interrelationship between business and the external variables such as suppliers, social forces of government, and the community.
- Identify and explain the possible advantages and barriers to doing business in a global marketplace, and understand the role of communications and its importance for problem solving.
- Understand the basic concepts of the legal system and process especially as it pertains to the conduct of commerce, including dispute resolution and among various business entities.

Certificate Course Requirements - 9 Credit Hours

Complete The Following Courses	9 Credit Hours
BUS 300 Foundations of Business	3 Credit Hours
BUS 315 Introduction to Business Writing	3 Credit Hours
BUS 317 Introduction to Business Law	3 Credit Hours

Undergraduate Certificate in Leadership

Program Description

The Certificate in Leadership introduces students to the fundamental concepts of organizational behavior, leadership, and decision making. The certificate examines characteristics of organizational memberships and teams to identify how these factors influence the effectiveness of organizations and their members.   Special emphasis is placed on the knowledge and skills necessary to reason, make informed business decisions, and to inspire those in leadership positions in an organization to motivate, delegate, communicate and build the team for success.

Program Learning Outcomes

- Demonstrate comprehension of leadership, and leadership principles as they are related to the operation and management of the functional components of business.
- Use independent, critical thinking and reasoning skills as they relate to organizational behavior for the purpose of solving problems and the attainment of organizational goals from a leadership perspective.
- Explain and disseminate processes and strategies for decision-making and examine the implications of decisions on organizational behavior and leadership style.
- Demonstrate an ability to analyze data in relation to leadership responsibility for making decisions that fosters an environment of a strong and disciplined organizational workforce operating efficiently in teams.

Course Requirements - 9 credit Hours

Complete the Following Courses	9 Credit Hours
BUS 323 Introduction to Organizational Behavior	3 Credit Hours
BUS 325 Introduction to Leadership	3 Credit Hours
BUS 345 Fundamentals of Decision Making	3 Credit Hours

Graduate Programs

Master of Business Administration

Program Mission Statement

Westcliff University's mission for the Master of Business Administration program is to offer a broad spectrum of core concepts in ancillary fields of business that prepare students to lead people and projects. In an innovative and creative environment, the program enables students to develop and implement business strategic initiatives in an ethical and professional manner.

Program Description

The Master of Business Administration degree program prepares individuals for careers in management. More specifically, its aim is to provide an opportunity for men and women to develop knowledge, abilities, attitudes, and understanding that will constitute a foundation for growth into competent business management professionals, qualifying graduates to seek employment in major industries, including computer-related services, investment banking/securities and consulting in the areas of marketing, research, analysis, and/or finance.

The performance outcomes which are required for the completion of the program include: class participation, response to discussion questions, writing research papers, group assignments, case study analyses, quizzes, mid-term and final examinations (Comprehensive Learning Assessments).

Program Learning Outcomes

Westcliff University's Master of Business Administration program seeks to develop persons who can function successfully in upper middle management and top management positions. The emphasis is on strategic management concepts and principles. The Master of Business Administration program makes use of recent research findings, uses complex computer models, stresses the importance of human relations skills, and integrates strategic management processes through an objective worldview.

The following are the educational Program Learning Outcomes for the Master of Business Administration:
- Develop mastery of functional components of business—economics, marketing, accounting, finance, law, organizational behavior, and leadership.
- Demonstrate effective presentation of business analyses and recommendations through written forms of communication appropriate to the intended audience
- Demonstrate effective presentation of business analyses and recommendations through oral communication of conventions and forms appropriate to the intended audience.
- Appraise current information technology effectively to support business decision making.
- Value and integrate diversity and a global perspective in business decisions.
- Compile independent, critical thinking, and reasoning skills to critique problems and develop problem solving and decision-making abilities.
- Integrate ethical issues in a business context and formulate alternatives that demonstrate ethical values.
- Facilitate the use of research and information from all mediums for the purpose of promoting critical thinking as it is applied to learning complex business concepts.
- Evaluate, analyze, and communicate quantitative data to improve and sustain strategic business initiatives.

Program Graduation Requirements

Student must complete thirty-six (36) prescribed credit hours with a program GPA of 3.0 or higher, including 9 Core Course (27 Credit Hours) and 3 Concentration (9 Credit Hours). Students may complete all 36 credits at Westcliff University. Alternatively, students may apply to be granted course waivers for up to 6 credit hours of the required Master of Business Administration Courses. Please refer to the Transfer Credit and Course Waiver Policies for more detailed information and requirements.

Internship Requirement

Westcliff University requires all students enrolled in graduate degree programs to successfully complete an internship prior to graduation. Westcliff University degrees are designed to prepare students for the workforce, and the knowledge and skills learned throughout the curriculum are directly applicable in the industries to which they are associated. Internship experiences allow students to further refine these skills through practical use with guidance, oversight, and feedback while also building a network within the industry and references for future career needs. Graduate students are encouraged to take full advantage of the opportunities afforded to them in their internship experiences and maximize their potential career placement or advancement upon graduation.

Graduate internship courses are credit-bearing and are assessed on a Pass/Fail basis. During each internship course, students engage in direct experience per session in addition to participating in the assigned classroom activities. Students are encouraged to complete as many internship courses as they are able to in pursuit of their degree (with a maximum of one course per session). Internships opportunities exist on- and off-campus. Off-campus internships require prior university approval, and F-1 students must have Curricular Practical Training (CPT) authorization to participate in off-campus internships.

Students are responsible for developing and demonstrating the skills necessary to be successful in an internship. In addition to industry knowledge, students should be prepared to demonstrate professionalism, effective communication (written, oral, and digital), and integrity while engaged in an internship. The faculty facilitating graduate internship courses assess these qualities and provide valuable feedback to students throughout the course.

Students must apply for graduation and meet all academic and financial requirements.

At the end of the graduate business program, the Dean of the College of Business shall be present and observe all final contents presented during the graduate student's final capstone. The Dean's signature of approval is required for satisfactory completion of the capstone course.

Upon graduation and fulfillment of all graduation requirements, students will receive a Master Degree in Business Administration.

Masters of Business Administration Core Course Requirements - 27 Credit Hours

Complete the Following Core Requirements	27 Credit Hours
BUS 500 Organizational Leadership	3 Credit Hours
BUS 505 Managerial Economics	3 Credit Hours
BUS 510 Marketing Management	3 Credit Hours
BUS 525 Strategic Management in a Globalized Economy	3 Credit Hours
BUS 530 Managing Information Systems & Technology	3 Credit Hours
BUS 535 Managerial Accounting	3 Credit Hours
BUS 540 Organizational Behavior	3 Credit Hours
BUS 550 Financial Management	3 Credit Hours
BUS 557 Applied Methods Capstone[1]	3 Credit Hours

Masters of Business Administration Areas of Concentration

In addition to the core requirements, students may choose a concentration within the Master of Business Administration program. In order to graduate with a concentration, students must take three (3) courses, totaling 9 credit hours in the area of their chosen concentration while at Westcliff University in addition to all of the Master of Business Administration core course requirements.

Masters of Business Administration Elective Courses - 9 Credit Hours

Complete the Following Courses	9 Credit Hours
BUS 615 Social Entrepreneurship and Innovation	3 Credit Hours
BUS 617 Communication for Project Management	3 Credit Hours
BUS 619 Project Management	3 Credit Hours
BUS 623 Financial Institutions, Markets, and the Economy	3 Credit Hours
BUS 624 Investment Analysis	3 Credit Hours
BUS 627 Managing Non-Profit Organization	3 Credit Hours
BUS 628 Grants Management	3 Credit Hours
BUS 635 Leading Project Teams	3 Credit Hours
BUS 638 Logistics Management for Humanitarian and Development	3 Credit Hours
BUS 643 Strategic Brand Management	3 Credit Hours

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[1] The BUS 557 Applied Methods Capstone course is a comprehensive project that integrates prior course materials. Therefore, BUS 557 should be scheduled as the last course in the program, after completing concentration courses.

BUS 644 Performance Management in Public and Nonprofit Organization	3 Credit Hours
BUS 645 Applied Business Ethics	3 Credit Hours
BUS 654 Public Policy Analyses and Compliance	3 Credit Hours
BUS 668 Knowledge Management	3 Credit Hours
BUS 685 Applied Research for Project Management	3 Credit Hours

Masters of Business Administration Areas of Concentration

Concentration in General Management

By focusing on fundamental business principles and general management competencies such as managerial communication and decision-making skills, Westcliff's Master of Business Administration in General Management can introduce students to new strategies for success in business. To complete a Master of Business Administration in General Management, students must complete 9 credits from any of the concentration courses listed below.

Complete the Following Courses	9 Credit Hours
BUS 600 Managerial Communication	3 Credit Hours
BUS 601 Operations Management	3 Credit Hours
BUS 602 Business Law	3 Credit Hours
BUS 603 Sales Management	3 Credit Hours
BUS 604 Data Analysis & Business Intelligence	3 Credit Hours

Concentration in Marketing

This concentration prepares students with the knowledge and tools they need to be a marketing department director, manager, or officer. The program emphasizes the global aspects of marketing, the preparation of various specialized plans for marketing, sales, and advertising and the relationship between the marketing department and other departments of the firm.

Complete the Following Courses	9 Credit Hours
BUS 610 Consumer Behavior	3 Credit Hours
BUS 611 Electronic Commerce Marketing Management	3 Credit Hours
BUS 612 Market Research	3 Credit Hours
BUS 652 Entrepreneurial Marketing	3 Credit Hours
BUS 605 Business Research Methodology	3 Credit Hours

Concentration in Financial Management

The financial management program is designed to provide both a sound theoretical and a conceptual and practical framework for financial managers. Special emphasis is placed on growth and diversification policies, evaluation, and management of securities portfolios, investment banking and merger strategies, analysis of foreign exchange rate movements, formulation of plans to reduce foreign exchange risk exposure, and case and/or research projects dealing with contemporary financial issues.

Complete the Following Courses	9 Credit Hours
BUS 620 International Finance	3 Credit Hours
BUS 621 Entrepreneurial Finance	3 Credit Hours
BUS 622 Financial Statement Analysis	3 Credit Hours

Concentration in International Business

Business activities have an increasingly global reach. Successful business professionals must have a thorough knowledge of international business environments and be able to operate within individual foreign markets. Specific issues covered in this Concentration include cultural, economic and legal issues, as well as exporting, franchising, licensing, foreign direct investment, and outsourcing. Students develop skills in areas such as international risk analysis, international human capital development, international communication, site selection, matching markets, and products/services, etc.

Complete the Following Courses	9 Credit Hours
BUS 630 International Business	3 Credit Hours
BUS 631 Managing Global Diversity	3 Credit Hours
BUS 632 Managing International Human Resources	3 Credit Hours

Concentration in Organizational Management

The purpose of the concentration in organizational management is to provide students with the skills and practical and theoretical concepts that will assist them when seeking promotions or positions in management and supervision. This concentration is designed to prepare diverse adult learners to become effective, change-oriented leaders in an international society by adding distinctive and challenging curricula.

Complete the Following Courses	9 Credit Hours
BUS 640 Managerial Decision Making	3 Credit Hours
BUS 641 Leading Strategic Change within Organization	3 Credit Hours
BUS 642 Managing Workplace and Conflict Resolution	3 Credit Hours
BUS 607 Human Resource Management	3 Credit Hours

Concentration in Entrepreneurship

Innovation and flexibility are the secrets to success in today's business marketplace. The entrepreneurship Master of Business Administration fosters the enterprising spirit and managerial autonomy that businesses rely on to stay competitive in this dynamic economy. Westcliff Master of Business Administration students who specialize their program in entrepreneurship also learn how successful entrepreneurs gain access to the resources needed; launch their venture; grow their business; and, finally, exit their business.

For this concentration, students should select and complete 3 of the 4 courses listed below.

Complete the Following Courses	9 Credit Hours
BUS 621 Entrepreneurial Finance	3 Credit Hours
BUS 651 Entrepreneurship and New Ventures	3 Credit Hours
BUS 652 Entrepreneurial Marketing	3 Credit Hours
BUS 672 e-Business Entrepreneurship	3 Credit Hours

Concentration in Health Care Management/Administration

Today's healthcare administrators are integral to the successful management of medical organizations, including hospitals, nursing homes, hospice facilities, insurance companies, provider networks and government policy organizations. They are expected to examine business from multiple perspectives, drawn from a cross-section of multidisciplinary expertise. An Master of Business Administration in Health Care Management graduate program focuses on the application of essential business disciplines to managerial issues in health care.

Complete the Following Courses	9 Credit Hours
BUS 660 Health Care Systems	3 Credit Hours
BUS 661 International Health Policy and Management	3 Credit Hours
BUS 662 Health Care Strategic Management	3 Credit Hours

Concentration in e-Business Management

The e-Business Management Concentration at Westcliff University is designed to integrate technology, business, marketing, and employability skills to prepare you for jobs in the burgeoning field of e-Business. In order to run smoothly, companies rely on the electronic function by qualified and knowledgeable professionals. When it comes to computerized business skills, a student that studies an Master of Business Administration in e-Business has a strong force. In today's world of information technology, such a degree is certain to lead to a successful and rewarding career.

Complete the Following Courses	9 Credit Hours
BUS 670 e-Business Technologies	3 Credit Hours
BUS 611 Electronic Commerce Marketing Management	3 Credit Hours
BUS 672 e-Business Entrepreneurship	3 Credit Hours

Concentration in Supply Chain Management

The Supply Chain Management Concentration is focused on the study of the movement and storage of raw materials, work-in-process inventory, and finished goods from point of origin to point of consumption, based on efforts of multiple organizations. Students will learn how to maximize customer value and achieve a sustainable competitive advantage. Emphasis is placed on product development, sourcing, production, and logistics, as well as the information systems needed to coordinate these activities.

Complete the Following Courses	9 Credit Hours
BUS 680 Introduction to Supply Chain Management	3 Credit Hours
BUS 681 Purchasing and Inventory Management	3 Credit Hours
BUS 682 Transportation and Logistics Management	3 Credit Hours

Concentration in Health Informatics & Analysis (HIA)

This concentration focuses on the application of information technology to the field of healthcare for the purpose of improving the quality and safety of patient care and outcome, while operating under the current business structure and in alignment with strategic initiatives. Informatics is the science of processing, storing, and retrieving data for the purpose of managing patient health-care, systems, and resources. Analytics of data is performed holistically and ethically in an effort to increase organizational efficacy in the attainment of business organizational goals, so that clinicians and healthcare organizations can be effectively sustained.

Complete the Following Courses	12 Credit Hours
BUS 662 Healthcare Strategic Management	3 Credit Hours
BUS 690 Informatics for Managers	3 Credit Hours
BUS 663 Health Informatics	3 Credit Hours
BUS 557 Applied Methods-Health Informatics & Analysis (Capstone)	3 Credit Hours

Concentration in Business Statistics and Data Analytics (BST)

This concentration places emphasis and study on the practical application of statistical data and inference in the field of business. The goal is to utilize statistics and market research in the face of business uncertainty across all disciplines, as to facilitate improvements in business efficacy and decision-making, resulting in the attainment of organizational goals and competitive advantage.

Complete the Following Courses	12 Credit Hours
BUS 604 Data Analysis & Business Intelligence	3 Credit Hours
BUS 605 Business Research Methodology	3 Credit Hours
BUS 606 Descriptive Statistical Inference for Business	3 Credit Hours
BUS 557 Applied Methods-Business Statistics and Data Analytics (Capstone)	3 Credit Hours

Concentration in Digital Communications and Multimedia (DCM)

This exciting concentration enables students to incorporate digital communications and multimedia into the field of business by developing the skills necessary to effectively create, design, develop, and manage a multitude of digital media. Critical thinking, project management, and systems development life cycle business methodology is applied to the selection and design of digital, media, and multimedia projects in a creative and innovative way that adds value to the business firm by increasing and sustaining competitive advantage.

Course Code & Title	12 Credit Hours
BUS 670 e-Business Technologies	3 Credit Hours
BUS 611 Electronic Commerce Marketing Management	3 Credit Hours
BUS 613 Business Digital Media/Multimedia	3 Credit Hours
BUS 557 Applied Methods-Digital Communications and Multimedia (Capstone)	3 Credit Hours

Concentration in Information Technology (ITY)

The Master of Business Administration concentration in IT provides students the opportunity to learn aspects of Information Technology as they apply to the attainment of organizational goals, management, and the use of information technology as a means of sustaining competitive advantage. Curriculum pertaining to information systems, computer hardware and software, emerging technologies, business intelligence (BI) tools such as online analytical processing (OLAP), data mining, business performance management (BPM), predictive and data analytics, big data and informatics will be investigated.

Course Code & Title	12 Credit Hours
BUS 604 Data Analysis & Business Intelligence	3 Credit Hours
BUS 670 e-Business Technologies	3 Credit Hours
BUS 690 Informatics for Managers	3 Credit Hours
BUS 557 Applied Methods-Information Technology (Capstone)	3 Credit Hours

Concentration in Information Technology Project Management (ITM)

The concentration in Information Technology Project Management provides students the opportunity to learn aspects of managing an IT project through fruition. The curriculum consists of four (4) graduate-level courses; BUS 604 Data Analysis & Business Intelligence, BUS 765 Management of Technological Innovation, BUS 691 Capstone A, and BUS 692 Capstone B. The focus of this concentration is to provide students the opportunity to develop proficiency in skills of IT Project Management, so that they may practically apply them in their professional careers. Content covered includes comprehensive principles in the management of technological innovation, fundamentals of data analytics and presentation, business intelligence (BI), project management components such as organizing, initiating, planning, executing, monitoring and controlling, and closing IT projects. The concentration culminates in a sponsored managed IT project capstone that solves an organizational problem or contributes to the organizations bottom-line, facilitated and supervised by the collaboration of the sponsor, students, and faculty.

Course Code & Title	12 Credit Hours
BUS 604 Data Analysis & Business Intelligence	3 Credit Hours
BUS 765 Management of Technological Innovation	3 Credit Hours
BUS 691 Information Technology Project Management I (Capstone A)	3 Credit Hours
BUS 692 Information Technology Project Management II (Capstone B)	3 Credit Hours

Concentration in Web Development & Design

The Full Stack Coding Bootcamp offered by Westcliff University is a multidimensional certificate program that bridges a path for students who want to pursue careers in the growing and exciting field of web development. The program focuses on creating dynamic and interactive experiences through a rigorous full stack coding curriculum. Students pursuing this program will gain the necessary skills for front-end and back-end development, all while preparing them for success in the professional world.

Complete the Following Requirements	12 Credit Hours
WEB 501 Front End Web Development	4 Credit Hours
WEB 502 Back End Web Development	4 Credit Hours
WEB 503 Advanced Full Stack Web Development	4 Credit Hours

Graduate Certificate in Marketing

Program Description

The Graduate Certificate in Marketing prepares students with the knowledge and tools they need to be a marketing department director, manager, or officer. The program emphasizes the global aspects of marketing, the preparation of various specialized plans for marketing, sales, and advertising and the relationship between the marketing department and other departments of the firm.

Program Learning Outcomes
- Select solutions to marketing problems using appropriate concepts, principles, analytical techniques, and theories, that influence the relationship between markets nationally and globally taking into account economic and social-culture systems.
- Have the ability to assess test marketing concepts and evaluate their application in marketing research.
- Employ internal marketing as an effective method for small and medium-sized enterprises and evaluate challenges to international entrepreneurship.

Course Requirements 12 Credit Hours

Complete the Following Course Requirements	12 Credit Hours
BUS 510 Marketing Management[2]	3 Credit Hours
Bus 610 Consumer Behavior	3 Credit Hours
Bus 611 Electronic Commerce Marketing Management	3 Credit Hours
BUS 612 Market Research	3 Credit Hours
BUS 652 Entrepreneurial Marketing	3 Credit Hours

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[2] *Bus 510 is required. The student can complete 3 of any of the remaining 4 courses to fulfill the requirements for this certificate.*

Graduate Certificate in Organizational Leadership

Program Description

The purpose of the Graduate Certificate in Organizational Leadership s to provide students with the skills and practical and theoretical concepts that will assist them when seeking promotions or positions in upper management and leadership positions. This program is designed to prepare diverse adult learners to become effective, change-oriented leaders.

Program Learning Outcomes
- Develop mastery of functional components of business-economics, marketing, accounting, finance, law, organizational behavior, and leadership.
- Develop strategies that provide solutions to organizational behavior problems using various problem-solving techniques that take into account ethics and diversity.
- Integrate the exemplary practices of leadership in the context of organizational behavior, and apply critical thinking and reasoning skills in the work environment.
- Evaluate and apply concepts and processes for sustaining organizational change by constructing a framework for the diagnosis and feedback of implemented change strategies and make necessary changes in an ethically responsible way.

Course Requirements - 9 Credit Hours

Complete the Following Requirements	9 Credit Hours
BUS 500 Organizational Leadership	3 Credit Hours
BUS 540 Organizational Behavior	3 Credit Hours
BUS 641 Leading Strategic Change with Organization	3 Credit Hours

Graduate Certificate in Executive Management

Program Description

The Graduate Certificate in Executive Management is designed for students who have already received a degree and are typically employed in a management position and are desirous of obtaining the skills, knowledge and attitudes necessary for personal advancement as a management executive. A focus of the program is emphasis on becoming an effective leader with a capacity to lead in any specific geographical area in the world. The content of the four courses in the program are offered with a global perspective and customized assignments, using detailed case study research as specifically associated with the current or intended occupations of all students

Program Learning Outcomes
- Develop mastery of functional components of business: data analysis, strategy, marketing, and organizational change.
- Evaluate all facets of strategic implementation and execution for a sustainable competitive advantage and the benefits and risks of expanding business through mergers and acquisitions.
- Demonstrate an in-depth understanding of executive management and the responsibility for growing organizations. Describe how to apply concepts of various cultural, political, and legal aspects to international business activities when competing globally.
- Construct strategic initiatives to manage and sustain change, including implementing change management of organizational growth into global and international markets.

Course Requirements - 12 Credit Hours

Complete the Following Requirements	12 Credit Hours
BUS 525 Strategic Management in a Globalized Economy	3 Credit Hours
BUS 604 Data Analysis and Business Intelligence	3 Credit Hours
BUS 612 Market Research	3 Credit Hours
BUS 641 Leading Strategic Change within Organization	3 Credit Hours

Graduate Certificate in Business Administration

Program Description

The Graduate Certificate in Business Administration prepares individuals for careers in management. More specifically, its aim is to provide an opportunity for men and women to develop knowledge, abilities, attitudes, and understanding that will constitute a foundation for growth into competent business management professionals.

Program Learning Outcomes

- Develop mastery of functional components of business-economics, marketing, accounting, finance, law, organizational behavior, and leadership.

- Integrate the exemplary practices of leadership in the context of organizational behavior, and apply critical thinking and reasoning skills in the work environment.

- Select solutions to marketing problems using appropriate concepts, principles, analytical techniques, and theories, that influence the relationship between markets nationally and globally taking into account economic and social-culture systems.

- Develop strategies that provide solutions to organizational behavior problems using various problem-solving techniques that take into account ethics and diversity.

Course Requirements (Applicable for credit toward Master of Business Administration)

Complete the Following Requirements	9 Credit Hours
BUS 500 Organizational Leadership	3 Credit Hours
BUS 510 Marketing Management	3 Credit Hours
BUS 540 Organizational Behavior	3 Credit Hours

Doctor of Business Administration

Program Mission Statement

The mission of the Doctor of Business Administration program is to present advanced business concepts to graduate students through the exploration and discovery of new knowledge. The program creates meaningful learning experiences that develop practitioner-based scholars who from a leadership perspective can apply creative and innovative concepts pragmatically to complex and diverse business problems. It promotes leaders contributing to the field of business using sustainable practices in an ethical and professional manner.

Program Description

The Doctor of Business Administration is designed for candidates who, having already completed a Master's program, are looking to further develop their practical and theoretical knowledge of the principles that govern global business. The Doctor of Business Administration program emphasizes advanced decision making and leadership skills as well as in-depth knowledge of theory and applied research. Students have the opportunity to explore challenges facing business today, including corporate social responsibility, globalization, and managing change. In keeping with our commitment to working adult professionals, we have one of the few doctoral programs in Southern California that allows students to complete their doctoral studies on campus or online format. The performance outcomes which are required for the completion of the program include: class participation, response to discussion questions, writing research papers, group assignments, case study analyses, quizzes, mid-term and final examinations (Comprehensive Learning Assessments), and a Doctoral Dissertation.

Program Learning Outcomes

Westcliff University wants to produce capable and knowledgeable students who manifest an understanding of work and careers and an ability to adapt quickly to the expectations of employers and the work environment. The doctorate degree in business administration requires both academic and personal growth of its students, contributing to their success as classroom teachers. The program learning outcomes are to:
- Develop effective presentation of business analyses, research, and recommendations through written forms of communication with specificity and appropriate to the intended audience.
- Develop effective presentation of business analyses, research, and recommendations through oral communication of conventions and forms with specificity and appropriate to the intended audience.
- Critique how a broader understanding of cultural differences results in personal competencies that positively impact business strategies (Diversity).
- Formulate how transformational leadership can improve the implementation of business objectives no matter the location of the business (Team).
- Evaluate how the relationship between vision and tactics can result in meaningful and successful strategies in a complex business environment (Critical Thinking and Problem Solving).
- Judge and measure how the internal and external criteria for an organization may be used to maximize both efficiency and effectiveness of a business operation (Critical Thinking and Problem Solving).
- Justify the ethical choices related to societal issues, so as to optimize organization effectiveness in a global setting (Ethics).
- Evaluate the essence of business knowledge in existing literature to produce new, meaningful ideas that have practical application (Research).

- Integrate the innovative principles in business operations that contribute to the advancement of business management and leadership.
- Create strategic opportunities by providing innovative solutions to complex business problems using quantitative reasoning and methodologies that contribute to organizational sustainability.

Program Graduation Requirements[3]

Student must complete sixty (60) prescribed credit hours with a program GPA of 3.0 or higher. Students may complete all sixty (60) credits at Westcliff University. Alternatively, students may apply to be granted course waivers for up to nine (9) credit hours of the required Doctor of Business Administration Courses. Please refer to the Transfer Credit and Course Waiver Policies for more detailed information and requirements.

Students must apply for graduation additionally to meeting all academic and financial requirements.

Internship Requirement

Westcliff University requires all students enrolled in graduate degree programs to successfully complete an internship prior to graduation. Westcliff University degrees are designed to prepare students for the workforce, and the knowledge and skills learned throughout the curriculum are directly applicable in the industries to which they are associated. Internship experiences allow students to further refine these skills through practical use with guidance, oversight, and feedback while also building a network within the industry and references for future career needs. Graduate students are encouraged to take full advantage of the opportunities afforded to them in their internship experiences and maximize their potential career placement or advancement upon graduation.

Graduate internship courses are credit-bearing and are assessed on a Pass/Fail basis. During each internship course, students engage in direct experience per session in addition to participating in the assigned classroom activities. Students are encouraged to complete as many internship courses as they are able to in pursuit of their degree (with a maximum of one course per session). Internships opportunities exist on- and off-campus. Off-campus internships require prior university approval, and F-1 students must have Curricular Practical Training (CPT) authorization to participate in off-campus internships.

Students are responsible for developing and demonstrating the skills necessary to be successful in an internship. In addition to industry knowledge, students should be prepared to demonstrate professionalism, effective communication (written, oral, and digital), and integrity while engaged in an internship. The faculty facilitating graduate internship courses assess these qualities and provide valuable feedback to students throughout the course.

Doctoral Dissertation Review

In support and pursuit of candidacy for the Doctor of Business Administration degree, doctoral students must submit a scholarly written report, with original research and investigation as its foundation. This report is commonly and collectively referred to as the Dissertation and is indicative of high academic integrity and rigor, congruent with doctorate level studies. The doctoral dissertation can result in new theory that is created, or it may be focused on contextual topics or phenomenon. The dissertation should have a purpose and/or a problem, with associated research hypothesis and questions, methodology for research, data collection and an analysis of the results.

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[3] For a list of graduation requirements pertaining to the legacy program (Version B), please refer to the 2018-2019 Student Handbook and Catalog.

The oral defense of the doctoral dissertation research is performed at the conclusion of the program. Following the oral defense, the doctoral committee chair confers with committee members and reaches a consensus as to whether the candidate receives a grade of pass, pass with content revisions, major content revisions required, or fail.

Upon graduation and fulfillment of all graduation requirements, including passing the Dissertation Oral Defense, students will receive a Doctor of Business Administration.

Benchmark Courses in the Doctor of Business Administration

RES 721 and RES 751 are benchmark courses at the end of the first and second year of the Doctor of Business Administration program. Students who do not pass RES 721 Doctoral Prospectus are immediately required to take and successfully complete EDU 700 Introduction to Advanced Academic Study and Writing before they are eligible to retake RES 721 and resume their progress in the Doctor of Business Administration program. EDU 700 may be retaken a second time if needed, but a second failure to complete RES 721 results in the student's dismissal from the program. Similarly, students who do not pass RES 751 Doctoral Literature Review/Candidacy Review are immediately required to take and successfully complete EDU 785 Writing for Research and Professional Publications before they are eligible to retake RES 751. EDU 785 may be retaken a second time if needed, but a second failure to complete RES 751 will result in the student's dismissal from the University.

Doctor of Business Administration Core Course Requirements - 60 Credit Hours

Year 1 - Complete the following Courses	19.5 Credit Hours
BUS 700 Leadership and Creative Solutions Implementation	3 credit hours
BUS 705 Management Strategy, Planning and Implementation	3 credit hours
BUS 710 Financial Risk in Business	3 credit hours
BUS 720 Marketing Strategy & Consumer Behavior	3 credit hours
RES 711 Research Methods I (Quant)	4.5 credit hours
RES 721 Doctoral Prospectus	3 credit hours
Year 2 - Complete the following Courses	**19.5 Credit Hours**
Concentration Course [4]	3 credit hours
BUS 731 Global Economics & Business Initiatives	3 credit hours
BUS 732 Corporate Social Responsibility in Organizational Development	3 credit hours
Concentration Course[5]	3 credit hours
RES 741 Research Methods II (Qual.)	4.5 credit hours
RES 751 Doctoral Literature Review/Candidacy Review	3 credit hours
Year 3 - Complete the following Courses	**21 Credit Hours**
Concentration Course[6]	3 credit hours
Concentration Course[7]	3 credit hours
BUS 900 Dissertation Final Project Block I	3 credit hours
BUS 901 Dissertation Final Project Block II/ Preliminary Defense	4.5 credit hours
BUS 902 Dissertation Final Project Block III	3 credit hours
BUS 903 Dissertation Final Project Block IV/Final Defense	4.5 credit hours

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[4] Course dependent on the chosen concentration
[5] Course dependent on the chosen concentration
[6] Course dependent on the chosen concentration
[7] Course dependent on the chosen concentration

Areas of Concentration

In addition to the core requirements, students choose a concentration within the D.B.A. program. In order to graduate with a concentration, students must take four (4) courses, totaling 12 credit hours in the area of their concentration while at Westcliff University in addition to all of the D.B.A. core course requirements.

Business Intelligence & Data Analytics (BIDA) Concentration

The Doctor of Business Administration Concentration in Business Intelligence & Data Analytics (BIDA) prepares business executives with the knowledge and acumen to solve complex business problems, enabling organizations to remain competitive in the 21st-century globalized economy. Through the use of data analytics and Business Intelligence (BI) tools, doctoral students gain valuable insights about customers, competitors, internal operations, and external variables that influence organizational strategy, and enhance their ability to make better strategic decisions. Doctoral students in this concentration analyze business data with the specific intent to improve the efficiency and effectiveness of business operations while becoming fastidious about future predictions and strategic implementation. Students develop a strong foundation in executive analytics using critical business intelligence tools such as artificial intelligence (AI), predictive and prescriptive analytics, and decision support systems.

Complete the Following Courses	12 Credit Hours
BUS 800 Foundations in Analytics for Executives	3 credit hours
BUS 801 BI, Analytics, & Decision Support	3 credit hours
BUS 802 Time Series & Predictive Analysis for Business	3 credit hours
BUS 803 Artificial Intelligence & Prescriptive Analytics	3 credit hours

Strategic Leadership for the 21st Century

Expectations are high for the changes this decade is likely to bring to the workplace. Leadership influencers are forecasting challenges that leaders will face as a new level of workplace transformation continues to be shaped by accelerating technology changes, increasing consumer expectations, and hyper-connectivity. The goal of this concentration is to prepare students to meet these challenges by introducing the concepts of Artificial Intelligence (AI), Work Culture, Employee Experience, Data, Change, Analytics, Diversity, Productivity, Automation, and Well-Being.

Complete the Following Courses	12 Credit Hours
BUS 810 Building Positive Relationships in a Multigenerational Workforce	3 credit hours
BUS 811 Emotional Intelligence in Transformational Leadership	3 credit hours
BUS 812 Emerging Technology for Effective Leadership	3 credit hours
BUS 814 Augmented Global Leadership	3 credit hours

Information Technology (IT) Concentration

The Doctor of Business Administration Concentration in Information Technology (IT) prepares business & IT executives with the knowledge and acumen to solve complex business and IT problems, manage IT initiatives, ensure digital assets security, and have the expertise to implement governance and management of the enterprise IT infrastructure. Doctoral students will gain valuable insights into the strategic frameworks needed to sustain competitive advantage through the use of IT and other emerging technologies. This concentration has its design roots in the Project Management Institute (PMI) guide to the Body of Knowledge (PMBOK), and the Information Systems Audit and Control Association (ISACA) accepted Information Systems Knowledge and Practice platform.

Complete the Following Courses	12 Credit Hours
BUS 820 Business Intelligence & Information Systems	3 credit hours
BUS 821 Management Information Systems & Advanced IT	3 credit hours
BUS 822 Information Technology Project & Portfolio Management	3 credit hours
BUS 823 Governance of Enterprise IT Initiatives	3 credit hours

Applied Computer Science (CS) Concentration

The Doctor of Business Administration Concentration in Applied Computer Science (CS) prepares doctoral students with the knowledge and acumen to lead computer science and software initiatives that incorporate relevant, current, and emerging technologies for the purpose of sustaining competitive advantage in a computer science framework. This exciting concentration delves into software engineering concepts, Business Intelligence (BI), analytical tools to support organizational decisions, software security design principles, and examines the virtual world of Human Computer Interaction (HCI).

Complete the Following Courses	12 Credit Hours
BUS 830 Enterprise Software Engineering Management	3 credit hours
BUS 801 BI, Analytics, & Decision Support	3 credit hours
BUS 831 Security in Software Design & Development	3 credit hours
BUS 832 Human Computer Interaction (HCI) & Intelligent User Interfaces (IUI)	3 credit hours

Web Development & Applications Management Concentration

The Full Stack Coding Bootcamp offered by Westcliff University is a multidimensional certificate program that bridges a path for students who want to pursue careers in the growing and exciting field of web development. The program focuses on creating dynamic and interactive experiences through a rigorous full stack coding curriculum. Students pursuing this program will gain the necessary skills for front-end and back-end development, all while preparing them for success in the professional world.

Complete the Following Requirements   **12 Credit Hours**

WEB 840 Front End Web Development   4 Credit Hours

WEB 841 Back End Web Development   4 Credit Hours

WEB 842 Advanced Full Stack Web Development   4 Credit Hours

College of Technology and Engineering

Mission

Westcliff University's College of Technology & Engineering's (COTE) primary mission is to prepare a future generation of college graduates by providing a robust STEM-based curriculum designed to enhance their technical acumen, thus enabling, inspiring, and empowering COTE graduates from around the world to create, innovate, and sustain the 21st-century globalized economy. The COTE focus is to promote creativity and innovation in the STEM-related fields, information technology, computer science, and advanced technologies for the purpose of fostering an environment that cultivates technology-pioneers that contribute directly to the evolution of the modern digital age.

Undergraduate Programs

Bachelor of Science in Information Technology

Program Mission Statement

The Bachelor of Science in Information Technology program offered by Westcliff University is an interdisciplinary program that offers pathways for students who want to pursue careers in the growing field of Information Technology. The program focuses on addressing business challenges and creating new opportunities with technology. The students pursuing this program will gain the necessary skills to solve business challenges through data analysis using Information Technology. The objective of Westcliff University's Bachelor of Science in Information Technology program is to produce graduates who can utilize Information Technology to carry out data analysis and solve business problems.

Program Description

The Bachelor of Science in Information Technology program offered by Westcliff University is an interdisciplinary program from a holistic perspective, with an emphasis on Information Technology. The program is designed to provide pathways for students who want to pursue careers in the growing field of Information Technology. The program focuses on addressing business challenges in the 21st century globalized economy by solving complex business problems and creating new opportunities with technology. The students pursuing this program will gain the necessary skills to solve challenges through data analysis and the use of Information Technologies. The objective of Westcliff University's Bachelor of Science in Information Technology program is to provide graduates with the technical acumen needed to solve business problems and innovate in order to remain competitive.

Program Learning Outcomes

The Bachelor of Science in Information Technology encourages students to achieve the following educational outcomes:

- Evaluate current and emerging technologies.
- Identify and gather user requirements to design user-friendly interfaces.
- Apply, configure, and manage IT technologies
- Utilize data to help business gain insights to help them make better decisions.
- Access IT impact on individuals, organization, and the environment.
- Apply IT concepts and strategies to solve real world problem.
- Conduct research in the field of information technology and related fields.

Program Graduation Requirements

The Bachelor of Science in Information Technology program consists of a program requirement of 120 credit hours, including 45 credits of Core Information Technology Courses, 30 credits of Business Courses, 30 credits of General Education Courses, 12 credit Elective Courses, and a 3 credit Capstone Course.

Students may complete their entire 120 credit Bachelor of Science in Information Technology program by taking all 45 Information Technology, 30 General Education, 30 Core Business, 12 Elective, and 3 Capstone credits at Westcliff University. Alternatively, students may transfer up to 30 General Education credit hours to the University from another accredited school. Students may be granted course waivers for a maximum of 30 credit hours of the required Core Business Courses. In any option, 54 of the 60 General Education credit hours must have academic content. Please refer to the Transfer Credit and Course Waiver Policies for more detailed information and requirements.

Students must apply for graduation and meet all academic and financial requirements.

Bachelor of Science in Information Technology Program Requirements – 120 Credit Hours

Complete the Following Information Technology Core Courses	45 Credit Hours
BSIT 315 Information Technology Essentials	3 Credit Hours
BSIT 320 Introduction to Statistical Analysis	3 Credit Hours
BSIT 325 Applied Statistics for Optimization	3 Credit Hours
BSIT 330 Discrete Mathematics	3 Credit Hours
BSIT 335 Web Page Design and Development	3 Credit Hours
BSIT 340 Data Programming Concepts	3 Credit Hours
BSIT 345 Data Programming Languages	3 Credit Hours
BSIT 350 Database Design & Management Systems	3 Credit Hours
BSIT 355 Technical Writing and Communication	3 Credit Hours
BSIT 360 Introduction to Data Communication Networks	3 Credit Hours
BSIT 365 Computer Networking Concepts, Administration & Security	3 Credit Hours
BSIT 370 Business Intelligence Tools & Technologies	3 Credit Hours
BSIT 375 Knowledge Discovery and Data Science	3 Credit Hours
BSIT 380 Big Data Analytics	3 Credit Hours
BSIT 385 Data Visualization	3 Credit Hours
Complete the Following Business Core Courses	**30 Credit Hours**
BUS 300 Foundations of Business	3 Credit Hours
BUS 305 Principles of Accounting	3 Credit Hours

BUS 310 Concepts of Microeconomics	3 Credit Hours
BUS 311 Concepts of Macroeconomics	3 Credit Hours
BUS 325 Introduction to Leadership	3 Credit Hours
BUS 330 Principles of Marketing	3 Credit Hours
BUS 334 Essentials of Corporate Finance	3 Credit Hours
BUS 349 Foundations in Operations Management	3 Credit Hours
BUS 355 The Essentials of Entrepreneurship	3 Credit Hours
BUS 387 Introduction to Business Research	3 Credit Hours
Complete the Following Capstone Course	**3 Credit Hours**
BSIT 390 Capstone Project	3 Credit Hours
Complete the Following General Education Courses	**30 Credit Hours**
ART 100 Art History	3 Credit Hours
ENG 120 English Composition: Introduction to Communication	3 Credit Hours
HUM 165 Human Geography	3 Credit Hours
LIT 150 English Literature	3 Credit Hours
MAT 135 College Algebra	3 Credit Hours
PHIL 190 Critical Thinking and Problem Solving	3 Credit Hours
POL 220 World Politics	3 Credit Hours
PSY 235 Introduction to Psychology	3 Credit Hours
SCI 280 Environmental Science	3 Credit Hours
SOC 245 Introduction to Sociology	3 Credit Hours
Complete the Following Elective Courses[8]	**12 Credit Hours**
BSIT 327 Computer Hardware Fundamentals	3 Credit Hours
BSIT 328 System Analysis and Design	3 Credit Hours
BSIT 329 Artificial Intelligence	3 Credit Hours
BSIT 332 Software Quality Assurance	3 Credit Hours
BSIT 333 Mobile Computing and Programming	3 Credit Hours

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[8] Select any 4 courses (12 Credit Hours) to complete the IT elective course requirement

BSIT 341 Calculus I	3 Credit Hours
BSIT 342 Linear Algebra for Data Science	3 Credit Hours
BSIT 343 Advanced Programming using Python/Java	3 Credit Hours
BSIT 344 Advanced Web Programming and Application Development	3 Credit Hours
BSIT 348 Cloud Computing	3 Credit Hours

Web Development Concentration

The Full Stack Coding Bootcamp offered by Westcliff University is a multidimensional certificate program that bridges a path for students who want to pursue careers in the growing and exciting field of web development. The program focuses on creating dynamic and interactive experiences through a rigorous full stack coding curriculum. Students pursuing this program will gain the necessary skills for front-end and back-end development, all while preparing them for success in the professional world.

Complete the Following Requirements	18 Credit Hours
WEB 301 Front End Web Development	6 Credit Hours
WEB 302 Back End Web Development	6 Credit Hours
WEB 303 Advanced Full Stack Web Development	6 Credit Hours

Full Stack Coding Bootcamp Certificate – Undergraduate Level

Program Mission Statement

Prepare for an exciting career as a full stack web developer with a Coding Bootcamp Certificate from Westcliff University. Students learn today's cutting-edge web development technologies taught by Westcliff's professors. The program offers a fully immersive live online learning experience where students will gain proficiency in front end and back end web development technologies: HTML5, CSS3, Javascript ES6, Git, Github, MongoDB, Express, ReactJS, NodeJS, etc.

Program Description

The Full Stack Coding Bootcamp offered by Westcliff University is a multidimensional certificate program that bridges a path for students who want to pursue careers in the growing and exciting field of web development. The program focuses on creating dynamic and interactive experiences through a rigorous full stack coding curriculum. Students pursuing this program will gain the necessary skills for front-end and back-end development, all while preparing them for success in the professional world.

- Program Learning Outcomes Create a strong portfolio of applications and projects to display proficiency

- Design and innovate web pages using fundamental development concepts

- Develop complete applications using the latest front-end and back-end technologies

- Evaluate the functions of browser-based technologies and server side developments

- Understand API interaction and deployment/command-line fundamentals

- Assess quality assurance functions through unit testing, linting, and continuous integration

Program Requirements – The successful completion of six (6) modules

Complete the Following Requirements
Foundations of Web Development, Front End
Front End, Web Techniques, User Interface & Experience
Back end, Programming
Full Stack Programming Using the MERN Stack
Applications Management, Web Development Efficiency

Graduate Programs

Master of Science in Computer Science

Program Mission Statement

Westcliff University's mission for the Master of Science in Computer Science program is to prepare students to make valuable contributions in the design, development, and production of computer science solutions in the field. Graduates from the program will have an opportunity to apply computer science concepts in the context of the attainment of organizational goals that promote and sustain competitive advantage, while benefiting the field of computer science, information technology, and engineering as a whole by solving complex business problems related to contemporary industry issues.

Program Description

The Master of Science Computer Science program is designed to advance the professional careers of technologists in the field of computing. It presents a modern curriculum that challenges students to apply principles of design, critical and algorithmic thinking, innovation, management, and problem solving to the field of computer science. It prepares students to move into advanced careers in computer science and software by providing the necessary advanced skills and knowledge in computer systems, software, and telecommunications to effectively implement computerization processes across several industries including healthcare, manufacturing, research and development, education, finance, and other fields which require advanced computerization to remain competitive in the global economy.

The Master of Science Computer Science is a 36 credit program consisting of 12 courses (3 credits each) that is taken over the course of 24 months.

Program Learning Outcomes
- Create software requirements and specifications, in the design and development of complex software systems.
- Evaluate computer systems and improve the overall efficiency and effectiveness by incorporating value computing methodologies.
- Analyze, design and develop database structures and solutions that can be readily implemented.
- Analyze and design complex front-end applications by considering operating systems and computer architectures that interoperate with back-end systems.
- Compare and contrast data structures best suited for data management and retrieval.
- Create and develop the ability to conduct in-depth research, independently or within the enterprise in a broad range of computer science.
- Create, innovate, design, and improve algorithms for exceptional data processing and analysis.

Graduation Requirements

Student must complete thirty-six (36) prescribed credit hours with a program GPA of 3.0 or higher meet all academic and financial requirements upon graduation and fulfillment of all graduation requirements, students will receive the degree reflecting the coursework completed Students must apply for graduation and meet all academic and financial requirements.

Internship Requirement

Westcliff University requires all students enrolled in graduate degree programs to successfully complete an internship prior to graduation. Westcliff University degrees are designed to prepare students for the workforce, and the knowledge

and skills learned throughout the curriculum are directly applicable in the industries to which they are associated. Internship experiences allow students to further refine these skills through practical use with guidance, oversight, and feedback while also building a network within the industry and references for future career needs. Graduate students are encouraged to take full advantage of the opportunities afforded to them in their internship experiences and maximize their potential career placement or advancement upon graduation.

Graduate internship courses are credit-bearing and are assessed on a Pass/Fail basis. During each internship course, students engage in direct experience per session in addition to participating in the assigned classroom activities. Students are encouraged to complete as many internship courses as they are able to in pursuit of their degree (with a maximum of one course per session). Internships opportunities exist on- and off-campus. Off-campus internships require prior university approval, and F-1 students must have Curricular Practical Training (CPT) authorization to participate in off-campus internships.

Students are responsible for developing and demonstrating the skills necessary to be successful in an internship. In addition to industry knowledge, students should be prepared to demonstrate professionalism, effective communication (written, oral, and digital), and integrity while engaged in an internship. The faculty facilitating graduate internship courses assess these qualities and provide valuable feedback to students throughout the course.

Master of Science in Computer Science Core Course Requirements - 36 Credit Hours

Complete the Following Core Courses	36Credit Hours
MSCS 600 Software Quality Metrics	3 Credit Hours
MSCS 601 Principles of Data Management	3 Credit Hours
MSCS 602 Modern Operating Systems	3 Credit Hours
MSCS 603 Computer Systems Architecture	3 Credit Hours
MSCS 604 Software Engineering Concepts	3 Credit Hours
MSCS 605 Java Web Applications	3 Credit Hours
MSCS 606 Web Services Development & XML	3 Credit Hours
MSCS 610 .NET Programming	3 Credit Hours
MSCS 612 Software Test Automation & Tools	3 Credit Hours
MSCS 624 Telecommunications & Networking	3 Credit Hours
MSCS 690 Big Data Analytics	3 Credit Hours
MSCS 693 Applied Computer Science Capstone Project	3 Credit Hours

Master of Science in Information Technology

Program Mission Statement

Westcliff University's mission for the Master of Science in Information Technology is to prepare students for leadership roles in technology, science, government, and engineering-based companies and entities. Students will develop and practice skills that sustain projects in Information Technology for the attainment of organizational goals that promote and sustain competitive advantage, while benefiting the field of Information Technology, Computer Science, and Engineering as a whole by solving complex business problems related to contemporary industry issues.

Program Description

The Master of Science Information Technology degree program provides a holistic perspective to the field of Information Technology to ensure that students develop knowledge about a vast array of technology that drives 21st century business. The curriculum provides an amalgam of technical and management knowledge required to properly implement and manage strategies in IT security to protect technology assets, infrastructure, and data analytics. Current Information Technologist will enhance their technical acumen and learn how to collect, analyze, and interpret business intelligence relevant to their respective fields.

The Master of Science Information Technology is a 36 credit program consisting of 12 courses (3 credits each) that is taken over the course of 24 months.

Program Learning Outcomes
- Create strategic plans that implement information technology requirements and specifications of complex technology systems.
- Evaluate computer systems and improve the overall efficiency and effectiveness by incorporating value computing methodologies.
- Analyze, design, develop, and maintain information technology infrastructure to allow for implementation of strategic initiatives that incorporate emerging technologies.
- Analyze and construct database management systems to meet the needs of business and technology decision makers.
- Compare and contrast various methodologies of computer systems design for the purpose of creating efficacy in computer-related business functions.
- Create and develop the ability to conduct in-depth research, independently or within the enterprise in a broad range of information technology.
- Create, innovate, design, and improve technology aspects of data collection and analysis to sustain competitive advantage.

Graduation Requirements

Student must complete thirty-six (36) prescribed credit hours with a program GPA of 3.0 or higher meet all academic and financial requirements upon graduation and fulfillment of all graduation requirements, students will receive the degree reflecting the coursework completed Students must apply for graduation and meet all academic and financial requirements.

Internship Requirement

Westcliff University requires all students enrolled in graduate degree programs to successfully complete an internship prior to graduation. Westcliff University degrees are designed to prepare students for the workforce, and the knowledge and skills learned throughout the curriculum are directly applicable in the industries to which they are associated. Internship experiences allow students to further refine these skills through practical use with guidance, oversight, and feedback while also building a network within the industry and references for future career needs. Graduate students are encouraged to take full advantage of the opportunities afforded to them in their internship experiences and maximize their potential career placement or advancement upon graduation.

Graduate internship courses are credit-bearing and are assessed on a Pass/Fail basis. During each internship course, students engage in direct experience per session in addition to participating in the assigned classroom activities. Students are encouraged to complete as many internship courses as they are able to in pursuit of their degree (with a maximum of one course per session). Internships opportunities exist on- and off-campus. Off-campus internships require prior university approval, and F-1 students must have Curricular Practical Training (CPT) authorization to participate in off-campus internships.

Students are responsible for developing and demonstrating the skills necessary to be successful in an internship. In addition to industry knowledge, students should be prepared to demonstrate professionalism, effective communication (written, oral, and digital), and integrity while engaged in an internship. The faculty facilitating graduate internship courses assess these qualities and provide valuable feedback to students throughout the course.

Master of Science in Information Technology Core Course Requirements - 36 Credit Hours

Complete the Following Core Requirements	36 Credit Hours
MSIT 600 Advanced Information Technology	3 Credit Hours
MSIT 601 Principles of Data Management	3 Credit Hours
MSIT 602 Modern Operating Systems	3 Credit Hours
MSIT 603 Computer Systems Architecture	3 Credit Hours
MSIT 605 Systems Analysis Design	3 Credit Hours
MSIT 606 Management of Information Security	3 Credit Hours
MSIT 607 Advanced Database Design & Management	3 Credit Hours
MSIT 608 Information Technology Project Management	3 Credit Hours
MSIT 611 Wireless & Mobile Systems	3 Credit Hours
MSIT 624 Telecommunications & Networking	3 Credit Hours
MSIT 690 Big Data Analytics	3 Credit Hours
MSIT 693 Applied Information Technology Capstone Project	3 Credit Hours

Master of Science in Engineering Management

Program Mission Statement

Westcliff University's mission for the Master of Science in Engineering Management is to prepare students for leadership roles in technology, science, government, and engineering-based companies and entities. Students will develop skills necessary to be successful in business and engineering project management roles. Students will apply quantitative and qualitative analytical skills in the management of engineering projects.

Program Description

The Master of Science Engineering Management degree program is highly relevant to organizations who are continually striving to close the gap between engineering, technology, and management for performance. The field of Engineering applies across several business sectors since the field incorporates process, design, technology, and the management of projects and people. The program highlights the synergism between the application of engineering and management as part of the strategic plan and to sustain competitive advantage. The Master of Science Engineering Management is a 36 credit program consisting of 12 courses (3 credits each) that is taken over the course of 24 months.

Program Learning Outcomes
- Evaluate the functions of Engineering Management such as planning, organizing, leading, and controlling projects.
- Design strategic plans to improve the overall efficiency and effectiveness by incorporating value chain based methodologies to engineering processes.
- Analyze, design, and develop processes for increasing the efficacy of manufacturing and production systems through engineering management.
- Assemble, construct, and develop teams that are efficient and have the ability to communicate engineering and technical data effectively by implementing project milestones through collaboration.
- Formulate strategies to manage and motivate a diverse workforce of engineers and technologists towards the attainment of organizational goals.
- Create and develop the ability to conduct in-depth research, independently or within the enterprise in a broad range of engineering, project management, and information and emerging technologies.
- Create, innovate, design, and improve engineering management in an ethical and socially responsible way

Graduation Requirements

Student must complete thirty-six (36) prescribed credit hours with a program GPA of 3.0 or higher meet all academic and financial requirements upon graduation and fulfillment of all graduation requirements, students will receive the degree reflecting the coursework completed Students must apply for graduation and meet all academic and financial requirements.

Internship Requirement

Westcliff University requires all students enrolled in graduate degree programs to successfully complete an internship prior to graduation. Westcliff University degrees are designed to prepare students for the workforce, and the knowledge and skills learned throughout the curriculum are directly applicable in the industries to which they are associated. Internship experiences allow students to further refine these skills through practical use with guidance, oversight, and feedback while also building a network within the industry and references for future career needs. Graduate students

are encouraged to take full advantage of the opportunities afforded to them in their internship experiences and maximize their potential career placement or advancement upon graduation.

Graduate internship courses are credit-bearing and are assessed on a Pass/Fail basis. During each internship course, students engage in direct experience per session in addition to participating in the assigned classroom activities. Students are encouraged to complete as many internship courses as they are able to in pursuit of their degree (with a maximum of one course per session). Internships opportunities exist on- and off-campus. Off-campus internships require prior university approval, and F-1 students must have Curricular Practical Training (CPT) authorization to participate in off-campus internships.

Students are responsible for developing and demonstrating the skills necessary to be successful in an internship. In addition to industry knowledge, students should be prepared to demonstrate professionalism, effective communication (written, oral, and digital), and integrity while engaged in an internship. The faculty facilitating graduate internship courses assess these qualities and provide valuable feedback to students throughout the course.

Master of Science Engineering Management Core Course Requirements - 36 Credit Hour

Complete the Following Core Requirements	36 Credit Hours
MSEM 525 Strategic Management in a Globalized Economy	3 Credit Hours
MSEM 530 Managing Information Systems & Technology	3 Credit Hours
MSEM 600 Principles of Engineering Management	3 Credit Hours
MSEM 601 Operations Management	3 Credit Hours
MSEM 605 Product & Design Process Development	3 Credit Hours
MSEM 606 Management of Information Security	3 Credit Hours
MSEM 608 Information Technology Project Management	3 Credit Hours
MSEM 615 Enterprise Resource Planning Systems	3 Credit Hours
MSEM 617 E-Business Technology & Management	3 Credit Hours
MSEM 641 Leading Strategic Change within Organizations	3 Credit Hours
MSEM 690 Big Data Analytics	3 Credit Hours
MSEM 694 Applied Engineering Management Capstone Project	3 Credit Hours

Full Stack Coding Bootcamp Certificate – Graduate Level

Program Mission Statement

Prepare for an exciting career as a full stack web developer with a Coding Bootcamp Certificate from Westcliff University. Students learn today's cutting-edge web development technologies taught by Westcliff's professors. The program offers a fully immersive live online learning experience where students will gain proficiency in front end and back end web development technologies: HTML5, CSS3, Javascript ES6, Git, Github, MongoDB, Express, ReactJS, NodeJS, etc.

Program Description

The Full Stack Coding Bootcamp offered by Westcliff University is a multidimensional certificate program that bridges a path for students who want to pursue careers in the growing and exciting field of web development. The program focuses on creating dynamic and interactive experiences through a rigorous full stack coding curriculum. Students pursuing this program will gain the necessary skills for front-end and back-end development, all while preparing them for success in the professional world.

- Program Learning Outcomes Create a strong portfolio of applications and projects to display proficiency

- Design and innovate web pages using fundamental development concepts

- Develop complete applications using the latest front-end and back-end technologies

- Evaluate the functions of browser-based technologies and server side developments

- Understand API interaction and deployment/command-line fundamentals

- Assess quality assurance functions through unit testing, linting, and continuous integration

Program Requirements – The successful completion of six (6) modules

Complete the Following Requirements
Foundations of Web Development, Front End
Front End, Web Techniques, User Interface & Experience
Back end, Programming
Full Stack Programming Using the MERN Stack
Applications Management, Web Development Efficiency

COLLEGE OF EDUCATION

Mission Statement

The mission of the Westcliff University College of Education is to develop and prepare skilled and informed educators, scholars, and researchers who create responsible learning communities that are based on excellence, theoretical knowledge, and integrity through the application of innovative processes, effective use of technology, and the discovery and development of educational leadership and policy.

Undergraduate Program

Bachelor of Arts in Education

Program Mission Statement

The mission of the Bachler of Arts in Education program is to foster academic opportunities for students to develop professional skills and knowledge through foundation level educational studies which address the needs of a changing academic landscape.

Program Description

The Bachelor of Arts in Education degree prepares students to seek employment in entry-level positions in elementary or secondary education. Students will consider, research, and learn to adapt curriculum to the needs of children from diverse backgrounds and ability levels. Classes are taught by experienced, respected faculty who bring knowledge and expertise into the classroom. It is imperative that students majoring in this area seek additional advising from the certification and professional admissions offices in the Department of Education.

Program Learning Outcomes

The Bachelor of Arts in Education program requires both academic and personal growth of its students, contributing their success as classroom teachers. The program's learning outcomes are to:

- Apply research, assessment, and written skills in creating and maintaining a safe and engaging learning environment

- Defend key concepts and theories related to curriculum and instruction through oral presentations

- Actively associate and collaborate with members of the education profession and the wider community

- Employ the ability to recognize and critically analyze appropriate classroom management skills, continually improving upon professional knowledge and practice

- Apply values, theories, and best practices to educational issues in education

- Extrapolate information from research uncovering inequities in educational access, opportunities, and practices

- Diagnose the needs of students and use quantitative and qualitative data to respond to those needs using appropriate methods

Program Graduation Requirements

The Bachelor of Arts in Education program consists of a program requirement of 120 credit hours, including 60 credits of Core Education Courses and 60 credits of General Education Courses.

Students may complete their entire 120 credit Bachelor of Arts in Education program by taking all 60 General Education and 60 Core Education Course credits at Westcliff University. Alternatively, students may transfer up to 60 general education credit hours to Westcliff from another accredited school. Additionally, students may apply be granted course waivers for up to 30 credit hours of the required Bachelor of Arts in Education Core Education Courses. In any option, 54 of the 60 general education credit hours must have academic content. Please refer to the Transfer Credit and Course Waiver Policies for more detailed information and requirements.

Students must apply for graduation and meet all academic and financial requirements.

General Education

The General Education courses at Westcliff are structured to provide a coherent, integrated introduction to the breadth of knowledge students will need to help them develop intellectual skills that will enhance their professional, civic, and personal life for years to come. Students will learn how to analyze the world around them from different perspectives, how to communicate their ideas and understand the ideas of others, how to solve problems, and how to apply their knowledge to real-world projects.

General Education Course Requirements - 60 Credit Hours

Westcliff University offers 20 General Education courses, which students may take to fulfill the 60 credit hour requirement. Should students wish to transfer in General Education credits from another accredited school, the following requirements must be met:

General Education Requirements - 30 Credit Hours

- English- 2 courses (6 credit hours) required

- Math- 1 course (3 credit hours) required

- Arts and Humanities - 2 courses (6 credit hours) required

- Social and Behavioral Sciences- 3 courses (9 credit hours) required

- Natural Sciences - 1 course (3 credit hours) required

- Communications- 1 course (3 credit hours) required

Electives- 30 Credit Hours Required (maximum of 6 non-academic credit hours)

Bachelor of Arts In Education Program Requirements - 120 Credit Hours

Complete the Following Core Courses	60 Credit Hours
EDU 301 Introduction to Education	3 Credit Hours
EDU 305 Education Psychology	3 Credit Hours
EDU 311 Unit Design	3 Credit Hours
EDU 315 Educational and Social Justice	3 Credit Hours
EDU 320 Home, School, and Community Collaboration	3 Credit Hours
EDU 325 Art of Effective Teaching	3 Credit Hours
EDU 330 Building the Foundations of Literacy	3 Credit Hours
EDU 341 Child and Adolescent Development	3 Credit Hours
EDU 350 Assessment of the Learning Process	3 Credit Hours
EDU 355 Exceptional Students	3 Credit Hours
EDU 360 Curriculum and Instruction	3 Credit Hours
EDU 361 Information Literacy, Research, and Analysis	3 Credit Hours
EDU 365 Multicultural Education	3 Credit Hours
EDU 370 Teaching English Language Learners	3 Credit Hours
EDU 371 Strategies for Online Learning	3 Credit Hours
EDU 375 Teaching with Technology	3 Credit Hours
EDU 400 Differentiating and Scaffolding Instruction	3 Credit Hours
EDU 401 Educational Leadership	3 Credit Hours
EDU 410 Portfolio Development*	3 Credit Hours
EDU 450 Directed Field Experience*	3 Credit Hours

General Education Courses Offered by Category

English Courses	**6 Credit Hours**
ENG 110 Introduction to Academic Writing	3 Credit Hours
ENG 120 English Composition	3 Credit Hours
LIT 150 English Literature	3 Credit Hours
Mathematics Courses	**3 Credit Hours**
MAT 135 College Algebra	3 Credit Hours
Arts and Humanities Courses	**6 Credit Hours**
ART 100 Art History	3 Credit Hours
HUM 165 Human Geography	3 Credit Hours
HUM 170 Human Civilizations	3 Credit Hours
HUM 180: World Religions	3 Credit Hours
Social and Behavioral Science Courses	**9 Credit Hours**
HIS 141 World History	3 Credit Hours
POL 205 International Relations	3 Credit Hours
POL 220 Comparative Politics	3 Credit Hours
PSY 235 Introduction to Psychology	3 Credit Hours
PSY 240 Human Development	3 Credit Hours
SOC 245 Introduction to Sociology	3 Credit Hours
Natural Sciences Courses	**3 Credit Hours**
BIO 260 General Biology	3 Credit Hours
SCI 275 Introduction to Ecology	3 Credit Hours
SCI 280 Environmental Science	3 Credit Hours
GEO 290 Physical Geography	3 Credit Hours
Communications Courses	**3 Credit Hours**
COM 115 Introduction to Communication	3 Credit Hours
PHL 190 Critical Thinking and Problem Solving	3 Credit Hours

Coding for Education Concentration

The Full Stack Coding Bootcamp offered by Westcliff University is a multidimensional certificate program that bridges a path for students who want to pursue careers in the growing and exciting field of web development. The program focuses on creating dynamic and interactive experiences through a rigorous full stack coding curriculum. Students pursuing this program will gain the necessary skills for front-end and back-end development, all while preparing them for success in the professional world.

Complete the Following Requirements	9 Credit Hours
WEB 301 Front End Web Development	3 Credit Hours
WEB 302 Back End Web Development	3 Credit Hours
WEB 303 Advanced Full Stack Web Development	3 Credit Hours

REAL Intensive English Program

Program Mission Statement

The mission of the REAL Pathway program is to prepare prospective international students for their new academic environments (online or on-campus) by providing a smooth transition from achieving the expected English language proficiency level required to participate in their program of choice to become a successful professional in their chosen field of study.

Program Description

This English as an additional language program acknowledges and celebrates the previous existence of home languages, cultures, and multilingualism while actively engaging students in their learning process. The 8 courses, lasting 8 weeks each, take students from A1 to B2 of the Common European Framework of Reference (CEFR) (Beginner to Upper-Intermediate). Students can enter into the appropriate level according to their language skills.

Program Learning Outcomes

The REAL (Reimagining English as an Additional Language) program acknowledges and celebrates the previous existence of home languages, cultures, and multilingualism. Compared to English as a Foreign or English as a Second Language (EFL/ESL), English as an Additional Language (EAL) has a broader reach as EAL learners embrace their mother tongue and culture in the classroom as a linguistic resource used to learn English. The goals of the REAL program are:

- To provide students English language instruction to gain the necessary **language skills for academic purposes**
- To help students become more familiar with **higher education culture**
- To **prepare** students for the demands of online or on-ground **university-level study** in English, especially in a higher education institution

Program Graduation Requirements

The program is divided into 4 levels. Students can test into any of the levels from beginner to upper-intermediate. Students who successfully complete REAL 301 will have the English proficiency required for undergraduate studies at Westcliff University. Students who successfully complete REAL 401 will have the required English proficiency to enter graduate programs at Westcliff University.

REAL: Reimagining English as an Additional Language - 12 Credit Hours

Course Code & Title	12 Credit Hours
REAL 100 **REAL 101**	3 Credit Hours
REAL 200 **REAL 201**	3 Credit Hours
REAL 300 **REAL 301**	3 Credit Hours
REAL 400 **REAL 401**	3 Credit Hours

Graduate Programs

Master Degree in Teaching English to Speakers of Other Languages

Program Mission Statement

The mission of the Master Degree in Teaching English to Speakers of Other Languages program is to prepare students to be competent and reflective TESOL professionals in the global community who possess the breadth and depth of knowledge in the theories and pedagogy necessary for varied ESOL teaching contexts and student needs.

Program Description

The Master Degree in Teaching English to Speakers of Other Languages program produces graduates with the skills to train teaching faculty who excel in their roles as educators, creative scholars, and researchers. This program will prepare teachers for a wide variety of positions both in the US and abroad. Our students will be equipped with the specialized knowledge and field skills for teaching English to speakers of other languages. Upon graduation, they will be competent professional educators with demonstrable leadership skills.

The performance outcomes which are required for the completion of the program include: class participation, response to discussion questions, writing research papers, group assignments, case study analyses, quizzes, mid-term and final examinations (Comprehensive Learning Assessments).

Program Learning Outcomes

Westcliff University wants to produce capable and knowledgeable students who manifest an understanding of work and careers and an ability to adapt quickly to the expectations of employers and the work environment. To this end, we strive to realize the following set of Program Outcomes for all our graduates from the Master Degree in Teaching English to Speakers of Other Languages program.

The master's degree in TESOL requires both academic and personal growth of its students, contributing their success as classroom teachers.

The following educational outcomes are those of the Master Degree in Teaching English to Speakers of Other Languages program:

- Demonstrate principles of language pedagogy and of current best practices in teaching English to speakers of other languages; relate how these principles are based on research of language acquisition and the teaching of the various skills.

- Show proficiency in spoken and written English at a level commensurate with the role of a language model of the anticipated English teaching context.

- Consider current TESOL pedagogy in the creation of effective lesson plans for diverse groups of learners in a variety of teaching contexts; evaluate materials, produce content and level appropriate lesson plans, and employ the skills required to explain the English language system.

- Explain current theories concerning the cognitive, affective, social, and cultural factors involved in the acquisition and use of second languages and illustrate this knowledge in effective lesson design and classroom interactions with second language learners.

- Identify and apply the skills necessary for effective leadership, collaboration, and communication in and out of the classroom and/or institution.

- Analyze, discuss and integrate ethical values and issues in learning and teaching.

- Select, assess, and implement technology in teaching English within a wide variety of contexts.

- Formulate and build upon the application of analytical and quantitative reasoning and classroom research procedures to guide, support, and solve complex issues in the TESOL field.

- Recognize when information and/or analysis is needed and develop skills to find, appraise, and effectively synthesize and compose needed information and content.

- Construct and challenge critical thinking skills through inquiry and reflection on theory, practice, and beliefs of teaching and learning.

Program Graduation Requirements

Students must apply for graduation and meet all academic and financial requirements. The credit hours required for graduation include:

Students must complete thirty (36) prescribed credit hours with a program G.P.A of 3.0 or higher.

All students pursuing a Master Degree in Teaching English to Speakers of Other Languages must complete the English 600 Practicum Course. Part of the requirements for the course requires students to complete a minimum of 45 hours of fieldwork in a TESOL classroom. Alternatively, student may complete a written thesis paper. The Dean's signature of approval is required for satisfactory completion of the capstone course.

Students must apply for graduation and meet all academic and financial requirements. Upon graduation and fulfillment of all graduation requirements, students will receive a Master Degree in Teaching English to Speakers of Other Languages.

College of Education Graduate Programs Graduation Requirements

Westcliff University requires all students enrolled in graduate degree programs to successfully complete an internship prior to graduation. Westcliff University degrees are designed to prepare students for the workforce, and the knowledge and skills learned throughout the curriculum are directly applicable in the industries to which they are associated. Internship experiences allow students to further refine these skills through practical use with guidance, oversight, and feedback while also building a network within the industry and references for future career needs. Graduate students are encouraged to take full advantage of the opportunities afforded to them in their internship experiences and maximize their potential career placement or advancement upon graduation.

Graduate internship courses are credit-bearing and are assessed on a Pass/Fail basis. During each internship course, students engage in direct experience per session in addition to participating in the assigned classroom activities. Students are encouraged to complete as many internship courses as they are able to in pursuit of their degree (with a maximum of one course per session). Internships opportunities exist on- and off-campus. Off-campus internships require prior university approval, and F-1 students must have Curricular Practical Training (CPT) authorization to participate in off-campus internships.

Students are responsible for developing and demonstrating the skills necessary to be successful in an internship. In addition to industry knowledge, students should be prepared to demonstrate professionalism, effective communication (written, oral, and digital), and integrity while engaged in an internship. The faculty facilitating graduate internship courses assess these qualities and provide valuable feedback to students throughout the course.

Master Degree in Teaching English to Speakers of Other Languages Course Requirements - 36 Credit Hours

Complete the Following Core Courses	36 Credit Hours
TSL 502 Vocabulary Instruction	3 credit hours
TSL 507 Pronunciation Instruction	3 credit hours
TSL 512 Writing Instruction	3 credit hours
TSL 515 Second Language Acquisition	3 credit hours
TSL 520 Grammar Instruction	3 credit hours
TSL 527 Methods of Teaching ESL/EFL	3 credit hours
TSL 532 Listening and Speaking Instruction	3 credit hours
TSL 542 The English Language in Society	3 credit hours
TSL 545 Reading Instruction	3 credit hours
TSL 552 Special Topics in TESOL	3 credit hours
TSL 590 Curriculum Design	3 credit hours
TSL 600 Practicum	3 credit hours

Master Degree in Teaching English to Speakers of Other Languages Concentration

Concentration in Educational Technology

The Master Degree in Teaching English to Speakers of Other Languages concentration in Educational Technology prepares educators and professionals to create, enhance, and innovate their classrooms and curriculum with technology for learning. Opportunities for building technology skills and confidence, evaluating current trends and tools, and designing and implementing content and assessments based on current learning theories and best practices, will build a foundation for educators and prepare them to lead and contribute in their perspective contexts.

Complete the Following Courses	12 Credit Hours
TSL 591 Foundations of Educational Technology and Pedagogy	3 Credit Hours
TSL 592 Digital Assessment in Teaching and Learning	3 Credit Hours
TSL 593 Creating Digital Content for Teaching	3 Credit Hours
TSL 600 Practicum-Educational Technology	3 Credit Hours

Coding for Education Concentration

The Full Stack Coding Bootcamp offered by Westcliff University is a multidimensional certificate program that bridges a path for students who want to pursue careers in the growing and exciting field of web development. The program focuses on creating dynamic and interactive experiences through a rigorous full stack coding curriculum. Students pursuing this program will gain the necessary skills for front-end and back-end development, all while preparing them for success in the professional world.

Complete the Following Requirements	12 Credit Hours
WEB 501 Front End Web Development	4 Credit Hours
WEB 502 Back End Web Development	4 Credit Hours
WEB 503 Advanced Full Stack Web Development	4 Credit Hours

Graduate Certificate in Teaching English to Speakers of Other Languages

Program Description

The Graduate Certificate in TESOL provides post-baccalaureate content in instrumental skills for teaching English Language Learners. The graduate certificate focuses on the four basic language skills writing, reading, listening, and speaking. By the course end, students will understand how linguistics theory relates to the pedagogy of teaching these four skills to ESL/EFL students.

Program Outcomes

Westcliff University endeavors to produce capable and knowledgeable students who manifest an understanding of work and careers and an ability to adapt quickly to the expectations of employers and the work environment. The Graduate Certificate in TESOL requires both academic and personal growth of its students, contributing to their success as classroom teachers. To this end, Westcliff University and the College of Education strive to realize the following set of program outcomes for all our graduates from the Graduate Certificate in TESOL Program.

The current Graduate Certificate in TESOL Program Learning Outcomes are to:

- Demonstrate principles of language pedagogy and of current best practices in the development of language skills (listening, speaking, reading, and writing) for English language learners (ELLs); explain how these principles are based on research into language acquisition and the teaching of these various skill areas.

- Show proficiency in spoken and written English at a level commensurate with the role of a language model of the anticipated English teaching context.

- Consider current TESOL pedagogy in the creation of effective learning-centered productive (speaking and writing) and receptive (listening and reading) skills lesson plans for diverse groups of learners in a variety of teaching contexts; evaluate materials, produce content and level appropriate lesson plans, and employ the skills required to explain the English language system.

- Incorporate current approaches, methods, activities, resources and formal/informal assessment tools to teach learning-centered productive and receptive skills lessons in order to scaffold students' learning and language skill development while promoting learner agency and autonomy.

- Identify and apply the skills necessary for effective leadership, collaboration, and communication in and out of the classroom and/or institution.

- Analyze, discuss, and integrate ethical values and issues in the development of English language skills.

- Select, assess, and implement technology in the development of language skills for ELLs within a wide variety of TESOL contexts while demonstrating advanced knowledge of and technical proficiency in digital technologies that can be specifically used to creatively support diverse language learners.

- Formulate and build upon the application of analytical and quantitative reasoning and classroom research procedures to guide, support, and solve complex issues in the development of language skills in the TESOL field.

- Recognize when information and/or analysis is needed and develop skills to find, appraise, and effectively synthesize and compose needed information and content found in English language skill development literature.

- Construct and challenge critical thinking skills through inquiry and reflection on theory, practice, and beliefs of teaching and learning in regards to language skill development.

Graduate Certificate in Teaching English to Speakers of Other Languages Course Requirements - 9 Credit Hours

Course Code & Title	9 Credit Hours
TSL 512 Writing Instruction	3 credit hours
TSL 532 Listening and Speaking Instruction	3 credit hours
TSL 545 Reading Instruction	3 credit hours

Teaching English to Speakers of Other Languages (TESOL) Certificate Program

Program Description

The TESOL Certificate offers an intensive introduction to all areas of linguistics relevant to ESL/EFL students, morphology, phonology, and syntax. By the course end, students will understand how linguistic theory relates to the pedagogy of teaching the four skills (reading, writing, listening, and speaking) to ESL/EFL students.

Program Learning Outcomes

Westcliff University wants to produce capable and knowledgeable students who manifest an understanding of work and careers and an ability to adapt quickly to the expectations of employers and the work environment. To this end, we strive to realize the following set of Program Outcomes for all our graduates from the TESOL Certificate Program.

The program learning outcomes for the TESOL Certificate program are the followings:

- Identify principles of language pedagogy and the process of language acquisition and apply these principles effectively in various classroom situations.
- Employ knowledge of the English language system to assist English Language Learners (ELLs) in reading, writing, listening, and speaking.
- Demonstrate competency in using technology effectively and in creating lesson plans and other learning material for classroom activities.
- Demonstrate interpersonal skills while respecting cultural differences and valuing diversity.
- Illustrate flexibility and adaptability in planning and delivering lessons according to the needs and interests of ELLs.

TESOL Certificate Course Requirements

Course Code & Title	Certificate Hours
TSL 010 TESOL Certificate Course	152 Hours

Subjects Covered

Foundations of TESOL

Second Language Acquisition

Teaching Speaking and Pronunciation

Teaching Vocabulary

Teaching Grammar

Teaching Reading

Teaching Listening

Teaching Writing

FACULTY QUALIFICATION

College of Business

ALEX ABDULLOZODA - D.B.A. Graduate Program Chair, College of Business, Assistant Faculty, College of Business

D.B.A., Westcliff University

M.S., Economics (with Honors), Academy of State and Public Affairs under the President, 1999

M.S., Mathematics, Samarkand State University, Samarkand, Uzbekistan, 1994

B.S., Finance and Taxation Financial College (with Honors), Samarkand, Uzbekistan, 1992

JULIE ABDULLOZODA - PH.D. Assistant Faculty, College of Business

Ph.D., Psychology: Public Governance and Leadership, Lomonosov Moscow State University, 2001

M.A., Philology, Russian Language & Literature, Samarkand State University, 1994

VICTOR ABRAHAM - M.B.A., Associate Faculty, College of Business

M.B.A., Finance, Investment and Banking, Boston University

B.Sc., Mathematics, Hull University

AMIN AL BAROUDI - M.B.A., Assistant Faculty, College of Business

M.B.A., Geographic Information Systems, Redlands University, 2012

B.S., Medical Technology, King Saud University, 1989

LOUNA AL HALLAK - PH.D. Assistant Faculty, College of Business

Ph.D., Strategic Management and Marketing, Cardiff Metropolitan University, England, 2017

M.Sc., Computer Information Systems, University of Sunderland, England, 2004

B.A., Business Administration, Jordan, 2001

IYAD ALAMIR - PH.D. Assistant Faculty, College of Business

Ph.D., Business & Organizational Leadership, London Metropolitan University, 2012

M.B.A., Management Information Systems, University of Sunderland, 2004

B.S., Engineering, University of Damascus, 1996

ED ALIZADEH - M.S. Assistant Faculty, College of Business

M.S. in Accountancy

B.S. University of Science

MAHFOOD ALKAABI - PH.D. Assistant Faculty, College of Business

Ph.D., Management Information Systems, Walden University, 2018

M.S., Engineering, Riga Technological University of Civil Aviation

B.S., Mechanical Engineering, Riga Technological University of Civil Aviation

OMAR SHABEEB AMAREEN, PH.D. Assistant Faculty, College of Business

Ph.D., Economics, Economic Planning, Moscow, 1988

M.A., Economic Planning, Jordanian Human Resources Planning, 1985

B.A., Economics, Economic Planning, Moscow, 1985

TETIANNA ANDRIIENKO GENIN - PH.D. Assistant Faculty, College of Business

Doctor of Philological Sciences

PhD, Linguistics

MA, BA, Education

ERICK ARMELIN - M.B.A. Assistant Faculty, College of Business

M.B.A., Pepperdine Graziadio Business School, 2019

B.S. Liberal Arts, Excelsior College, 1997

RAEF ASSAF - D.B.A. Assistant Faculty, College of Business

D.B.A., International Business, Argosy University 2010

M.B.A., Marketing, Wayne State University 2006

B.Sc., Marketing, Wayne State University 2001

NABIL ATTALLA - M.D. Assistant Faculty, College of Business

M.D., Cairo University

M.S., General Surgeon, Ain-Shams University

A.S., Health Information Technology, DeVry University

A.S., Math and Science, Norco College

A.A., Kinesiology, Health and Wellness, Norco College

CYNTHIA AZARI - ED. D. Associate Faculty, College of Business

Ed. D., Educational Leadership, Seattle University, 1996

MS, Industrial Relations, West Virginia University, 1978

MA, Educational Administration, West Virginia University, 1977

BA, Government, Secondary Education, Huston Tillotson College, 1974

DANIELLE BABB - PH.D. Assistant Faculty, College of Business

Ph.D., Organization & Management, I.T.

M.B.A., Information Systems

B.S., Business Administration

DARRYL BAKER - D.B.A. Assistant Faculty, College of Business

D.B.A., University of Phoenix, 2009

Advanced Certification for Quality Professionals, Wayne State University, 2006

M.B.A., International Business, Baker College, 1999

B.B.L., Business Leadership, Baker College, University of Michigan, 1996

ELIZABETH BARRIGAN - M.A. Assistant Faculty, College of Business

M.A.S., International Affairs/Security

B.A., International Security & Conflict Resolution

FADI BATARSEH - PH.D. Assistant Faculty, College of Business

Ph.D., Systems Engineering

M.S., Data Science

M.S. Manufacturing Engineering

JULIE BONNER - D.M. Assistant Faculty, College of Business

D.M., University of Phoenix, 2013

M.B.A., Data Management, Averett University, 1995

B.S., Accounting, Mississippi University for Women, 1986

SIMA BOYCE - M.B.A. Assistant Faculty, College of Business

M.B.A., Marketing Strategy, University of Bridgeport

M.A., Cell & Molecular Biology, San Francisco State University

B.S., Cell & Molecular Biology, San Francisco State University

Secondary Teaching Credential, Science, San Francisco State University

EDWIN BOYD - ED.D. Assistant Faculty, College of Business

Ed.D., Educational Psychology, University of Southern California, 2001

M.S.Ba., Marketing, University of Southern California, 1977

M.B.A., Finance & Marketing, University of Southern California, 1976

B.S., Business Administration, University of Southern California, 1973

SHIMEKA BRUTON - M.B.A. Assistant Faculty, College of Business

MPA, Master of Public Administration

B.S., Public Administration

DAVID BULL - M.B.A. Assistant Faculty, College of Business

D.B.A., Business Administration

M.B.A., Healthcare Management

Ph.D., Healthcare Administration

M.Sc., Agronomy

B.Sc., Agricultural Education

PAUL CHAVEZ - PH.D. Assistant Faculty, College of Business

Ph.D., Public Policy Administration, Walden University, 2018

M.P.A., Public Administration & Security Management, American Public University, 2013

B.S. Marketing Management, California State University, Dominguez Hills, 1997

SHIRLEY CHUO - PH.D. Associate Faculty, College of Business

Ph.D., Organizational Psychology, Alliant University, 2003

M.B.A., Psychology, Pepperdine University, 1998

B.A., Psychology, Colgate University, 1995

DALE CONJURSKI - J.D. Faculty Senate Vice President, Assistant Faculty, College of Business

Juris Doctorate, Whittier Law School

M.B.A., University of Phoenix

B.S. Computer Science, California State University, San Bernardino

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D.B.A., Apollos University

M.A., Business Management

B.S., Liberal Arts

A.A., Human Resources Management

A.A., Electrical Mechanical Technology

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M.B.A., Computer Information Systems, University of Phoenix, 1991

B.S., Accounting, Phillips University, 1983

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M.B.A., University of Phoenix, 2007

B.A., Communications, Harding University, 2003

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D.B.A., California Intercontinental University

M.B.A, California Intercontinental University

B.S., Mechanical Engineering

ANTHONY DEVETO - M.A. Assistant Faculty, College of Business

M.A., Management, Wayland Baptist University, 2002

B.S., Occupational Education/Corporate Training & Development, Wayland Baptist University, 1992, A.A.S., Legal Assistant, Mt. San Jacinto College, 2014

DONNA DIMATTEO-GIBSON - PH.D. Assistant Faculty, College of Business

Doctorate of Philosophy, Industrial-Organizational Psychology

Master of Science, Industrial-Organizational Psychology

Bachelor of Arts in Speech Communication & Psychology

KARMYN DOWNS - ED.D. Assistant Faculty, College of Business

Ed.D., Organization Leadership, University of La Verne, 2014

M.B.A., Information Technology, University of La Verne, 2000

B.A., Journalism, California State University, Long Beach, 1986

ASBJORN EGIR - ED.D. Assistant Faculty, College of Business

EdD Educational Leadership

MSc in Organizational Psychology and Leadership

Bachelor Market Communication

MAHMOUD ELSAYESS - PH.D. Assistant Faculty, College of Business

Ph.D., Information Technology, Capella University, 2018

M.S., Computer Science, California State University, Fullerton

M.B.A., Executive, Claremont Graduate University

B.S., Accounting and Information, Alexandria University

EUGENE FIELDS - M.A. Assistant Faculty, College of Business

M.A., Public Administration

JANNETTE E. ATTAR FLORES - ED.D. Associate Faculty, College of Business

Ed. D. in Educational Leadership, University of Southern California, 2013

M.B.A., Keller Graduate School of Management, 2009

B.S. Behavioral Science, University of La Verne, 2006

A.A. Liberal Arts and Science, Chaffey College, 2004

TRACY FOOTE - M.B.A. Assistant Faculty, College of Business

M.B.A.

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M.A., Human Resource Management

M.A., Liberal Arts

B.S., Economics/Business/Marketing

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M.S.C./M.S.F.C.T.,

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D.B.A., Management

M.B.A., Management

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Ph.D. Management: Marketing

M.S. Technological Systems Management

M. Tech. Industrial Management

B. Tech. Electronics Engineering

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Ph.D., Aerospace Engineering, Cranfield University, 2012

M. Phil., Aerospace Engineering, Cranfield University, 2010

M.Sc., Mechanical Engineering, University of Arizona, 2008

M.Sc., Aeronautical Engineering, Royal Institute of Technology, 2005

B.Sc., Vehicle Engineering, Royal Institute of Technology, 2002

NAVID GOHARDANI - PH.D. Assistant Faculty, College of Business

Ph.D., Civil and Architectural Engineering, Royal Institute of Technology, 2014

M.B.A., Stockholm University School of Business, 2014

Licentiate of Engineering, Civil and Architectural Engineering, Royal Institute of Technology, 2012

M.Sc., Civil Engineering, Royal Institute of Technology, 2011

B.Sc., Built Environment, Royal Institute of Technology, 2011

B.Sc., Business Administration, Stockholm University School of Business, 2011

OMID GOHARDANI - PH.D. Assistant Faculty, College of Business

Ph.D., Aerospace Engineering, Cranfield University, 2012

M.Phil., Aerospace Engineering, Cranfield University, 2010

M.Sc., Mechanical Engineering, University of Arizona, 2008

M.Sc., Aeronautical Engineering, Royal Institute of Technology, 2005

B.Sc., Vehicle Engineering, Royal Institute of Technology, 2002

ROXANN GOODMAN - M.B.A. Assistant Faculty, College of Business

Masters, Communications Technology

Masters, Public AdministrationBachelor's of Science

Bachelor's of Science

GERALDINE GOODSTONE - D.B.A. Dissertation Director, Full-Time Faculty, College of Business

D.B.A., Business Administration, Argosy University

M.A., Communications, Hunter College City University of New York

B.A., Liberal Arts and Education, University of Pittsburgh

KEVIN GRANT - PH.D. Assistant Faculty, College of Business

Ph.D., Organizational Leadership, Regent University, 2008

M.B.A., Finance, Azusa Pacific University, 1994

B.A., Business Administration, Sterling College, 1979

OMAR HADDAD - D.B.A. Assistant Faculty, College of Business

D.B.A., Information Systems, Argosy University, 2018

Certified Enterprise Architect, Carnegie Mellon University, 2009

M.S., Software Engineering, University of Michigan, 2008

B.S., Software Engineering, University of Michigan, 2005

B.S., International and Automotive Marketing, Wayne State University, 2001

STEPHEN HAWN - ED.D. Assistant Faculty, College of Business

Ed.D., Organizational Leadership, Pepperdine University, 2012

M.S., Education, Pepperdine University, 2009

Credential in Health and Physical Education, Kinesiology, West Chester University, 2006

B.S., Sports Management, Rutgers University, 2004

ANDREA HEMPHILL - ED.D. Assistant Faculty, College of Business

Ed.D., Organizational Leadership, Brandman University, 2016

M.B.A., Information Technology Management, Jones International University, 2011

B.S., General Studies, Drexel University, 2008

JOSHUA HENDERSON - M.A. Assistant Faculty, College of Business

M.A., International Studies, Concordia University, 2017

B.S., Political Science, California State University, Northridge, 2015

A.A., Social and Behavioral Sciences, MiraCosta College, 2013

SHINICHI HIROKAWA - D.B.A. Assistant Faculty, College of Business

D.B.A., Argosy University, 2012

M.B.A., Keller Graduate School of Management, 2005

B.A., English Literature, Tokai University, 1986

SIMIN HOJAT - PH.D. Full-Time Faculty, College of Business

Ph.D., Management/Finance, Walden University

M. Phil., Economics, University of Oxford

B.A., Economics, University of Tehran

WAYNE HOLLMAN - PH.D. Assistant Faculty, College of Business

Ph.D., Applied Management & Decision Sciences, Walden University

M.B.A., Management, California State University, Dominguez Hills, 1996

B.A., Economics, San Diego State University

STANLEY HONG - M.A. Assistant Faculty, College of Business

M.A., Accounting, University of Southern California

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STEPHANIE HOON - D.M. Associate Faculty, College of Business

D.M., Organizational Leadership, University of Phoenix, 2003

M.A.Ed., Educational Psychology, Northern Arizona University, 1999

MA, Communications/Journalism, Marquette University, 1994

BA, English, Theatre, Ripon College, 1993

ROBERT HUFANGEL - J.D. Assistant Faculty, College of Business

Juris Doctorate, Southwestern University School of Law, 2000

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M.B.A., Finance, California State University, Dominguez Hills 2013

Ph.D., Applied Mathematics, University of Southern California, 2003

M.A., Applied Mathematics, University of Southern California, 1999

M.Sc. Mathematics, California State University, Northridge 1998

PH.D., Mechanical Engineering, University of Southern California, 1988

M.Sc., Mechanical Engineering, University of Southern California, 1980

M. Sc., Industrial & Systems Engineering, University of Southern California, 1979

B.S., Mechanical Engineering, Aria-Mehr University of Technology 1976

STEPHEN SHEPARD - M.A. Assistant Professor, General Education

M.A., Marriage and Family Counseling, Phillips Graduate Institute

M.S., Electrical Engineering, Stanford University

B.S., Electrical Engineering, Stanford University

KEVIN SHERIDAN - M.B.A. Assistant Professor, General Education

M.B.A., University of Southern California, 1974

B.B.A., Southern Methodist University, 1973

JOCELYN SORENSEN - M.A. Faculty Senate Secretary, Assistant Professor, General Education

M.A., International Migration & Intercultural Relations, University of Osnabruck, 2014

B.A., Biblical and Theological Studies, Biola University, 2005

TEFL Certificate, ITC International, 2008

ERICA SOTILLEO - M.A. Assistant Professor, General Education

M.A., Clinical Psychology, Fielding Graduate Institute, 2017

M.S., Counseling Psychology/Business Administration, Organizational Behavior, University of Miami, 2014

B.A., Public Communication, Brooklyn College, 2001

CHRISTOPHER VINER - M.A. Assistant Professor, General Education

M. of Studies, Creative Writing, University of Oxford, 2015

M.A., Comparative Literature and Criticism, University of London, 2010

B.A., Theatre Studies, University of the West of England, 2009

JESSICA ZAKARIAN - M.A. Assistant Professor, General Education

M.A., English, La Sierra University, 2012

B. Liberal Arts, Education, Minor: History, Loyola Marymount University, 2010

COLLEGE OF TECHNOLOGY AND ENGINEERING

AMIN AL BAROUDI - M.B.A., Assistant Faculty, College of Technology and Engineering

M.B.A., Geographic Information Systems, Redlands University, 2012

B.S., Medical Technology, King Saud University, 1989

LOUNA AL HALLAK - PH.D. Assistant Faculty, College of Technology and Engineering

Ph.D., Strategic Management and Marketing, Cardiff Metropolitan University, England, 2017

M.Sc., Computer Information Systems, University of Sunderland, England, 2004

B.A., Business Administration, Jordan, 2001

KYLE ALLISON - D.B.A. Assistant Faculty, College of Technology and Engineering

D.B.A., Global Business & Leadership

M.B.A., Management

B.A., Communication Studies

MAHFOOD ALKAABI - PH.D. Assistant Faculty, College of Technology and Engineering

Ph.D., Management Information Systems, Walden University, 2018

M.S., Engineering, Riga Technological University of Civil Aviation

B.S., Mechanical Engineering, Riga Technological University of Civil Aviation

DANIELLE BABB - PH.D. Assistant Faculty, College of Technology and Engineering

Ph.D., Organization & Management, I.T.

M.B.A., Information Systems

B.S., Business Administration

FADI BATARSEH - PH.D. Assistant Faculty, College of Technology and Engineering

Ph.D., Systems Engineering

M.S., Data Science

M.S. Manufacturing Engineering

JULIE BONNER - D.M. Assistant Faculty, College of Technology and Engineering

D.M., University of Phoenix, 2013

M.B.A., Data Management, Averett University, 1995

B.S., Accounting, Mississippi University for Women, 1986

NOEL BROMAN - PH.D. Assistant Faculty, College of Technology and Engineering

Doctorate (PhD) - Information Technology Management

Master of Science - Management Information Systems

Bachelor of Science - Information Technology

CAESAR CLEMENTE - PH.D. Assistant Faculty, College of Technology and Engineering

Master of Information Systems, Assurance Management

PhD Doctor of Philosophy in Management

MBA Master's in Business Administration, Computer Management

BS Bachelor of Science in Computer Science

ELIZABETH CROW - M.B.A. Assistant Faculty, College of Technology and Engineering

M.B.A., Computer Information Systems, University of Phoenix, 1991

B.S., Accounting, Phillips University, 1983

MARK DESCHAMPS - M.B.A. Assistant Faculty, College of Technology and Engineering

Masters Of Information Systems

Bachelor of Science, Computer Engineering

KARMYN DOWNS - ED.D. Assistant Faculty, College of Technology and Engineering

Ed.D., Organization Leadership, University of La Verne, 2014

M.B.A., Information Technology, University of La Verne, 2000

B.A., Journalism, California State University, Long Beach, 1986

MAHMOUD ELSAYESS - PH.D. Assistant Faculty, College of Technology and Engineering

Ph.D., Information Technology, Capella University, 2018

M.S., Computer Science, California State University, Fullerton

M.B.A., Executive, Claremont Graduate University

B.S., Accounting and Information, Alexandria University

AMIR S. GOHARDANI - PH.D. Assistant Faculty, College of Technology and Engineering

Ph.D., Aerospace Engineering, Cranfield University, 2012

M. Phil., Aerospace Engineering, Cranfield University, 2010

M.Sc., Mechanical Engineering, University of Arizona, 2008

M.Sc., Aeronautical Engineering, Royal Institute of Technology, 2005

B.Sc., Vehicle Engineering, Royal Institute of Technology, 2002

NAVID GOHARDANI - PH.D. Assistant Faculty, College of Technology and Engineering

Ph.D., Civil and Architectural Engineering, Royal Institute of Technology, 2014

M.B.A., Stockholm University School of Business, 2014

Licentiate of Engineering, Civil and Architectural Engineering, Royal Institute of Technology, 2012

M.Sc., Civil Engineering, Royal Institute of Technology, 2011

B.Sc., Built Environment, Royal Institute of Technology, 2011

B.Sc., Business Administration, Stockholm University School of Business, 2011

OMID GOHARDANI - PH.D. Assistant Faculty, College of Technology and Engineering

Ph.D., Aerospace Engineering, Cranfield University, 2012

M.Phil., Aerospace Engineering, Cranfield University, 2010

M.Sc., Mechanical Engineering, University of Arizona, 2008

M.Sc., Aeronautical Engineering, Royal Institute of Technology, 2005

B.Sc., Vehicle Engineering, Royal Institute of Technology, 2002

OMAR HADDAD - D.B.A. Assistant Faculty, College of Technology and Engineering

D.B.A., Information Systems, Argosy University, 2018

Certified Enterprise Architect, Carnegie Mellon University, 2009

M.S., Software Engineering, University of Michigan, 2008

B.S., Software Engineering, University of Michigan, 2005

B.S., International and Automotive Marketing, Wayne State University, 2001

ANDREA HEMPHILL - ED.D. Assistant Faculty, College of Technology and Engineering

Ed.D., Organizational Leadership, Brandman University, 2016

M.B.A., Information Technology Management, Jones International University, 2011

B.S., General Studies, Drexel University, 2008

RICH HOSEK - B.S. Assistant Faculty, College of Technology and Engineering

BS in Computer Engineering, MS Computer in Information System

MAASSOUMEH JAVADI - PH.D. Assistant Faculty, College of Technology and Engineering

Ph.D., Smart systems and Robotics

M.S., Electrical Engineering

B.S., Electrical Engineering

BILGE KARABACAK - Ph.D. Assistant Faculty, College of Technology and Engineering

Ph.D., Information Systems, Middle East Technical University, 2015

M.S., Computer Engineering, Gebze Institute of Technology, 2003

B.S., Electrical and Electronics Engineering, Bilkent University, 1999

JIHOON KOO - M.S. Assistant Faculty, College of Technology and Engineering

M.S., Computer Science and Engineering

B.S., Computer Science and Engineering

ALEX LAZO - PH.D. Assistant Faculty, College of Technology and Engineering

Ph.D., Organization & Management, Capella University, 2008

M.S., Management Information Systems, California State University, Fullerton, 1998

B.A., International Business, California State University, Fullerton, 1994

SHELDON LINKER - PH.D. Assistant Faculty, College of Technology and Engineering

Ph.D., Computer Science & Software Engineering

M.S., Computer Science

B.S., Applied Science & Technology

RICH LOKE - M.B.A. Assistant Faculty, College of Technology and Engineering

Master of New Media Digital Media, International Academy of Design

Bachelor of Commerce

SCOTT MENSCH - D.B.A. Assistant Faculty, College of Technology and Engineering

Ph.D., Organizational/IT Management, Capella University, 2006

M.B.A., Business Administration, Point Park University, 1999

B.A., Criminology, Indiana University, 1996

A.A.S., Networking, Westmoreland County Community College, 2001

A.A.S., Computer Applications, Westmoreland County Community College, 2002

WILLIAM MCCONNELL - M.B.A. Assistant Faculty, College of Technology and Engineering

DM - Organizational Leadership in Information Systems and Technology

MBA - Project Management

MS - Computer Information Systems

BS - Computer Information Systems

OLUDOTUN ONI - PH.D. Assistant Faculty, College of Technology and Engineering

Ph.D., Information Systems & Security, Northcentral University, 2005

M.Sc., Agricultural Engineering, Obafemi Awolowo University, 1987

B.Sc., Mechanical Engineering, Obafemi Awolowo University, 1984

Executive Education – Cyber Security Risk Management, Harvard Kennedy School, 2018

ANTHONY ONWUZ - M.B.A. Assistant Faculty, College of Technology and Engineering

M.S., Computer Network/Communications Management, DeVry/Keller Graduate School of Management

M.B.A., Information Technology & Communications, American Intercontinental University, 2004

B.S., Finance & Accounting, Mercy College

MAHMUT OZCAN - PH.D. Assistant Faculty, College of Technology and Engineering

Ph.D., Banking & Insurance, Marmara University, 2014

M.S., Electronics Engineering & Computer Science, Sabanaci University, 2003

B.S., Computer Engineering & Information Science, Bilkent University, 2000

NATHANIEL PAYNE - Assistant Faculty, College of Technology and Engineering

(no degree in records)

ALFRED REZK - M.B.A. Assistant Faculty, College of Technology and Engineering

Master of Electrical Engineering, Bachelor of Engineering, Bachelor of Science in electronics and communication.

MICHAEL RIGA - B.S. Assistant Faculty, College of Technology and Engineering

B.S Computer Networking, Network Security; MBA University of Phoenix

ADRIEL SAMANIEGO - M.A. Assistant Faculty, College of Technology and Engineering

MA in Education, BA in Economics

JAVAD SHAKIB - PH.D. Assistant Faculty, College of Technology and Engineering

Ph.D., Electrical Engineering with Mathematics, NYU Tandon School of Engineering, 1995

M.S., Electrical Engineering, Tehran University, 1988

B.S., Electrical Engineering, Isfahan University of Technology – Northridge, 1986

GEORGE SAYEGH - D.B.A. Dean, College of Business, Assistant Faculty, College of Technology and Engineering

D.B.A., Information Systems, Argosy University, 2009

M.S., Organizational Leadership and Business Management, Mercy College, 2000

B.S., Engineering, California State University – Northridge, 1990

A.S., Engineering, Moorpark College, 1982

A.S., Electronics Technology and Computers, Moorpark College, 1982

KAY SHAMSA - M.B.A. M.S. Assistant Faculty, College of Technology and Engineering

E.E.E., Computer Engineering

Master of Science Computer Engineering

Bachelor of Science Electrical Engineering

STEPHEN SHU - PH.D. Assistant Faculty, College of Technology and Engineering

PhD. Behavioral Finance

Master of Business Administration

Master of Electrical Engineering

GURKAN SUZER - PH.D. Assistant Faculty, College of Technology and Engineering

PhD., Civil Engineering, Airline Scheduling

M.S., Civil Engineering, Minimizing Airport Terminal Waiting Times

B.S., Civil Engineering

JAVAID SYED - PH.D. Assistant Faculty, College of Technology and Engineering

Ph.D., Information Systems/Information Technology, Capella University, 2017

M.S., Education, Higher Education Leadership, Capella University, 2011

B.S., Computer Science, American Institute for Computer Sciences, 1998

MOHAMMAD SHARIFZADEH - PH.D. Full-Time Faculty, College of Business, Assistant Faculty, College of Technology and Engineering

Ph.D., Finance, Walden University

M.Phil., Management Science and Econometrics, University of Oxford

B.Sc., Mathematics, Economics, and Statistics, University of Salford

CLAUDE TANOE - PH.D. Assistant Faculty, College of Technology and Engineering

Ph.D., University of Phoenix, 2010

M.R.P., Pennsylvania State University, 1982

CIO Certificate, 2006

Enterprise Architecture Certificate, 2007

SANAZ TEHRANI - PH.D. Assistant Faculty, College of Technology and Engineering

Ph.D., Operations Management, Multimedia University, 2016

M.S., Industrial Engineering, Iran Science & Technology University, 2006

B.S., Engineering, Kar University, 2003

SCOT TRODICK - D.B.A. Assistant Faculty, College of Technology and Engineering

D.B.A., Information Systems, Argosy University, 2013

M.A., Organizational Management, Argosy University, 2013

B.F.A., Drawing & Photography, University of Phoenix, 2005

Graduate Certificate in HR Management, University of Phoenix, 2003

ANJU WADHWA - M.S. Assistant Faculty, College of Technology and Engineering

M.S., Information Systems Technology

M.A., Film and Video Production

M.A., Political Science

B.A., Political Science

TED WOODROW - B.S. Assistant Faculty, College of Technology and Engineering

BS/BA/MBA University of Phoenix

ELIZABETH ZENO - M.S. Assistant Faculty, College of Technology and Engineering

M.S., Information Systems Management

B.S., Business Administration, Human Resource Management

COURSE DESCRIPTIONS

General Education Courses

ART 100 Art History (3 credit hours). This course seeks to develop skills in perception, comprehension, and appreciation when dealing with a variety of visual art forms. It encourages the close analysis of visual materials, explores the range of questions and methods appropriate to the explication of a given work of art, and examines the intellectual structures basic to the systematic study of art. Most importantly, the course encourages the understanding of art as a visual language and aims to foster in students the ability to translate this understanding into verbal expression.

BIO 260 General Biology (3 credit hours). This course introduces the principles and concepts of biology. Emphasis is placed on basic biological chemistry, cell structure and function, metabolism and energy transformation, genetics, evolution, classification, organisms, biodiversity, plant and animal systems, ecology, and other related topics. Upon completion, students should be able to demonstrate understanding of life at the molecular and cellular levels as well as be able to demonstrate comprehension of life at the organismal and ecological levels.

COM 115 Introduction to Communication (3 credit hours). This course provides an overview of the basic concepts of communication and the skills necessary to communicate in various contexts. Emphasis is placed on communication theories and techniques used in interpersonal group, public, intercultural, and mass communication situations. Upon completion, students should be able to explain and illustrate the forms and purposes of human communication in a variety of contexts.

ENG 110 Introduction to Academic Writing (3 credit hours). This course is centered around academic English and the skills required in expressing and supporting ideas in written contexts. Students will learn to improve their writing through utilizing the components of the writing process, understanding the basic structure of academic essays, incorporating support and citations, and developing grammatical competence.

ENG 120 English Composition (3 credit hours). This course is an introductory writing course designed to improve critical thinking, reading, and writing skills. Students' progress from personal expressive writing to text-based expository essays appropriate for an academic audience. Students develop strategies for turning their experience, observations, and analyses into evidence suitable for writing in a variety of academic disciplines.

GEO 290 Physical Geography (3 credit hours). This course explores Earth's physical systems, their dynamic processes, and surface expressions. Particular emphasis is given to developing an integrative view of how atmospheric, hydrologic, geomorphic, and biotic processes control the patterns of climate, water, landforms, soils, and biota across a local-to-global continuum. Those physical elements that influence and/or are influenced by people are the primary focus of study.

HIS 141 World History (3 credit hours). This course provides an overview of human history around the globe, from the origins of humankind to the year 1600 CE (Common Era). Students will discuss overall patterns of early global history, characteristics of the world's major pre-modern civilizations, and the relationships and interactions among these societies. Topics covered include culture, politics, government, economics, religion, social structures, and the development of communication and technology.

HUM 165 Human Geography (3 credit hours). This course focuses on how the world's population impacts the globe. It investigates the diverse patterns of human settlement, development, and movement on earth, which evolved as a result

of cultural and environmental factors. Emphasis is placed on understanding global population and migration patterns, language, religion, ethnicity, political and economic systems, development issues, agriculture and urbanization.

HUM 170 Human Civilizations (3 credit hours). This course explores the origins and development of the earliest complex human societies, namely those of Mesopotamia, Africa, Egypt, Greece, Rome, and China. Focus is placed on the nature of these societies, analysis and interpretation of their basic institutions, their religions and world views, and their cultural histories. A great deal of emphasis is placed on comparisons of other world civilizations and cultures with modern society.

HUM 180 World Religions (3 credit hours). This course examines the major teachings, beliefs, and devotional practices of the world's major religions, including views of the absolute, ceremonial rituals, sacred experiences, and prevalent stories. Religions covered in this course include: Hinduism, Buddhism, Jainism and Sikhism, Daoism and Confucianism, Shinto, Judaism, Christianity, Islam, and various alternate paths.

LIT 150 World Literature (3 credit hours). This course focuses on literature from different countries and cultures with an emphasis on the literary, cultural, and human significance of selected great works of the Western and non-Western literary traditions. Throughout the course, students will learn how to develop and communicate an informed personal response to literature with special attention to critical thinking and writing within a framework of cultural diversity as well as comparative and interdisciplinary analysis.

MAT 135 College Algebra (3 credit hours). This course covers real numbers and their properties; linear equations and inequalities in one variable; linear equations in two variables and their graphs; exponents and polynomials; special products and factoring; rational expressions; systems of linear equations; radicals, absolute values, and rational exponents; quadratic equations, functions, and inequalities; exponential and logarithmic functions; nonlinear systems; and sequences and series.

PHL 190 Critical Thinking & Problem Solving (3 credit hours). This course aims to strengthen students' abilities to identify, analyze, and evaluate formal and informal arguments in professional and everyday discourse. Students will learn to distinguish valid from invalid arguments, identify bias and evaluate evidence in arguments, respond reflectively to arguments, and generate well-formed arguments of their own. Emphasis will be placed on applying these skills to evaluating real world arguments and solving real world problems from a variety of points of view.

POL 205 International Relations (3 credit hours). This course is an introductory study of the cultural, political, and economic interactions among states and non-state actors in global politics. Focus is placed on the interactions among international actors: states, international organizations, and transnational groups. Special attention is paid to key issues, including national interest, international security, power, foreign policy decision-making, and the role of diplomacy in promoting cooperation.

POL 220 Comparative Politics (3 credit hours). This course focuses on the governments and politics of several contemporary societies in the Americas, Europe, Africa, Asia, and the Middle East. Students will examine the features of political and economic systems as well as political cultures and social issues. Students will reflect upon the policy-making processes, the efficacy of diverse political and economic arrangements, and solutions to critical social problems states and nations face in the early 21st century.

PSY 235 Introduction to Psychology (3 credit hours). This course is an introduction to human psychology and behavior. The course covers the historical, physiological, and social influences on behavior, and includes topics such as the biology

of behavior; sensation and perception; consciousness; learning and memory; cognition; motivation and emotion; personality and social behavior; stress and adjustment; persuasion; problem solving; and decision-making.

PSY 240 Human Development (3 credit hours). This course introduces students to the central issues in the basic areas in human development. Students will progress through the seven stages of life: infancy; early childhood; middle and late childhood; adolescence; early adulthood; middle adulthood; and late adulthood. The course will explain relationships between physical, cognitive, psychosocial, and emotional aspects of development.

SCI 275 Introduction to Ecology (3 credit hours). This course introduces basic principles of ecology- the study of relationships among living organisms, their environment, and each other. Focus is placed on ecological concepts applied to individuals, populations and communities of both plants and animals. Topics include plant and animal adaptations to the environment, the role environmental factors in the distribution and abundance of organisms, the dynamics of population growth, species interactions including competition and predation, and the structure of ecological communities.

SCI 280 Environmental Science (3 credit hours). This course serves as an introduction to and covers broad aspects of environmental science. Specifically, this course examines the environmental impact of population growth on natural resources; mineral and resource extraction; water resource use and water pollution; air pollution and climate change; renewable and non-renewable sources for power generation; and risks associated with population growth in a developing world.

SOC 245 Introduction to Sociology (3 credit hours). This course focuses on basic concepts, research, and theories involved in increasing the understanding of human behavior and human societies. Utilizing a sociological perspective, the interrelations among human societies, individuals, organizations, and groups are analyzed. Topics of analysis include culture, social interaction, social institutions, social stratification, deviance, culture, community, and various social change strategies.

Business Administration Courses

BUS 300 Foundations of Business (3 credit hours). This course addresses the foundations of business administration. This course is a study of an introduction to the business world. Focus is placed on the identification, analysis, and integration of business, procedures, and policies with strategic planning in relation to the environment, organization and the individual.

BUS 305 Principles of Accounting (3 credit hours). This course introduces the basic concepts and techniques of financial accounting, including financial statement preparation, the accounting system, generally accepted accounting principles, and an introduction to financial statement analysis.

BUS 310 Concepts of Microeconomics (3 credit hours). This course applies economic principles and methodologies to business decision problems relating to costs, prices, revenues, profits, and competitive strategies and provides an analytical base for study of the corporate strategy process. Students will focus on study of public, business choices. For example, consumers decide how much of various goods to purchase, workers decide what job to take & business people decide how many workers to hire and how much output to produce.

BUS 311 Concepts of Macroeconomics (3 credit hours). This course focuses on macroeconomics and the factors that deal primarily with aggregates (total amount of goods & services produced by society) and absolute levels of prices. It addresses issues such as level of growth of national output (GNP & GDP), Interests rates, unemployment and inflation.

BUS 315 Introduction to Business Writing (3 credit hours). This course emphasizes on selecting the appropriate information, organization, and style to communicate effectively to a specific audience such as a supervisor, colleague, or client. Group work skills will also be emphasized, and students will be introduced to the Internet as a research tool, as well as introduced to some useful business software.

BUS 317 Introduction to Business Law (3 credit hours). This course offers a detailed study of the nature of contracts, torts, and criminal law and their applications in business organizations, personal property, real property, and commercial transactions. A focus will be placed on interpreting the law through existing case studies.

BUS 320 Foundations of Statistics (3 credit hours). This course provides students with an introduction to the world of Statistics. Students will be introduced to descriptive statistics, probability and application, probability of random variables, and inference.

BUS 323 Introduction to Organizational Behavior (3 credit hours). This course examines critical personal characteristics of organizational members to see how these factors influence the effectiveness of organizations and their members. Special attention is then given to the role of teams in organizations, the stages of team development, and actions that can support the development of effective teams. This course serves as an introductory course to understanding organizational behavior.

BUS 325 Introduction to Leadership (3 credit hours). This course inspires those in leadership positions in your organization to motivate, delegate, communicate and build the team for success.

BUS 330 Principles of Marketing (3 credit hours). This course contributes to technical and professional preparation in Marketing, written and oral communication skills, understanding the global impact on business organizations, ethics in business, legal issues in organizations, role of cultural diversity in business, and the dimensions of quality in organizations.

BUS 334 Essentials of Corporate Finance (3 credit hours). This course examines the tools and techniques used in the world of finance. Students will be introduced to financial institutions, financial concepts and nomenclature. The course will introduce the student to such key financial concepts such as time value of money, cost of capital, asset valuation, ratio analysis, and risk and reward tradeoff.

BUS 340 Introduction to Information System (3 credit hours). This course introduces the concepts related to information technology and its role in making business more efficient. Students will be introduced to the history and evolution of computer hardware, software, databases, e-commerce, and several other information technologies. A focus will be placed on understanding the IT strategy of a business.

BUS 345 Fundamentals of Decision Making (3 credit hours). This course explores human reasoning and decision-making abilities. The course is intended as a survey of new research in these areas. We will also explore parallels between reasoning and decision making.

BUS 349 Foundations in Operations Management (3 credit hours). This course focuses on operations management as the systematic direction and control of the processes that transform inputs into finished goods or services. Students will learn that operations management is one of the primary functions of a business. This course is intended to provide managers in all functional areas with sufficient knowledge to make informed "total business decisions" and to introduce standard terms and concepts for communications with operating personnel.

BUS 350 Introduction to Sales Management (3 credit hours). This course examines the sales function, personal selling, and sales management principles. Students will evaluate the development of professional sales techniques, creation of sales objectives and strategies, selection, training, compensation and motivation of the sales force, and use of technology in the contemporary sales function.

BUS 355 The Essentials of Entrepreneurship (3 credit hours). This course examines the fundamentals of organizing a small business. It covers such topics as the challenges of entrepreneurship, building the business plan, strategic planning, forms of ownership, marketing, pricing, cash flows, financial planning, execution, looking at ethical and legal concerns, and regulatory environment.

BUS 367 The Necessities of International Marketing & Culture (3 credit hours). This course examines marketing principles and planning factors and techniques applied in a global environment. In addition, problems of marketing internationally and methods of alleviation will be studied.

BUS 385 Principles of Advertising (3 credit hours). This course focuses on the principles and background of advertising, advertising campaigns, and types of advertising. Special emphasis is given to the social, legal, planning and creative aspects of advertising.

BUS 387 Introduction to Business Research (3 credit hours). This course focuses on the application of both qualitative and quantitative research methodology to the solution of marketing questions. Students will study the role of marketing research and will be involved in the design, execution, analysis, and implementation of a complete research project.

BUS 390 Development of Business Strategy (3 credit hours). This course is a capstone course for the undergraduate business school students and will be structured around a framework of measurement principles covered throughout the program offered at Westcliff University. Each student will be required to use different methods and principles that are learned in this program as a foundation for their final project of the program.

BUS 400 Working Capital Management (3 credit hours). This course is an introduction to the management of short-term or current accounts of the firm to optimize its risk/return profile. Management of the liquid assets of the firm which comprise a substantial portion of total assets has been made possible because off the increasing range of management techniques and technologies. As a higher-level undergraduate finance course in working capital management, the course covers the concepts of managing working capital, corporate cash management, and forecasting and planning short-term investment and financing.

BUS 401 Financial Institutions and Markets (3 credit hours). This course explores the role of commercial and investment banks, as well as non-bank financial institutions such as insurance companies, mutual funds, and pension funds; asset/liability and risk management in banks and non-bank financial institutions; organizational management of financial institutions; and the relationship between the macroeconomic environment, financial markets, and financial institutions.

BUS 402 Corporate Finance Strategy (3 credit hours). Corporations have been confronted with changing aspects of the business environment, such as: tax reform, volatility of stock markets, liquidity of financial markets, bilateral and multi-lateral trade agreements, liberalization and globalization of product and financial markets. Corporations should employ superior and strategic financial decision-making processes to remain competitive and profitable in this changing environment. Thus, the objectives of this course are to develop financial decision-making skills in raising capital and understand how these changes affect capital formation and value of the corporations.

BUS 403 Financial Derivatives (3 credit hours). This course will introduce the students to basic concepts and terminologies used in financial and derivative markets. It is designed to aid students in developing an understanding of the major functions, principles, and techniques of derivative markets and their respective instruments. Students will be introduced to the structure, pricing and valuation of options, forward, futures and swap. The course will also deal with the analyses of different risks and use of derivatives to hedge and mitigate these risks.

BUS 404 Investment & Portfolio Management (3 credit hours). A sound investment decision requires a clear understanding of the investment environment, conceptual knowledge and rigorous analytical skills. The objective of this course is to familiarize the students with fundamentals of these aspects by tying investment theories, tools, techniques and empirical evidence together to enable them for active participation in the investment decision making process.

BUS 410 Fundamentals of Human Resource Management (3 credit hours). The primary objective of the course is to provide students a foundation in Human [G1] Resources (HR) by presenting and examining fundamental concepts and applications of HR, including a managerial aspect that is vital in the overall strategic plan of an organization. Topics covered include job analyses, planning, recruitment and selection processing, training and employee development. In order to encompass a more holistic approach to HR as it relates to the attainment of organizational goals, additional topics such as compensation, benefits, organizational and employee safety, and motivating the workforce will also be examined. Legal matters in HR compliance, disciplinary aspects, and the development and promotion of best practices in HR round-out the course.

BUS 411 Compensation and Reward Management (3 credit hours). This course has been designed with an aim to provide students the basic ideas on the management of compensation and reward in business organizations. More specifically, the course includes conceptual learning of various theories and approaches of compensation and reward management, the role of compensation and reward in attracting and retaining modern-day employees, linking performance and reward systems in organizations, role of unions and other stakeholders in compensation management, and issues pertaining to compliance in managing compensation and reward.

BUS 412 Performance Management (3 credit hours). The course has been designed with an objective of providing students the conceptual insights and practical applications of Performance Management in a variety of organizational settings. The meaning and significance of Performance Management will be presented in the framework of process as it relates to several functional components of a business organization, including information systems. The administration and general compliance of Performance Management within the organization is also presented.

BUS 413 Management of Labor Relations (3 credit hours). The course was designed with an aim to provide students the basic conceptual insights and areas of practical applications of managing labor relations in different organizational contexts. For this, the overall coverage has been structured around four major blocks of teaching learning which include labor relations overview, the collective bargaining process, cost of labor contracts, and the labor relations process in practice.

BUS 414 Strategic Human Resources Planning (3 credit hours). This course is designed to introduce the students to the foundation of human capital management and the strategic partnership of the HR practice within and as a vital component of the executive leadership of an organization. The course delivers a broad perspective to the role of the human resources divisions & functions as a strategic business partner in collaboration with all sub divisions and resources within the given organization. The course is to help students develop an understanding of how the human resources strategies are crafted & adapted to aid the 21st century global organizations succeed within the field of operation. Particular emphasis is placed on sourcing, acquiring, developing the human assets of the organization; assessing and managing the performance processes, compensating the human capital according to the best practices, and handling the entry-management-working relationships with bargaining units and the regulatory compliance within the business environment.

BUS 420 Applied Marketing Analytics (3 credit hours).

This course establishes a practical understanding of customer needs and improving marketing results through the use of straightforward, economical methods in processing marketing information. Students will perform sophisticated business analyses using Microsoft Excel, perform risk and return analyses, establish strategies to retain high return customers, establish sales forecasts, promote marketing campaigns with an improved level of efficiency, and promote optimization of product sales, store layouts and improve online advertising. Students will also explore the use of social media and viral marketing to improve marketing and sales efficiency.

BUS 421 Customer Relationships Management (3 credit hours). This course focuses on Customer Relationship Management (CRM), and covers strategic, organizational and marketing aspects of CRM. Students will learn analytical CRM, operational CRM, and other CRM systems as well as how to implement and boost the marketing management of an organization in evolving business environments. Relationship marketing theory is also reviewed and presented as a managerial approach to initiate and build customer relationships in changing social contexts.

BUS 422 Digital Marketing Strategy (3 credit hours). This course provides comprehensive, practical guidance on how organizations can optimize digital media and technology to meet marketing goals. This course connects marketing theory with practical business experience through case studies and interviews from cutting edge companies such as eBay and Facebook, assisting students in comprehending digital marketing in the real world, The students will learn best practice frameworks for developing a digital marketing strategy, and will also engage in practical aspects linked to effective digital marketing techniques, including search marketing, conversion optimization, and digital communications using social media.

BUS 423 Integrated Marketing Communication (3 credit hours). The course provides an overview of the components and considerations involved in marketing communication strategy decisions. Students will focus on learning how to prepare for overseeing the creation of imaginative and effective communication plans.

BUS 424 Social Media Strategy (3 credit hours). In this course, students will review the concept of social media and its effective management as an integral component of digital marketing. Social media, strategic framework of social media, choices of social options for target, message and idea, integrating social media across organizations, and social media action plans are reviewed.

BUS 430 Contemporary Issues in Sports & Exercise Science (3 credit hours). This course investigates the basic and foundational issues in leisure and exercise as it relates to modern society. It examines the effect, scope, and future influence of sport on society for both individuals and groups. An investigation of physiology (and some anatomy) and physical changes of the body and its effect on the main systems of the human body. Emphasis on human movement, exercise psychology, nutrition, physical performance and rehabilitation, and related topics are covered, as well as an introduction to the field of Kinesiology.

BUS 431 Organizational Sports & Strategic Management (3 credit hours). This course has a focus amid the strategic and managerial challenges that confront organizational sports. A detailed overview of how business theories, practices and skills are integrated into organizational sports. The strategic management of business units such as finance, accounting and budgeting, marketing, and competitive sustainability are applied in the governance and leadership of sporting organizations. The course builds a strong foundation in areas of management, strategic planning and decision-making in the successful management of sports entities.

BUS 432 Leadership Principles for Sports Management (3 credit hours). This interactive course presents a systematic progression from foundational management skills to essential leadership principles necessary for sports management professionals who lead sporting organizations. Emphasis will be placed on building sports leadership acumen through case studies, problem analysis and strategic decision-making, operations of the sporting business, and supporting the organizational strategy from a holistic perspective that encompass functional areas of marketing, finance, corporate sponsorships, and human capital. An analytical investigation to the theories of motivation as it is applied to the athlete will ensue, as well as understanding how to foster an environment of inspiration, inclusion, and how to positively influence team sports.

BUS 433 Sports Psychology (3 credit hours). This course delves into the relationship of psychology and sports from various perspectives including historical, social, cultural, and contemporary issues surrounding psychological assessment of athletes across generations. Topics related to sports psychology, coaching, and performance enhancement will be investigated. A survey into some of the effects of personality variables, mental development, and the diversity of human interaction with sports will be conducted. Emphasis will be given to the psychological and behavioral aspects of sport, exercise, overall health and well-being in individual and team sports.

BUS 434 Sports Facility & Events Management (3 credit hours). This course will provide students with the necessary skill-set to effectively manage and supervise sporting events and facilities. An introduction into the processes of sporting facility design, event venue creation and implementation, risk management and mitigation, marketing, and event sponsorship will be presented. An in-depth analysis into financial, scheduling, production, human resources, production, and event merchandising will round-out the course.

BUS 440 Analytical Approach to Innovation-Driven Entrepreneurship (3 credit hours). An introduction to entrepreneurship focusing on cultivating critical knowledge and comprehension of both innovation and entrepreneurship. Students will discover creative ways of thinking, grasp the nature of innovative initiatives, and approach entrepreneurial challenges with an analytical perspective understanding how to utilize past practices as tools in architecting future business applications for sustainable performance locally, regionally, and globally.

BUS 441 Entrepreneurial Innovation Management (3 credit hours). This course is set to equip students with a working knowledge of the strategic and operational perspectives of innovation in an organization. They are introduced to the skill sets required to lead innovation at calculated, preempted and operational levels in order to create and maintain productivity agility. The ultimate aim being to thrive in the future and use innovation as a catalyst for change on the global stage.

BUS 442 Negotiation Theory and Skills for Entrepreneurs (3 credit hours). Students develop an understanding of effective negotiation methods. They engage with the theories of a traditional bargaining mechanism versus contemporary integrative negotiation styles where self-interest notions parallel the interests of clients.   This all-encompassing entrepreneurial strategy can win business domestically or globally.

BUS 443 Feasibility Analysis for Sustainable Entrepreneurship (3 credit hours). This course introduces students to the concept of sustainability at individual, organizational, and societal levels with an emphasis on small business. This course looks at the several generations in the workplace currently serving as entrepreneurs and both compares and contrasts their approaches, strategies, challenges and successes and their various impacts on their organizations, their society and the planet. The future of sustainable entrepreneurship is discussed.

BUS 444 New Product Development for Entrepreneurs (3 credit hours). Students learn the application of strategies in new product development or modification and how improvement is made to current production lines. Strategies are considered to methodically position the product within the small business in the market to ensure competitive advantage.

BUS 500 Organizational Leadership (3 credit hours). This course introduces organizational leadership program at an advanced level. It discusses Kouzes & Posner's model of leadership as applicable to business organizations. Students will have the opportunity to examine their own leadership styles in the light of this model. Through their studies, students will be able to assess, understand, and improve their own approach to leading, as well as their ability to select and evaluate leaders.

BUS 505 Managerial Economics (3 credit hours). This course applies economic principles and methodologies to business decision problems relating to costs, prices, revenues, profits, and competitive strategies and provides an analytical base for study of the corporate strategy process. Basic economic theory and application of analysis to management decision-making are covered. The general model used for organizational architecture consists of three aspects of corporate organization. Theory is also applied to topics such as performance evaluation, leadership, understanding the business environment and ethics.

BUS 510 Marketing Management (3 credit hours). This course explores topics in sales force management, including alignment of field organizations, use of resellers, and compensation. This course will present tools and techniques to help influence others, build relationships, and inspire trust.

BUS 525 Strategic Management in a Globalized Economy (3 credit hours). This course will focus on strategic development and integration of knowledge in functional areas of management. Students will be asked to examine the strategic role of

information systems, marketing and management within modern business organizations, organizing, managing, and controlling information systems, and marketing and management in order to develop an understanding for strategic frameworks.

BUS 530 Managing Information Systems and Technology (3 credit hours). This course focuses on the impact of technology on organizations. Topics include information awareness, decision architecture and internal knowledge dissemination. In addition, the course will cover tools and techniques for competitive analysis, strategic planning, and strategy implementation, addressing the use of information, knowledge, and technology as a strategic asset.

BUS 535 Managerial Accounting (3 credit hours). This course provides students with accounting and analytical skills useful for managerial decision-making. Topics covered include: performance evaluation, pricing and operational decisions, strategy, cost allocation, variance analysis, inventory and capital budgeting, among others.

BUS 540 Organizational Behavior (3 credit hours). This course begins with a critical examination of the personal characteristics of organizational members and how it influences the effectiveness of organizations and their members. Special attention is given to the role of teams in organizations, stages of team development, and actions that can support the development of effective teams. The realities of interpersonal processes are considered through analysis of the roles of power, politics, and conflict in organizations. Leadership behavior is also critiqued in terms of leaders as facilitators of organizational and member effectiveness.

BUS 550 Financial Management (3 credit hours). This course is an applied financial and managerial accounting course. The course focuses on the principles of financial and managerial accounting used to resolve difficult strategic and operational decisions. The objective of this course is to provide the decision makers with financial and managerial accounting theory, concepts, and tools necessary to make better financial management decisions as well as enable the student to make sound judgments regarding financial analyses performed by others.

BUS 557 Applied Methods Capstone (3 credit hours). This course is intended to be a challenging and exciting capstone course for the graduate business school curriculum. Also, it provides a foundation for performing empirical research in business areas. The capstone course will be structured around a framework of measurement principles covered in the executive M.B.A program. The students will be required to use different methods and principles learned in this program as a foundation for their final project of the program.

BUS 600 Managerial Communication (3 credit hours). Managerial Communication emphasizes communication competencies that can help ensure business success. Students learn how to write effective, persuasive messages; conduct business research, analyze information, and write a business proposal or report; deliver an effective oral presentation with visual aids; and create corporate training materials. Also addressed are group dynamics, intercultural communication, media relations, and ethics.

BUS 601 Operations Management (3 credit hours). This course introduces a variety of quantitative techniques with wide-ranging application potential in areas of operations management and analysis. Topics will typically include linear programming approaches to resource allocation, statistical techniques for quality control, inventory models, project scheduling networks, and basic queuing systems.

BUS 602 Business Law (3 credit hours). This course focuses on the legal environment of business enterprise from the moral and social aspects of law. Emphasis is placed on the legal system and its significance in decision making.

BUS 603 Sales Management (3 credit hours). This course covers the theory and practice of selling effectively, including relationship selling, solution selling, and strategic account management. The course ends with economics and best practices of customer acquisition, retention, and relationship expansion.

BUS 604 Data Analysis & Business Intelligence (3 credit hours). This course is designed to achieve an understanding of fundamental notions of data presentation and analysis and to use statistical thinking in the context of business problems. The course deals with modern methods of data exploration (designed to reveal unusual or problematic aspects of databases), the uses and abuses of the basic techniques of inference, and the use of regression as a tool for management and for financial analysis.

BUS 604 Data Analysis & Business Intelligence (3 credit hours). This course is designed to achieve an understanding of fundamental notions pertaining to data presentation and analysis and the use of statistical thinking in the context of business problems as they relate to customers, competitors, internal operations, external variables, and strategic business decision making. A survey of modern methods of data exploration (designed to reveal unusual or problematic aspects of databases and data structure), the uses and abuses of the basic techniques of inference, and the use of regression as a tool for management and financial analysis will be investigated.

BUS 605   Business Research Methodology (3 credit hours). This course is designed to develop and understanding of performing business research. Emphasis is placed on the development of skills necessary to perform graduate-level research in the field of business. The course deals with the tools, techniques, and the changing paradigms of business research and their application in decision making. The topics covered are the research process, literature review, formulation of the problem and related hypothesis, theoretical framework, research designs and methodology, primary and secondary data sources, data reliability and validity, measurement and scaling, construction of questionnaires and surveys, interviewing techniques, sampling requirements and techniques, data preparation and analysis, report writing and referencing.

BUS 606 Descriptive Statistical Inference for Business (3 credit hours). This course examines theories and methods involved in the process of deduction of business statistics in reference to a population of interest for an organization (target market). Statistical inference is presented as a method of forming logical conclusions, predictive analysis, and for providing evidence and justification for strategic decision making. Data is summarized in data sets which show measures of central tendency, variability, validity, and other statistical descriptors that be used to present information and knowledge about an entire business population or sample.

BUS 607 Human Resource Management (3 credit hours). The course has been designed to throw the insights towards different avenues of human resource management. The course guides all the human resource functions and relates the functions with quality of work life, productivity and profits. The course has also been organized to provide knowledge about global human resource management context and its competitive nature, financial and legal implication of human resource management. Working with diverse work force and international perspective of human resource management are some of the additional incorporation in the course.

BUS 610 Consumer Behavior (3 credit hours). Students in this course examine basic concepts and research results from marketing and the social sciences to better understand customers and their needs. Coursework addresses the decision process of buyers, factors affecting purchasing decisions and customer satisfaction. Implications for marketing strategies (e.g., market segmentation, product design and promotion) are discussed. In addition, basic concepts of buyer behavior -

including pre- and post-purchase attitudes and behavior patterns, as well as information processing relating to the functional areas of marketing - are included. Managerial applications to marketing are also emphasized.

BUS 611 Electronic Commerce Marketing Management (3 credit hours). This course explores the world of e-commerce and its impact on business practices. Topics include opportunities, issues, alternatives and techniques to support development of an e-commerce marketing plan and a related website. Understanding customer needs and concerns is addressed, as is understanding their impact on members of the supply chain. Students evaluate alternative e-commerce websites, plan a site that meets marketing objectives and examine ways to promote the site to target audiences.

BUS 612 Market Research (3 credit hours). Marketing Research teaches students how to gather and analyze data to assist in making marketing decisions. The course addresses both quantitative and qualitative research techniques, including written questionnaires, telephone surveys, test marketing and focus groups. Emphasis is placed on examining how marketing research can help managers make better decisions regarding target markets, product features, positioning, pricing, advertising and new product introductions. Students are encouraged to consider ethical implications of specific marketing research activities.

BUS 613 Business Digital Media/Multimedia (3 credit hours). This course examines how digital media/multimedia content can be used to reach and influence potential customers and add value to the firm. Within the framework of business and advertising, computer applications, photography, podcasts, websites, animated banners, and social media are presented as an emerging trend in business. A survey of how creativity can enhance electronic media /multimedia is also explored.

BUS 620 International Finance (3 credit hours). International Finance examines, in detail, international financial flows and balance of payment considerations. Corporate exposure to international currency fluctuations (including foreign exchange rates and markets), and methods of hedging risks in international transactions, are addressed.

BUS 621 Entrepreneurial Finance (3 credit hours). This course concentrates on the needs of, and financial issues surrounding, entrepreneurial ventures. Topics include internal financial operations of a venture, obtaining seed and growth capital from various sources, and evaluating funding decisions and alternatives as they impact the firm. Other topics include acquisitions, valuing a company, preparing for and executing an initial public security offering, planning an exit strategy and bankruptcy. Students apply course concepts using real-world cases.

BUS 622 Financial Statement Analysis (3 credit hours). This course emphasizes fundamental techniques of financial statement analysis. Building on core accounting and investment concepts, coursework addresses analysis (including ratio analysis) and interpretation of financial accounting information such as that presented in balance sheets, income statements, and statements of cash flows. Coursework also examines accounting information in investment and credit decisions.

BUS 630 International Business (3 credit hours). International Business presents key concepts and skills needed to identify international opportunities/threats, analyze their impact, and formulate appropriate strategies and implement applicable action plans to achieve company goals. The course helps students understand today's competitive global environment, marketing, finance, and policy. In addition, students examine legal, logistical, organizational and cultural issues.

BUS 631 Managing Global Diversity (3 credit hours). This course examines benefits and challenges of managing diversity in the workplace, as well as methods for using diversity to create a competitive advantage. Students analyze ways in which to develop a supportive, nondiscriminatory and productive work environment. Additionally, coursework focuses on

specific workplace issues related to differences in gender, race, cultural ethnicity, age, sexual orientation, physical/mental ability, social class, and religion.

BUS 632 Managing International Human Resources (3 credit hours). This course examines strategy and tactics that make up the global human resources management field. The course provides a broad overview of how global human resources functions differ from those of domestic human resources, helps students develop an understanding of how global human resources strategy is crafted and shows how such strategy is put into effect. Particular emphasis is placed on staffing, compensation, training, performance management, labor relations, communication, and regulatory compliance within the global business environment.

BUS 640 Managerial Decision Making (3 credit hours). This course explores decision-making from the perspective of managers who must decide how to allocate scarce resources under uncertainty. Combining qualitative and quantitative information is emphasized. Topics include framing decision problems, establishing evaluation criteria, determining trade-offs, constructing decision trees, estimating probabilities and risk, and taking responsibility for consequences. The roles of judgment, intuition and heuristics in decision-making are also explored. Students research a practical application of decision analysis.

BUS 641 Leading Strategic Change within Organization (3 credit hours). This course will focus on the development of corporate strategy with implementation strategies at the functional levels of finance, operations, manufacturing, service delivery, marketing, sales and other relevant functions. Leadership and management philosophies and practices important in strategic planning will be considered as a critical component of implementation and strategic action. Topics include implementing strategic initiatives across multiple divisions of an organization; corporate and functional competitive dynamics; leading strategic change and change management, including stakeholder engagement, during strategic implementation; the critical importance of effective communication during strategic implementation; and measuring the success of strategic implementation.

BUS 642 Managing Workplace and Conflict Resolution (3 credit hours). Students in this course review core concepts and theoretical frameworks in order to develop practical skills for preventing and managing workplace and personal conflict, and for learning effective tools for resolving disputes. Topics include the nature of conflict, conflict styles, communication, conflict dynamics, conflict intervention strategy and tactics, and third-party intervention.

BUS 651 Entrepreneurship and New Ventures (3 credit hours). This course provides an overview of entrepreneurship in the context of new ventures. Coursework examines identifying and assessing opportunities, as well as forming and managing a new venture through maturity and exit. Topics include the entrepreneurship process; idea generation; opportunity assessment and selection; business plan creation; differentiation; new venture equity financing; due diligence; management team characteristics; growth management; and liquidity and exit mechanisms.

BUS 652 Entrepreneurial Marketing (3 credit hours). This course covers the critical role of marketing in the success of a new venture. Coursework addresses opportunity screening, assessment and selection; market research, analysis, valuation and sizing; the value proposition and distinctive competence; segmentation, targeting and positioning; pricing; channels; sales management; communications; hiring; raising capital; and creating marketing plans to address various audiences.

BUS 660 Health Care Systems (3 credit hours). This course introduces the structure and function of the medical care delivery system. Includes basic concepts and measures of health, disease, quality, values, needs and utilization; issues in

health care manpower, institutions and system organization; general issues in policy, reimbursement and regulation; broad community, and organizational considerations in medical care organizations. The student is introduced to the principles of epidemiology and environmental health and demonstrates the application of epidemiology concepts to planning for the healthcare service needs of a population.

BUS 661 International Health Policy and Management (3 credit hours). This course offers a framework for understanding national health reform policy and management issues in the U.S. and other nations, including industrialized, developing, and transforming nations.

BUS 662 Healthcare Strategic Management (3 credit hours). This course is concerned with the development of a general management perspective in establishing the strategic direction for a health delivery organization. Students gain an understanding of strategy formulation and implementation within the context of the managed care environment. Emphasis is on the integration of knowledge acquired in the previous management area courses.

BUS 663 Health Informatics (3 credit hours). This course is designed to provide a foundation in health informatics. Topics covered in this course include information technology and science as it is applied to enhancing the practice of healthcare, and to conduct research for the purpose of increasing patient health, and to make clinicians and health organizations more efficient. An investigation of the principles of informatics, communication, information retrieval and dissemination, and bioinformatics will be conducted.

BUS 670 e-Business Technologies (3 credit hours). This course explores the various technologies which are related to electronic business involving both synchronous and asynchronous environments. Issues related to database management (including data warehousing and data mining), programming languages, infrastructures and information technology needed to build the networks that support e-Business, archiving, web authoring tools and homepage design, video streaming, secure socket layering, search engines, intranets, internet speed and access, servers, knowledge management, intellectual property management, and security are addressed. Students will build a website and begin an e-Business.

BUS 672 e-Business Entrepreneurship (3 credit hours). This course will use an integrated approach to electronic business by applying the theories learned in all previous course work to the analysis of the e-Business site, which was developed and expanded upon by students in each of the e-Business concentration courses. Students will complete a professional portfolio of business plans including technology, financial, marketing, operations, venture capital such as necessary to secure funding, and strategy. An executive summary and formal, electronic presentation are required.

BUS 680 Intro to Supply Chain Management (3 credit hours). This course is an Introduction to Supply Chain Management. This course reviews basic Supply Chain Management as well as integrated supply chain relationships. The course examines how to build competitive strength through the processes that provide products to customers. This includes reviewing how to enhance productivity and performance with the strategic combination of systems, people and technology.

BUS 681 Purchasing and Inventory Management (3 credit hours). This course is about Purchasing and Inventory Management. This course reviews the many facets of supply management. Students examine the functional roles of those individuals having responsibility in this area. Included is an analysis of how to balance inventory needs and requirements with the need to minimize costs resulting from obtaining and holding inventory. The objectives of inventory management are examined: a) providing desired level of customer services; b) achieving cost-efficient operations; and c) managing inventory investment.

BUS 682 Transportation and Logistics Management (3 credit hours**).** This course is about Logistics and Transportation Management. This course reviews the area of logistics, distribution centers, including warehouse management and layout, transportation, and customer services as it applies to Supply Chain Management. Both structural changes (involving manufacturing system with the geography of production) and operation changes (relating freight transportation with the geography of distribution) are considered. The multidimensional value-added activities associated with logistics are considered, including production, location, time and control of the elements of the supply chain. The reasons for distribution centers are examined, such as dealing with the asynchronisms in freight distribution, including different paces of production and consumption, and leading to lower cycle and lead times.

BUS 690 Informatics for Managers (3 credit hours). This course examines how to analyze vast amounts of big data from various industries by using information science and technology to process data into information and knowledge for the purpose of making better business decisions. Also reviewed is how people interact with information technology for the purpose of extracting knowledge from big data. The course applies informatics from a managerial perspective in that information is analyzed for the purpose of making a more efficient organization and to aid its strategic decision making and to assist in the overall management of technology.

BUS 690 Informatics for Managers (3 credit hours). This course examines how to analyze vast amounts of big data from various industries using information science and technology as to process data into information, and knowledge for the purpose of making better strategic business decisions. How people interact with information technology for the purpose of extracted knowledge from vast amounts of data is also presented. The course applies informatics from a managerial perspective in that, information is analyzed for the purpose of making a more efficient organization, and to aid in strategic decision making.

BUS 691 Information Technology Project Management I (Capstone A) (3 credit hours). The capstone course in Information Technology Project Management is presented in two (2) parts. The capstone course is designed in conjunction with a sponsor (client) that the students work with in the implementation and management of an IT project. This course is the first part of the capstone for Information Technology Project Management. Student(s) will investigate the process of project management as it relates to Information Technology. Foundations in project scope, time (scheduling), and budget will be investigated. Milestones in organizing, identifying, initiating, and planning the IT project will be deliverables in this course. The instructor serves as a conduit for information and guidance pertaining to data acquisition from the client, and on how to complete milestones.

BUS 692 Information Technology Project Management II (Capstone B) (3 credit hours). The capstone course in Information Technology Project Management is presented in two (2) parts. The capstone course is designed in conjunction with a sponsor (client) that the student(s) work with in the implementation and management of an IT project. This is the second part of the capstone for ITPM. Student(s) will continue from milestones established in BUS 691 (first part). In this phase of the capstone, students prepare to complete the project by establishing Milestones in executing, monitoring and controlling, and closing the project as deliverables. The capstone culminates with a completed APA formatted paper outlining the completed milestones and the results of the finalized IT project. A PowerPoint presentation of these findings must be presented by the student(s) as the final milestone for the course. The instructor serves as a conduit for information and guidance pertaining to data acquisition from the client, and on how to complete milestones.

BUS 700 Leadership and Creative Solutions Implementation (3 credit hours.) Leaders and organizations in the new globalized and techno-savvy economy must be agile, continuously responding to external variables and thus changing to

meet the needs of this new environment. The management of change within an organization is essential and ensures that people within the organization embrace change and view it as a success factor. This course emphasizes how leaders and managers can utilize creative problem-solving techniques to overcome the barriers to problem resolution. Throughout the course, a systematic and algorithmic methodology for creativity is studied and problem-solving techniques are discussed to show how leaders can better forecast business challenges before they become problematic.

BUS 705 Management Strategy, Planning and Implementation (3 credit hours). This course explores the strategic application of key activities indigenous to the mission and value that leads directly to the attainment of organizational goals. People are the most important and valuable resource within an organization, and as such must be incorporated in any functional business strategy. Strategic principles related to achieving the maximum performance from managing people are explored. Planning for performance, identifying opportunities, strengths, weaknesses, and threats are examined in great detail to obtain a strategy for a sustainable competitive advantage.

BUS 710 Finance for Managers/Financial Risk in Business (3 credit hours). This course covers significant aspects of finance for managers as it relates to financial resources through capital attainment, asset allocation, and budgeting. The information is presented in the framework of making intelligent financial decisions for the organization that is in line with organizational goals and by utilizing financial statement analysis.

BUS 720 Marketing Strategy & Consumer Behavior (3 credit hours). This course takes an in-depth approach to consumer behavior as it relates directly to forecasting and marketing strategy. The course also employs theories from disciplines, including sociology, psychology, and economics to the activities that affect consumer behavior in decision making when purchasing goods and services. Marketing strategies are developed throughout the course to verify if marketing models influence consumer behavior.

BUS 725 Business Intelligence & Information Systems (3 credit hours). This course examines Business Intelligence tools used in establishing sustainable competitive advantage for business. Tools such as Data-Mining, Data-Warehousing, AI, and are researched and applied to obtain information about customer-base, competition, internal operations, and external business environments all in an effort to make better strategic business decisions. While Information Technology is examined; its application towards business management and organizational goals is predominant.

BUS 731 Global Economics & Business Initiatives (3 credit hours). This course provides an in-depth analysis and understanding of the globalized economy and global business initiatives with a special focus on Multi-National Corporations (MNCs). It encompasses the theoretical analysis of free trade and protectionism, the important issues of terms of trade, offer curve, forward and spot exchange rate markets, purchasing power parity, and interest rate parity. It analyzes global business issues of foreign direct investments, supply chain management, outsourcing, currency risk, and political risk in different political and economic environments, developed, emerging, and developing economies. It also entails global business initiatives such as global business mergers and acquisitions, global cultural and ethical diversity, sustainable global business growth, building business global branding, and multicultural negotiations for MNCs. This course looks at specific international business relationships in China, Southeast Asia, and India.

BUS 732 Corporate Social Responsibility in Organizational Development (3 credit hours). This course looks at how organizations must change and adapt in an effort to make or offer a better good or service within the context of ethics, social responsibility, and decision making. Corporate ethical dilemmas are presented and decisions are linked to consequences that affect the organization and society at large. Analysis of organizational strategy is studied to understand how to move forward and develop an organization that is adaptable to change.

BUS 750 Statistics for Business (3 credit hours)**.** This course examines how the collection, description, analysis, interpretation, and presentation of data can lead to insight on competitive advantage. The statistics are presented in a business context and address business-related issues and challenges. Focus on the application of some statistical methods in business contexts will be studied, along with the interpretation of statistics to business problems.

BUS 765 Management of Technological Innovation (3 credit hours). This course examines the Managerial aspects of Technological Innovation in the business arena and as a source of competitive advantage. Concepts such as flexible manufacturing, modular components modeling, and strategic management of innovation are presented. Developed concepts such as foundations of technological innovation, best practices, and team composition are analyzed.

BUS 800 Foundations in Analytics for Executives (3 credit hours). This course offers real-world guidance for organizations looking to leverage their data into a competitive advantage. Students will learn how Hadoop can upgrade data processing and storage, discover the many uses for social media data in analysis and communication, and get them up to speed on the latest in cloud technologies and data security to better prepare them for emerging technologies and the future of business analytics. The course also provides an integrated and strategic approach to higher-value analytics for leaders and innovators by transforming actionable data into strategic insights for profitability and growth. The course investigates and relates case studies and examples that illustrate real-world scenarios in which an optimized analytics system can revolutionize an organization's business methodology for competing in the globalized economy. *Required course; Must be taken as 1st course in the BIDA concentration*

BUS 801 BI, Analytics, & Decision Support (3 credit hours). This course offers students a way to learn the basics of computerized decision support by utilizing analytics, decision support systems, big data, and business intelligence along with business use cases. This course examines the Internet of Things (IoT) and Data Analytics from a technical, application, and business perspective needed to build the essential technical knowledge, processes, design principles, implementation, and marketing for IoT projects. The course provides an overview and anatomy of IoT, ecosystem of IoT, communication protocols, networking, and available hardware, both present and future applications and transformations, as well as business models. The course also addresses big data analytics, machine learning, cloud computing, and considerations of sustainability that are essential to be both socially responsible and successful in multiple disciplines, including consumer, government, and enterprise applications. *Prerequisite - BUS800. Required course; Must be taken as 2nd course in the BIDA concentration*

BUS 801 BI, Analytics, & Decision Support (3 credit hours). This course offers students a way to learn the basics of computerized decision support by utilizing analytics, decision support systems, big data, and business intelligence along with business use cases. This course examines the Internet of Things (IoT) and Data Analytics from a technical, application, and business perspective needed to build the essential technical knowledge, processes, design principles, implementation, and marketing for IoT projects. The course provides an overview and anatomy of IoT, ecosystem of IoT, communication protocols, networking, and available hardware, both present and future applications and transformations, as well as business models. The course also addresses big data analytics, machine learning, cloud computing, and considerations of sustainability that are essential to be both socially responsible and successful in multiple disciplines, including consumer, government, and enterprise applications.

BUS 802 Time Series & Predictive Analysis for Business (3 credit hours). This course provides an introduction to time series analysis and forecasting for students with little background in mathematics and statistics. The course presents the theories of time series analysis that are needed to analyze time-oriented data and construct real-world short- to medium-

term statistical forecasts. The course offers exercises from diverse disciplines including health care, environmental studies, engineering, and finance in more than 50 programming algorithms using JMP®, SAS®, and R that illustrate the theory and practicality of forecasting techniques in the context of time-oriented data. The course teaches methods of data analysis and their application to real-world data sets and also serves as an introduction to data mining methods and models, including association rules, clustering, neural networks, logistic regression, and multivariate analysis. *Required course.*

BUS 803 Artificial Intelligence & Prescriptive Analytics (3 credit hours). This course helps students understand how to turn unstructured data from emails, chats, social media, audio, and video into valuable business insight. The course includes examples from several industry leaders and organizations such as Google, Amazon, Spotify, LinkedIn, Pfizer Manulife, AXA, Monster Worldwide, Under Armour, the Houston Rockets, DELL, IBM, and SAS Institute. The course helps students understand the full extent of the impact of technology, how to leverage the new emerging paradigm into a sustainable business advantage, and how to adopt a strategic model for winning in the new economy. The course covers how to maximize profit and optimize decisions with advanced business analytics that add value and drive better business using big data analytics.

BUS 810 Building Positive Relationships in a Multigenerational Workforce (3 credit hours). People are the focus of a leader's efforts. Understanding the people they lead is critical to a leader's success. A key function of leadership is to recognize the values of the people in order to provide leadership with which they can identify. An effective leader then must build relationships with the people and create a community. Mastering strategies for motivating a multigenerational workforce enables leaders to capitalize on the unique strengths that each employee brings. This course explores the qualities a leader must possess including developing a vision, setting goals, managing change, assuming responsibility and providing opportunities for engagement for all team members. The value of commitment and providing meaning for employees is considered.

BUS 811 Emotional Intelligence in Transformational Leadership (3 credit hours). Often when hiring for leadership roles, organizations seek professionals with experience and well tested skills. Leadership strengths related to emotional intelligence play a significant role. Leaders who possess a high level of emotional intelligence are connected to their own emotions, and have the ability to recognize, relate to and influence the emotions of those with whom they interact. They create more connected and motivated teams, inspire others, have personal integrity that they role model to others, possess well-honed communication skills and are comfortable with building relationships with a wide variety of people. This course explores students' emotional intelligence, how emotional intelligence is linked to the key tenets of transformational leadership and students' understanding of their conscious approach to leadership.

BUS 812 Emerging Technology for Effective Leadership (3 credit hours). Technology continues to exact significant changes on the workforce from automation to the enhancement of the customer experience. It can provide leaders with useful strategic decision making tools to support the achievement of organizational goals. The challenge that 21st century leaders face is how to utilize new technologies in ways that not only create efficiencies, but also to support and encourage human creativity, ingenuity and judgment. Augmenting leadership with technology will greatly increase leaders' abilities to meet these challenges, and help their organizations flourish. This course looks at data mining, predictive analytics and machine learning to create value; increase job satisfaction and productivity, automate the management function and operations, augment innovation and improve processes.

BUS 814 Augmented Global Leadership (3 credit hours).The qualities required by those leaders who provide support on a global level are not often recognized as distinct to those needed by any leaders. The assumption that domestic skills

can readily be exported to a world stage is flawed. The focus of this course is to provide students with an opportunity to practice the ability to shift strategies, business processes and personal leadership style to fit a broader range of employee demographics and be mindful of their differing motivations. Areas of cultural self-awareness, achieving results through relationships, frame-shifting, adapting and adding value are explored.

BUS 820 Business Intelligence & Information Systems (3 credit hours). This course examines Business Intelligence tools used in establishing sustainable competitive advantage for business by transforming data into actionable insights. Tools such as Data Mining, Data-Warehousing, Knowledge Management (KM), Data Visualization, Dashboards, and Collaboration Platforms, and AI are researched and applied to obtain information about customer-base, competition, internal operations, and external business environment—all in an effort to make better strategic business decisions. The course is presented in the framework of, 1. Identify a clear business problem/challenge, 2. Identify what data/metrics (and where the data resides in the Information System) needs to be analyzed to provide insight on potential solutions, 3. Understand the type of data analysis to be performed, and 4. Determine what and how IT resources are to be deployed to implement the solution.

BUS 821 Management Information Systems & Advanced IT (3 credit hours). This advanced course takes a holistic perspective of managing Information Systems and the advancement of IT. The course explores the various perspectives and intersections of technology, people, and business initiatives. Topics include the efficacy of database systems, business informatics, information security, IT project management, computer science integration, digitization, and enterprise technology solutions for complex business challenges. Students will have a solid foundation for managing advanced IT initiatives and developing strategic plans that foster a proactive approach to the incorporation of IT for the future.

BUS 822 Information Technology Project & Portfolio Management (3 credit hours). This course is a perfect amalgam of IT Project and Portfolio Management that provides students with the advanced competencies, tools, and techniques for managing and coordinating projects and portfolios in the IT sphere. IT Project Management (PM) is partially based on the Project Management Institute's (PMI) Guide to the Project Management Body of Knowledge (PMBOK), and Portfolio Management is introduced and examined as a methodology to close the gap between strategic initiatives and implementation. Students will be prepared to apply appropriate theories, principles and practices, skills, and techniques to facilitate the planning, organization, management, and control of IT projects and portfolios.

BUS 823 Governance of Enterprise IT Initiatives (3 credit hours). This course is constructed and designed to meet the needs of executive, future and current C-suite managers of Information Technology (IT). In mid-to-large enterprises or organizations, it is essential to have an effective IT management and governance framework that provides a strong infrastructure to properly house and administer underlying core processes. Concepts covered in-depth are best practices for core IT processes, improvement, and ownership. Topics include strategic management, IT frameworks for governance, IT systems benefits realization, as well as risk and resource optimization. The goal of this course is to ensure that Enterprise IT is in alignment with the mission, vision, and strategic objectives of the organization.

BUS 830 Enterprise Software Engineering Management (3 credit hours). This course is designed to demonstrate the engineering approach to the development of large, high-quality software projects. Topics include software life cycle, development process, requirement specifications, design and testing techniques, verification and validation, and software management. Students learn to use project management tools, principles, and environment to facilitate development of software programs and systems.

BUS 831 Security in Software Design & Development (3 credit hours). This course has a focus on the secure software design and development processes that can reduce the number and severity of vulnerabilities, thus mitigating the effects of computer security breaches, and consequently enhancing the dimensions of software quality. Paramount to organizational data and system security is a solid and sophisticated approach to the creation and management of necessary processes and protocols needed to construct a Secure Development Lifecycle (SDLC). This course prepares doctoral students to develop executive-level skills that improve the overall enterprise security posture by incorporating effective software testing and implementing proactive software security measures. Topics covered include secure software and design concepts, SDLC, software implementation and deployment, operations and software maintenance.

BUS 832 Human Computer Interaction (HCI) & Intelligent User Interfaces (IUI) (3 credit hours). This course focuses on interactions between humans and machines (computer-based) in the context of interaction design. An investigation in the field of Human Computer Interaction (HCI) forms the basis of research in this course. Topics covered include different types of interfaces and applications, design approaches, as well as cognitive and social issues as they apply to interaction design. The evaluation of a wide range of new applications and devices are performed, and the course includes hands-on activities that can form the basis of student projects in HCI. Students conduct research on how technology and HCI is transforming the way society as a whole communicates, including consequent ethical considerations.

BUS 900 Dissertation Final Project Block I (3 credit hours). This course is 8 weeks in length and is designed to guide students in the preparation of completing an original project/dissertation. Students must develop, write, and submit the methodology (Chapter 3). If Dissertation Committee members do not approve Chapter 3, it will be sent back to doctoral candidates with recommendations and required edits. Subsequently, the doctoral candidates must implement recommendations and edits and resubmit for final approval. The student must submit a research application to the Dissertation Committee for approval. If the Dissertation Committee does not approve the research application the student must implement recommendations and edits and resubmit for final approval. *Prerequisites:* RES 721; RES 751; RES 711; RES 741

BUS 900e Dissertation Final Project Block I Extension (1 credit hours)**.** This course is 8 weeks in length and is designed for doctoral candidates who receive a grade of Limited Progress (LP) during their initial attempt at completing BUS 900 Dissertation Final Project Block I by the end of 8 weeks. This course may only be taken one (1) time.

BUS 901 Dissertation Final Project Block II/Preliminary Defense (3 credit hours)**.** This course is 8 weeks in length and is designed to guide students in successfully applying for and gaining Institutional Review Board (IRB) approval of their study, and preparing them for a preliminary oral defense of their Proposal. *Students may not begin collecting data in any way without first acquiring IRB approval.* The preliminary oral defense consists of a complete PowerPoint presentation that depicts the doctoral candidate's proposed dissertation. In conjunction with the Dissertation Chair and Dissertation Committee members, the University will plan for the preliminary defense. The student will present the final defense before the aforementioned staff members for approval. If Committee members do not approve the dissertation PowerPoint presentation and/or paper, they will be sent back to the doctoral candidate with recommendations and required edits. Subsequently, the doctoral candidate must implement recommendations and edits and resubmit for final approval. *Prerequisite(s):* BUS 900

BUS 901e Dissertation Final Project Block II Extension (1 credit hours)**.** This course is 8 weeks in length and is designed for doctoral candidates who receive a grade of Limited Progress (LP) during their initial attempt at completing BUS 901 Dissertation Final Project Block II by the end of 8 weeks. This course may only be taken one (1) time.

BUS 902 Dissertation Final Project Block III (3 credit hours). This course is 8 weeks in length and is designed to guide students in collecting and analyzing data, and the preparation of completing Chapter 4 of their dissertation. Students will complete data collection, analysis, and interpretation of the results, and then draw conclusions based on the combined results and literature review. Students write and submit the results of Chapter 4. If Dissertation Committee members do not approve Chapter 4, it will be sent back to the doctoral candidate with recommendations and required edits. Subsequently, the doctoral candidate must implement recommendations and edits and resubmit for final approval. *Prerequisite(s):* BUS 900; BUS 901

BUS 902e Dissertation Final Project Block III Extension (1 credit hours). This course is 8 weeks in length and is designed for doctoral candidates who receive a grade of Limited Progress (LP) during their initial attempt at completing BUS 902 Dissertation Final Project Block III by the end of 8 weeks. This course may only be taken one (1) time.

BUS 903 Dissertation Final Project Block IV/Final Defense (3 credit hours)**.** This course is 8 weeks in length and is designed to guide students in the preparation of completing Chapter 5 of their dissertation and preparing them to successfully pass the final oral defense. The student will draw conclusions based on the results of their study and literature review for Chapter 5, as well as provide recommendations for further research, and submit for final approval. If Dissertation Committee members do not approve Chapter 5, it will be sent back to the doctoral candidate with recommendations and required edits. Subsequently, the doctoral candidate must implement recommendations and edits, and resubmit for final approval. A final document consisting of all five (5) chapters will be submitted (in APA, 7th edition format). Finally, students will prepare and deliver an oral defense of the dissertation to the Dissertation Chair, Committee members, and the University for approval. The final oral defense consists of a complete PowerPoint presentation that depicts the doctoral candidate's dissertation in its entirety. In conjunction with the Dissertation Chair and Committee members, the University will plan for the final defense. If Committee members do not approve the dissertation PowerPoint presentation and/or paper, they will be sent back to the doctoral candidate with recommendations and required edits. Subsequently, the doctoral candidate must implement recommendations and edits and resubmit for final approval. *Prerequisite(s):* BUS 900; BUS 901; BUS 902

BUS 903e Dissertation Final Project Block IV Extension (1 credit hours). This course is 8 weeks in length and is designed for doctoral candidates who receive a grade of Limited Progress (LP) during their initial attempt at completing BUS 903 Dissertation Final Project Block IV by the end of 8 weeks. This course may only be taken one (1) time.

BUS/BST 557 Applied Methods-Business Statistics and Data Analytics (Capstone) (3 credit hours). This course is intended to be a challenging and exciting capstone course for the graduate business school curriculum. Also, it provides a foundation for performing empirical research in business, statistics and analytics areas. The capstone course will be structured around a framework of measurement principles covered in the executive M.B.A program. Students will explore opportunities to utilize statistics and analytics to aid in the sustainability of the firm through statistical analysis and the analytical interpretation of data. The students will be required to use different methods and principles learned in this program as a foundation for their final project of the program.

BUS/DCM 557 Applied Methods-Digital Communications and Multimedia (Capstone) (3 credit hours). This course is intended to be a challenging and exciting capstone course for the graduate business school curriculum. Also, it provides a foundation for performing empirical research in business and within the digital and multimedia areas. The capstone course will be structured around a framework of measurement principles covered in the executive M.B.A program. Students will learn how to effectively employ digital and multimedia content to enhance the website experience and creating new

digital content for all mediums. The students will be required to use different methods and principles learned in this program as a foundation for their final project of the program.

BUS/HIA 557 Applied Methods-Health Informatics & Analysis (Capstone) (3 credit hours). This course is intended to be a challenging and exciting capstone course for the graduate business school curriculum. Also, it provides a foundation for performing empirical research in business and health informatics areas. The capstone course will be structured around a framework of measurement principles covered in the executive M.B.A program. In addition, students will explore innovations in the design, development, analysis, and implementation of IT-based health systems. The students will be required to use different methods and principles learned in this program as a foundation for their final project of the program.

BUS/ITY 557 Applied Methods-Information Technology (Capstone) (3 credit hours). This course is intended to be a challenging and exciting capstone course for the graduate business school curriculum. Also, it provides a foundation for performing empirical research in business and information technology areas. The capstone course will be structured around a framework of measurement principles covered in the executive M.B.A program. Students will have an opportunity to learn how Information Technology is used to sustain an organization through information collaboration, knowledge creation and management, and the application of business intelligence tools. The students will be required to use different methods and principles learned in this program as a foundation for their final project of the program.

RES 711 Research Methods I (Quant) (4.5 credit hours). This course investigates methods of quantitative and qualitative research, including data collection and analysis, and provides a framework based on which researchers can design their research methodology. In qualitative research, different orientations including, phenomenological, ethnographic, grounded theory, and case study are covered. Data collection methods including interviews, focus groups, participant observation, historical research, survey interviews and instruments are also discussed. In addition, the course covers qualitative data coding and analysis. In quantitative methods, topics include fundamentals of statistical research as they relate to developing doctoral dissertations, including concepts of probability, probability distributions, evaluative statistical research on a population and comparative research incorporating two populations. Additional topics include creating surveys and evaluating validity and reliability. A section on nonparametric statistics is also included in this course.

RES 721 Doctoral Prospectus (3 credit hours). This course is a culmination of the research curricula leading students through the pre-dissertation preparation processes. The pre-dissertation process consists of; writing the prospectus and forming the dissertation committee. The final assignment is a finished Dissertation Prospectus which is required in order to begin the dissertation blocks sequence.

RES 741 Research Methods II (Qual.) (4.5 credit hours). This course provides an overview of some of the advanced statistical techniques that are frequently used in business research. The goal is to understand how to apply an appropriate statistical methodology to study and analyze research question in a dissertation process. Approaches, among others, include understanding the relationship between type I error, Power of the test, effect size, and sample size. Specific topics include correlation analysis based on the covariance between variables, simple and multiple regression analysis, hierarchical and binary regression methods, analysis of variance and covariance, multiple analysis of variance, and factor analysis. Learning is facilitated through the latest version of the SPSS Software.

RES 751 Doctoral Literature Review/Candidacy Review (3 credit hours). This course is a culmination of the research curricula leading the student through a review of the literature. This will include a review and analysis of current literature that focuses on the topic chosen for dissertation research. This review should focus on the methodology, arguments, and

frameworks associated with the chosen topic resulting in a clear description of the need for the study. This foundational doctoral course is designed to develop students' critical thinking and academic writing competencies. Emphasis is placed on examining connections, refreshing the most current APA style guidelines, and understanding the dissertation process. Students will be evaluated on their writing skills in this course. *Prerequisite(s):* RES 721

EDU 700 Introduction to Advanced Academic Study and Writing (3 credit hours). This course demystifies the doctoral level research process and provides a solid foundation for academic writing by analyzing and evaluating current research articles, literature reviews, and dissertations. Emphasis will be placed on APA-style guidelines, preparation for the doctoral comprehensive examination, university publication requirements and dissertation.

EDU 785 Writing for Research and Professional Publications (3 credit hours). This course builds on the introduction to the dissertation process provided in EDU 700 Introduction to Advanced Academic Study and Writing and leads students through the university research proposal, formation of a dissertation committee process, application for human subject review, and revision of dissertation research for journal publication. Students will develop their research questions or hypotheses and submit a finished research proposal or prospectus that is required prior to beginning the dissertation sequence.

Information Technology Courses

BSIT 315 Information Technology Essentials (3 credit hours). Information Technology Essentials is a course focused on providing a comprehensive foundation in major topics of Information Technology and Systems. Topics in computer hardware and software, databases and database management systems, networking, security, emerging technologies, the Internet, and business process management are surveyed.

BSIT 320 Introduction to Statistical Analysis (3 credit hours). An introductory statistics course which covers descriptive statistics, probability, random variables and selected probability distributions, statistical inference including confidence intervals and hypothesis tests. Appropriate technology will be used for simulation and to solve statistical problems. Neither a background in calculus nor experience with computers is required

BSIT 325 Applied Statistics for Optimization (3 credit hours). This course focuses on more advanced models including correlation, simple and multiple regression analysis, time series and forecasting, and optimization models. Computer software will be used to assist in modeling and analysis. Students will learn to apply these techniques to solve business problems.

BSIT 330 Discrete Mathematics (3 credit hours). Covers important discrete mathematical objects such as sets, relations and functions, graphs and trees. An introduction to mathematical logic and reasoning, and the concept of an algorithm and its complexity will be covered.

BSIT 335 Web Page Design and Development (3 credit hours). A thorough introduction to the languages used to create web pages. Throughout it stresses the importance of good coding style. The course also introduces students to the principles of good human computer interface design, including design for people with disabilities. Finally, the course introduces students to object-oriented design.

BSIT 341 Calculus I (3 credit hours). This is the first of a sequence of courses which present a unified treatment of the differential and integral calculus. Topics include: limits, continuity, differentiation and integration, applications of the derivative and the integral.

BSIT 342 Linear Algebra for Data Science (3 credit hours). This is an undergraduate course in linear algebra for students of computer and data science. Linear algebra is the study of linear systems of equations, vector spaces, and linear transformations. Solving systems of linear equations is a basic tool of many mathematical procedures used for solving problems in computing. In this class we will concentrate on the mathematical theory and methods of linear algebra. The student will become competent in solving linear equations, performing matrix algebra, calculating determinants, and finding eigenvalues and eigenvectors.

BSIT 344 Advanced Web Programming and Application Development (3 credit hours). This course is designed to give students the opportunity to enhance and enrich their skills in Web programming. Students will learn to develop Web applications that use three-tier architecture, session management, object-oriented techniques, and advance database interactions. Concepts such as advanced CSS concepts, rich interactive Web environments, authentication, and security will also be explored.

BSIT 345 Data Programming Languages (3 credit hours). The course provides students with an introduction to the main concepts in programming related to data. The course focuses on data storage and the use of regular expressions to search data. The course also includes an overview of object oriented concepts.

BSIT 345 Data Programming Languages (3 credit hours). The course provides students with an introduction to the main concepts in programming related to data. The course focuses on data storage and the use of regular expressions to search data. The course also includes an overview of object oriented concepts.

BSIT 348 Cloud Computing (3 credit hours). The course will introduce this domain and cover the topics of cloud infrastructures, virtualization, software defined networks and storage, cloud storage, and programming models. As an introduction, we will discuss the motivating factors, benefits and challenges of the cloud, as well as service models, service level agreements (SLAs), security, example cloud service providers and use cases. The students will gain an overview of the field of Cloud Computing, and an in- depth study into its enabling technologies and main building blocks. Students will gain hands-on experience solving relevant problems through projects that will utilize existing public cloud tools.

BSIT 350 Database Design & Management Systems (3 credit hours). This course provides students in- depth knowledge of database design, implementation, and management. Topics covered include data modeling, development processes, systems development, database design and programming methodology.

BSIT 355 Technical Writing and Communication (3 credit hours). This course focuses on more advanced models including correlation, simple and multiple regression analysis, time series and forecasting, and optimization models. Computer software will be used to assist in modeling and analysis. Students will learn to apply these techniques to solve business problems.

BSIT 360 Introduction to Data Communication Networks (3 credit hours). The field of communication technologies is expanding and this course is a survey of the latest developments in this field. The course examines communications technologies for many forms of electronic mass media, computers & consumer electronics, and networking technologies.

BSIT 365 Computer Networking Concepts, Administration and Security (3 credit hours). This course will cover data communications and networking concepts for Local Area Networks (LAN) N and Wide Area Networks (WAN). Concepts and topics include network protocols, with emphasis on Ethernet, PPP, TCP/IP, and WWW protocols, and mobile and wireless networks. Network applications include Telnet, ftp, email, distributed file systems, and client-server applications. We survey network security issues, as well as network efficiency via hands-on simulation and design techniques.

BSIT 370 Business Intelligence Tools and Technologies (3 credit hours). This course introduces Business Intelligence (BI) from an analytical perspective. Topics covered include BI tools and data analytics, with emphasis on predictive analytics focused on information and knowledge pertaining to customers, competitors, internal operations, and external variables, all for the purpose of making better strategic business decisions.

BSIT 375 Knowledge Discovery and Data Science (3 credit hours). The course covers the process of automatically extracting valid, useful, and previously unknown information from data sources and using the information to make decisions. This course is designed to provide students with a solid understanding of the knowledge discovery process and the use of data mining concepts and tools as part of that process.

BSIT 380 Big Data Analytics (3 credit hours). The Big Data Analytics course provides students with the tools and analysis techniques to make informed big-data decisions using quality information. Students will learn specific packages and analysis tools, and they will learn the benefits of popular solutions, such as Hadoop and Oracle Endeca, as well as the sources of common errors in analysis and how to prevent and fix them.

BSIT 385 Data Visualization (3 credit hours). This course introduces students to the field of data visualization. The course covers basic design and evaluation principles to prepare and analyze large datasets, and standard visualization techniques

for different types of data. The course prepares students to communicate clearly, efficiently, and in a visually compelling manner to a variety of audiences.

BSIT 390 Capstone (3 credit hours). This capstone course is designed to allow students to strategically apply Information Technology concepts to a business organization. The course focus is on strategic planning, managing, and implementation of current and emerging technologies for making strategic business decisions and solving real-world problems. Information technology's impact on the organization and the environment are also investigated. Students are required to use technology and management concepts learned in the BSIT program in order to facilitate IT solutions for a business enterprise.

MSIT 600 Advanced Information Technology (3 credit hours). Advanced Information Technology provides students with the knowledge that is state-of-the-art and can be applied pragmatically to contemporary business informatics to include the analysis, design, implementation, and management of advanced database and IT project management, enterprise technology solutions, information security, integration, and web development. Students will have a solid foundation for solving complex IT business problems, and the ability to be proactive to the challenges of IT for business in the future.

MSIT 601 Principles of Data Management (3 credit hours). Data yields information that is a valuable corporate asset. This course examines and investigates the processes of the effective management of the digital data asset including database development, information policy, knowledge organization, and corporate modeling techniques. The course has a business focus as it provides the technical knowledge required to successfully implement data management collaboratively across the enterprise.

MSIT 602 Modern Operating Systems (3 credit hours). This course provides an overview of modern operating systems that are installed on computers, tablets, and handheld devices that allow users to run applications and save and restore data in files from a user session to the next. Students examine key operating system concepts such as virtual-memory management, multitasking, file systems, communication, and security. They also describe process/thread synchronization and scheduling issues, such as critical sections and semaphores.

MSIT 603 Computer Systems Architecture (3 credit hours). This course covers computer organization and architecture, modern design concepts, and computer security through hardware. Students learn techniques for designing both small and large combinational and sequential circuits, memory technologies, CPU design and techniques to increase performance, microcomputer architecture, including "plug and play" device interface, and memory hierarchy. Students cover sample problems, learn design examples, and review detailed diagrams

MSIT 605 Systems Analysis Design (3 credit hours). This course presents students with comprehensive knowledge on systems design skills in information management that they, as future users and/or systems analysts, will need to deal with in computer-integrated business environment. The course provides students with the skills to identify business problems which may be solved by technology-based solutions, determine requirements for information systems solutions, and develop designs which form the basis for implementing systems, as well as a strong foundation in systems analysis and design concepts, methodologies, techniques, and tools.

MSIT 606 Management of Information Security (3 credit hours). This course provides an in-depth examination of the strategic management of Information Security within the enterprise. Topics covered include securing information assets, especially in the digital format, from ever-increasing threats, information security governance, risk management, and regulatory compliance. Security models and threats, and developing security programs are presented in detail.

MSIT 607 Advanced Database Design & Management (3 credit hours). This course covers the core competency of database knowledge that students should acquire. Cover topics include database architecture, database management systems, the principles and methodologies of database design, and techniques for database application development.

MSIT 608 Information Technology Project Management (3 credit hours). Information Technology Project Management provides students with the concepts, tools, and techniques for managing projects in the IT sphere. Based on the Project Management Institute's (PMI) Guide to the Project Management Body of Knowledge (PMBO), this course helps students apply appropriate theories, principles and practices, skills, and techniques to facilitate the planning, organization, management, and control of IT projects they will face in organizations.

MSIT 611 Wireless & Mobile Systems (3 credit hours). This course prepares students to design wireless networks. Topics include design elements such as RF environment, RF Channel analysis, capacity analysis, Data and Network traffic modeling, and key performance indicators (KPIs).

MSIT 624 Telecommunications & Networking (3 credit hours). This course provided students with knowledge on layered network architectures and the TCP/IP model, link layer error and flow control mechanisms, and packet switching. Both wired and wireless local and wide area networks are covered, as well as medium access control procedures, internetworking with switches, bridges and routers, routing algorithms, and network security.

MSIT 690 Big Data Analytics (3 credit hours). The Big Data Analytics course provides students with the tools and analysis techniques to make informed big-data purchasing decisions using quality information. Students will learn why to install specific packages and analysis tools, and they will learn the benefits of popular solutions, such as Hadoop and Oracle Endeca, as well as the sources of common errors in analysis and how to prevent and fix them.

MSIT 693 Applied Information Technology Capstone Project (3 credit hours). This course provides the opportunity for graduate students of the Information Technology program, to present solutions to industry problems through the development, construction, implementation, and management of a technology project in Information Technology. The course is designed to incorporate learning outcomes of all courses presented in the program that is pragmatic and value added. The course culminates with a final written paper, and a project that is to be presented to a panel to include the sponsor. Teams will collect final week presentations for all coursework and work collaboratively to present a final presentation of an Information Technology solution developed for an approved sponsor. The sponsor must be an organization outside the University and must be willing to work with the capstone team by submitting a business problem that requires an Information Technology-based solution. Additionally, the sponsor will provide insight and feedback to the capstone team during the capstone project through fruition. The Instructor for this course will serve as a mentor and consultant in the creation, development, implementation and management of the project. The solution developed by the capstone team must demonstrate mastery of program learning outcomes, course learning objectives and outcomes, and will be presented in a final PowerPoint presentation to the sponsor and other audience members.

Computer Science Courses

MSCS 600 Software Quality Metrics (3 credit hours). This course is intended to provide implementation knowledge related to objective analysis and measurement of software performance. Topics included are measurement theory, types of software quality metrics, models to measure software reliability and quality measuring tools.

MSCS 601 Principles of Data Management (3 credit hours). Data yields information that is a valuable corporate asset. This course examines and investigates the processes of the effective management of the digital data asset including database development, information policy, knowledge organization, and corporate modeling techniques. The course has a business focus as it provides the technical knowledge required to successfully implement data management collaboratively across the enterprise.

MSCS 602 Modern Operating Systems (3 credit hours). This course provides an overview of modern operating systems that are installed on computers, tablets, and handheld devices that allow users to run applications and save and restore data in files from a user session to the next. Students examine key operating system concepts such as virtual-memory management, multitasking, file systems, communication, and security. They also describe process/thread synchronization and scheduling issues, such as critical sections and semaphores.

MSCS 603 Computer Systems Architecture (3 credit hours). This course covers computer organization and architecture, modern design concepts, and computer security through hardware. Students learn techniques for designing both small and large combinational and sequential circuits, memory technologies, CPU design and techniques to increase performance, microcomputer architecture, including "plug and play" device interface, and memory hierarchy. Students cover sample problems, learn design examples, and review detailed diagrams.

MSCS 604 Software Engineering Concepts (3 credit hours). This course is designed to demonstrate the engineering approach to the development of large, high-quality software projects. Topics include software life cycle, development process, requirement specifications, design and testing techniques, verification and validation, and software management. Students learn to use project management tools, principles, and environment to facilitate development of software programs/systems.

MSCS 605 Java Web Applications (3 credit hours). This course is intended to equip students with implementation knowledge of Java towards the client-server-based web data communications. Topics include Java techniques of WAP, XML, JNI, thread, network programming, Servlet, JSP, JDBC, and internalization. Each technology topic will cover its uses, implementation, and language issues. Relevant hands-on tasks are included to provide near-real time application analysis experience.

MSCS 606 Web Services Development & XML (3 credit hours). The course is intended to provide students with hands-on- experience in XML which is used extensively as a standard information description language in prominent areas of information technologies, such as Internet, semiconductor, bioinformatics, etc. The course includes Web services infrastructure outlining fundamentals of SOA and Web services, SOA runtime elements, fundamentals of XML and use of XML to develop Web based applications.

MSCS 610 .NET Programming (3 credit hours). This course provides students with the knowledge and skills needed to build websites with ASP.NET 2.0. and gain an understanding of the new architecture behind ASP.NET. Topics cover using system types and collections to help manage data, and create and configure Web applications; using Microsoft ADO. NET, XML, and data bound controls; creating custom Web controls; using ASP.NET state management; caching; customizing

and personalizing a Web application; implementing authentication and authorization; creating ASP.NET mobile Web applications; tracing, configuring, and deploying applications and Web services.

MSCS 612 Software Test Automation & Tools (3 credit hours). This is learn-by-doing course. Student will apply software design, testing and engineering knowledge in real world software development projects. Student will utilize multiple Software Engineering knowledge including software life cycle management, project management and monitoring, software architecture, software quality assurance process, software configuration management. Multiple software tools will be learned and evaluated by students.

MSCS 624 Telecommunications & Networking (3 credit hours). This course provided students with knowledge on layered network architectures and the TCP/IP model, link layer error and flow control mechanisms, and packet switching. Both wired and wireless local and wide area networks are covered, as well as medium access control procedures, internetworking with switches, bridges and routers, routing algorithms, and network security.

MSCS 690 Big Data Analytics (3 credit hours). The Big Data Analytics course provides students with the tools and analysis techniques to make informed big-data purchasing decisions using quality information. Students will learn why to install specific packages and analysis tools, and they will learn the benefits of popular solutions, such as Hadoop and Oracle Endeca, as well as the sources of common errors in analysis and how to prevent and fix them.

MSCS 693 Applied Computer Science Capstone Project (3 credit hours). This course provides the opportunity for graduate students of the M.S.C.S. program, to present solutions to industry problems through the development, construction, implementation, and management of a technology project in Computer Science. The course is designed to incorporate learning outcomes of all courses presented in the program that is pragmatic and value added. The course culminates with a final written paper, and a project that is to be presented to a panel to include the sponsor. Teams will collect final week presentations for all coursework and work collaboratively to present a final presentation of a Computer Science solution developed for an approved sponsor. The sponsor must be an organization outside the University and must be willing to work with the capstone team by submitting a business problem that requires a Computer Science-based solution. Additionally, the sponsor will provide insight and feedback to the capstone team during the capstone project through fruition. The Instructor for this course will serve as a mentor and consultant in the creation, development, implementation and management of the project. The solution developed by the capstone team must demonstrate mastery of program learning outcomes, course learning objectives and outcomes, and will be presented in a final PowerPoint presentation to the sponsor and other audience members. The final written paper is due on the last day of the term.

Engineering Management Courses

MSEM 525 Strategic Management in a Globalized Economy (3 credit hours). This course will focus on strategic development and integration of knowledge in functional areas of management. Students will be asked to examine the strategic role of information systems, marketing and management within modern business organizations, organizing, managing, and controlling information systems, and marketing and management in order to develop an understanding for strategic frameworks.

MSEM 530 Managing Information Systems & Technology (3 credit hours). This course focuses on the impact of technology on organizations. Topics include information awareness, decision architecture and internal knowledge dissemination. In addition, the course will cover tools and techniques for competitive analysis, strategic planning, and strategy implementation, addressing the use of information, knowledge, and technology as a strategic asset.

MSEM 600 Principles of Engineering Management (3 credit hours). The course is presented as a practical guide to the tools and methodologies used in the field of engineering. Topics are presented using a "total systems management" approach and include system design, development, testing, production, testing, operations, maintenance, and organizational support. Topics such as computer-based modeling, hardware and software integration is also investigated. The course is particularly useful for practicing engineers who want to move into management, since real-world case studies presented are applicable.

MSEM 601 Operations Management (3 credit hours). The course expands on concepts and techniques related to the design, planning, control, and improvement of manufacturing, human resource planning, and service operations. A holistic view of operations, with emphasis on the coordination of product development, process management, and supply chain management. Finally, the course investigates various aspects of operations management great detail. Topics covered in the areas of process analysis, materials management, production scheduling, quality improvement, and product design.

MSEM 605 Product & Design Process Development (3 credit hours). This is an interdisciplinary course on product development and the processes required from concept to delivery. It provides exploration from beginning to end by combining the perspectives of marketing, design, and manufacturing into a single approach to product development. It affords understanding of industrial practices, complex operations and team development related to product and process design.

MSEM 606 Management of Information Security (3 credit hours). This course provides an in-depth examination of the strategic management of Information Security within the enterprise. Topics covered include securing information assets, especially in the digital format, from ever-increasing threats, information security governance, risk management, and regulatory compliance. Security models and threats, and developing security programs are presented in detail.

MSEM 608 Information Technology Project Management (3 credit hours). Information Technology Project Management provides students with the concepts, tools, and techniques for managing projects in the IT sphere. Based on the Project Management Institute's (PMI) Guide to the Project Management Body of Knowledge (PMBO), this course helps students apply appropriate theories, principles and practices, skills, and techniques to facilitate the planning, organization, management, and control of IT projects they will face in organizations.

MSEM 615 Enterprise Resource Planning Systems (3 credit hours). The ERP Systems course provides students with the tools to help them consider, select, and implement an Enterprise Resource Planning system to help them make sound decisions concerning the internal and external functioning of the supply chain. Students will learn to drive growth and

productivity by using integrated information systems to provide managers with more accurate, more consistent, and more up-to-date data for informed decision making.

MSEM 617 E-Business Technology & Management (3 credit hours). The E-Business Technology & Management course prepares students to balance the technological requirements central to E-Business with the critical leadership skills necessary to successfully manage in an E-Commerce environment. Students will also be exposed to the international competencies that are necessary for success in E- Commerce in the global economy.

MSEM 641 Leading Strategic Change within Organizations (3 credit hours). This course examines the major components of organization development: the evolution of organization development, the nature of change, and how change agents can effectively manage and implement change in organizations. Recommended for students interested in consulting, management, or other roles that involve change and development in the workplace.

MSEM 690 Big Data Analytics (3 credit hours). The Big Data Analytics course provides students with the tools and analysis techniques to make informed big-data purchasing decisions using quality information. Students will learn why to install specific packages and analysis tools, and they will learn the benefits of popular solutions, such as Hadoop and Oracle Endeca, as well as the sources of common errors in analysis and how to prevent and fix them.

MSEM 694 Applied Engineering Management Capstone Project (3 credit hours). This course provides the opportunity for graduate students of the MSEM program, to present solutions to industry problems through the development, construction, implementation, and management of a technology project in Engineering Management. The course is designed to incorporate learning outcomes of all courses presented in the program that is pragmatic and value added. The course culminates with a final written paper, and a project that is to be presented to a panel to include the sponsor. Teams will collect final week presentations for all coursework and work collaboratively to present a final presentation of an Engineering Management solution developed for an approved sponsor. The sponsor must be an organization outside the university and must be willing to work with the capstone team by submitting a business problem that requires an Engineering Management-based solution. Additionally, the sponsor will provide insight and feedback to the capstone team during the capstone project through fruition. The Instructor for this course will serve as a mentor and consultant in the creation, development, implementation and management of the project. The solution developed by the capstone team must demonstrate mastery of program learning outcomes, course learning objectives and outcomes, and will be presented in a final PowerPoint presentation to the sponsor and other audience members. The final written paper is due on the last day of the term.

Education Courses

EDU 300 Introduction to Teaching (3 credit hours). This course focuses on factors involved in schools and education today. An introduction to curriculum standards and lesson planning will be covered, and students will articulate their own beliefs and values about teaching, learning, and schooling.

EDU 305 Educational Psychology (3 credit hours) – This course is an introductory course in educational psychology designed to provide students with an understanding of cognitive, social, cultural, and behavioral aspects of learning and instruction. Throughout the course, students will be encouraged to evaluate educational and psychological theories and research and their relevance to teaching in diverse communities.

EDU 311 Unit Design (3 credit hours) – This course covers basic principles and practices of unit design, as well as factors considered in instructional design including learning styles, motivation, and student engagement.

EDU 315 Education and Social Justice (3 credit hours) – This course challenges students to be effective advocates for social justice. Students learn about current realities in educational settings which can be refined or reconstructed.

EDU 320 Home, School, and Community Collaboration (3 credit hours) – This course is focused on teacher, parent, and community engagement strategies for collaborative planning and decision making to support students' educational and mental health needs. Students are able to define key players in K-12 education and identify ways in which all stakeholders can work together for the benefit of all learners.

EDU 325 Art of Effective Teaching (3 credit hours) – This course reviews the historical and philosophical viewpoints of teaching, encouraging participants to identify, examine, and define their own teaching style and classroom management practice while considering the foundations of their upcoming professional practice.

EDU 330 Building the Foundations of Literacy (3 credit hours) – This course provides an overview of the theories and practices surrounding reading and literacy instruction, focusing on symptoms, intervention, and differentiation of specific instructional strategies to be used with students.

EDU 341 Child and Adolescent Development (3 credit hours) – This course highlights the diversity of child and adolescent development and examines the psychological, physiological, behavioral, and cognitive characteristics and factors that affect learning among children and adolescents.

EDU 350 Assessment of the Learning Process (3 credit hours) – This course teaches students how to assess the learning process. Students learn how to clarify learning targets, select assessment methods, and design quality classroom assessment tasks. Students learn how assessment relates to instruction and how to interpret assessment data.

EDU 355 Exceptional Students (3 credit hours) – This course focuses on historical and legal perspectives of exceptional students, the characteristics of exceptional students, their strengths and needs, and strategies to work effectively with each student.

EDU 360 Curriculum and Instruction (3 credit hours) – This course defines the differences and areas of overlap between curriculum and instruction. Students learn how to create, plan, manage, and structure curriculum and instruction as well as how current issues such as globalization affect curriculum and instruction.

EDU 361 Information Literacy, Research, and Analysis (3 credit hours) – This course provides an overview of strategies for accessing information, evaluating resources. locating information in the 21st century, and introduces students to theory and methods of evaluating research methods.

EDU 365 Multicultural Education (3 credit hours) – This course integrates discussion, "hands-on" activities, skills and methods to develop an awareness and sensitivity to the challenges facing K-12 educators in today's classrooms, including race, class, gender, religion, special needs, and exceptional students.

EDU 370 Teaching English Language Learners (3 credit hours) – This course provides students with foundational knowledge on second-language acquisition and different types of ELL programs which are based on changing demographics. Students learn how to guide their own students from interpersonal to academic language, academic literacy in the content areas, and how to assess ELL literacy skills.

EDU 371 Strategies for Online Learning (3 credit hours) **–** This course addresses the online teaching and learning process, and best practices for managing and delivering online instruction, utilization of online course management tools, and navigating synchronous and asynchronous online environments.

EDU 375 Teaching with Technology (3 credit hours) – This course examines the history, current practices, and future possibilities for integrating technology into the classroom. Students learn how to enhance professional productivity, design technologically enhanced curricula, and manage disruptive technologies.

EDU 400 Differentiating and Scaffolding Instruction (3 credit hours) – This course introduces the concepts of differentiating instruction and scaffolding in a wide range of settings to meet the needs of diverse types of students and also to provide variety and challenge to motivate students and encourage engagement.

EDU 401 Educational Leadership (3 credit hours) – This course introduces students to theories and practices of educational leadership and organizational behaviors in the educational environment. Students evaluate their personal leadership skills, and understand and appreciate challenges faced by school leaders today.

EDU 410 Portfolio Development* (3 credit hours) – This course will give students the opportunity to demonstrate their competence and achievement of the program learning outcomes through the completion of a portfolio. Students rely on their research from previous courses and thoroughly examine and evaluate their learning experiences in order to analyze the issues related to education, advocacy, policy, and working with families. Students research the next steps in professional development and create a plan for further growth as a professional in education.

EDU 450 Directed Field Experience (3 credit hours) – This internship experience course gives students the opportunity to obtain hands-on professional experiences in their chosen field. *Prerequisite(s):* EDU 410*

TSL 502 Vocabulary Instruction (3 credit hours). This is an in-depth course in vocabulary instruction, based partly on morphology, or the structure and classification of words. Processes involved in word form variation will be reviewed, with a focus on methods for teaching vocabulary to English L2 learners.

TSL 507 Pronunciation Instruction (3 credit hours). This is an in-depth course in pronunciation instruction, based partly on phonology—the study of speech sounds. It covers both segmental (vowel and consonant) and supra-segmental (stress, rhythm, intonation, and connected speech features) aspects of language, with focus on effective teaching of pronunciation to non-native speakers of English—including explanation of challenges that these learners face.

TSL 512 Writing Instruction (3 credit hours). This course is designed to give the EFL/ESL teacher various skills, strategies, and theories to teach writing to L2 learners. The course goes into detail on ways to analyze various writing pedagogies, develop writing courses, create tasks and assignments, assess student writing, give feedback to students, and develop language skills through writing.

TSL 515 Second Language Acquisition (3 credit hours). This course provides an overview of second language acquisition; traces source and development of major trends and issues in teaching English; illustrates practical ways ESL/EFL teachers can incorporate these ideas in their own teaching practice. The course links the socio-cognitive foundations of second language acquisition and their applications as relevant, realistic, and effective pedagogical practices which will be demonstrated and taught throughout the course.

TSL 520 Grammar Instruction (3 credit hours). This course provides a thorough introduction to the grammar of spoken and written contemporary English. Included in the course is a focus on how spoken and written English differ and a look at current theories of syntax. Also included is a focus on how to effectively teach grammar to non-native speakers of English.

TSL 527 Methods of Teaching ESL/EFL (3 credit hours). This course will provide an overview of the field of language teaching by examining past and present teaching approaches and related research. There will be a balance between theory and practice that is, between providing necessary background information and relevant research, on the one hand, and offering a host of techniques and strategies that support the best principles for language learning with an emphasis on writing effective lesson plans which include supportive assessment.

TSL 532 Listening and Speaking Instruction (3 credit hours). This course explores the conceptual frameworks currently defining 'speaking' and 'listening' – what it is we are teaching and the processes involved. This theory is balanced with a focus on practical teaching strategies. Also included are lesson planning and skill assessment techniques.

TSL 542 The English Language in Society (3 credit hours). This course presents a thorough introduction to sociolinguistics, the study of the ways in which societal factors affect the ways in which language is used among various interlocutors. Included in the course is an examination of the various social contexts of language use (both in and out of school), dialects and regionalisms, the effects of cultural background on the acquisition of literacy, and the ways in which learners interact in cross-cultural settings.

TSL 545 Reading Instruction (3 credit hours). This course focuses on how English language learners learn to read and how they can be helped to achieve the goal of increased literacy. Included is a focus on theories of literacy acquisition (e.g., phonics, whole language) and the role of exposure vs. explicit instruction in the development of reading skills. As one of the course assignments, students create and deliver lesson plans aimed at helping emerging readers improve their reading skills.

TSL 552 Special Topics in TESOL (3 credit hours). This course focuses on current topics in TESOL regarding pedagogy, Computer Assisted Language Learning (CALL), how to do research and become familiar with the various aspects of the field of TESOL, which includes knowledge about the multiple environments in which teachers can teach.

TSL 590 Curriculum Design (3 credit hours). This course presents a thorough introduction to the dynamics of designing a language course. Included in the course is an examination of the systems approach and the various contexts that influence the design of a language course and lesson planning.

TSL 591 Foundations of Educational Technology and Pedagogy (3 credit hours). The Foundations of Educational Technology and Pedagogy course looks at classic and contemporary educational and language learning theories and applying them through technological avenues and materials. This course also focuses on issues in educational technology, transfer of pedagogy to an online context, and adaptive learning.

TSL 592 Digital Assessment in Teaching and Learning (3 credit hour). The Digital Assessment in Teaching and Learning course is an introduction to assessment and the digital assessment capabilities that can be used in language learning educational contexts. The course focuses on the digital tools involved in assessments such as portfolios, needs assessments, surveys, tests, and rubrics. Students will create digital assessment tools as well as analyze the collected data.

TSL 593 Creating Digital Content for Teaching (3 credit hours). The Creating Digital Content for Teaching course consists of skill development at the technological level. Through multiple tutorials and mini assignments, students learn to design and create courses on learning management systems, create educational websites, and develop professional development tutorials to use for teacher training opportunities.

TSL 600 Practicum (3 credit hours). The TESOL Practicum is a two-part course that enables students to gain real experience as teachers of English to speakers of other languages:

The first part of the 8-week course is a 4-week fieldwork assignment, which includes classroom observation with a participating school or educational organization. The second part, which consists of the last 4-weeks of fieldwork, involves students creating and teaching a lesson that incorporates theories and teaching methodologies learned over the course of the degree program and via independent research.

This course requires students to submit a video recording of a lesson presentation and to compile an extensive reflection and critical analysis of the different teaching techniques observed in the classroom. Students present their lesson plans and constructively evaluate them online, sharing their practicum experience with peers using an audio recording presentation such as PowerPoint with voice recording, a Voice Thread presentation, etc.

TSL 010 TESOL Certificate (152 hours)

Foundations of TESOL – This unit is an introduction to the history of TESOL, teaching strategies and practices, intended to effectively deliver content and material in an engaging, understandable, and memorable manner. The characteristics of effective teachers and learners are introduced as well as strategies for meeting the needs of diverse learners in the English Language Learner (ELL) classroom. Also included in this unit is an overview of effective lesson planning.

Second Language Acquisition – This segment provides an overview of second language acquisition. The course will cover the mechanisms of how language is acquired, including research on the critical period hypothesis of second language acquisition.

Teaching Speaking and Pronunciation – This section is an overview of the study of speech sounds as well as how they form patterns. A brief introduction to the International Phonetic Alphabet (I.P.A.) will also be covered in the course. In addition, this unit examines the application of phonetics and phonology to the teaching of pronunciation to ELLs.

Teaching Vocabulary – This week provides an overview of the study of word structures and rules. It focuses on content words and function words, morphemes, and rules of word formation. Additionally, this unit covers the teaching of vocabulary to ELLs.

Teaching Grammar – This module introduces the grammar of contemporary English and examines the pedagogical methods needed to teach grammar effectively. Emphasis is placed on sentence structure and identification of the various parts of speech.

Teaching Reading – This component examines the methods of teaching reading to ELLs. The course covers reading strategies that are sensitive and responsive to students' needs.

Teaching Listening – This portion of the course examines core concepts and best practices in teaching listening to ELLs. It provides listening strategies and concepts that can be applied to the classroom in many different situations.

Teaching Writing – This section explores approaches to teaching writing to ELLs which include: controlled and guided writing practice, types of writing, the mechanics of writing and the integration of the four skills. A variety of techniques for responding to student writing will also be covered.

The performance outcomes which are required for the completion of the certificate program include: class participation, response to discussion questions, writing research papers, group assignments, quizzes, mid-term and final examinations (Comprehensive Learning Assessments).

ADMISSIONS POLICIES

Enrollment Policy and Requirements

Applications for admission are taken year-round. Enrollment forms are available online and from the registrar on campus.

Students may enroll, upon acceptance, into their chosen course of study, in one of six program starts during the Fall, Spring, or Summer terms as stated in their acceptance letter.

Students are required to complete their enrollment agreement as part of their enrollment process.

Admission Requirements

Students interested in applying for any program at Westcliff University must meet the eligibility criteria for that specific program. Upon being accepted (includes provisional acceptance), the student must register and enroll in a course for the applied term. If a student has not registered and enrolled in a course within six months from the date of acceptance, the student's acceptance status will be revoked. Students must then reapply and repeat the admissions process.

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

Students who apply, but do not meet the eligibility requirements, will receive a letter of denial within thirty (30) days of applying.

College of Business Programs

The minimum academic requirements to apply to the ***Bachelor of Business Administration Degree Program*** are:

1. <u>Regular Non-Degree Applicants</u> – For acceptance into an undergraduate Bachelor of Business Administration degree, applicants must satisfy one of the following criteria:

    High school diploma from a university-recognized high school with a minimum 2.0 cumulative GPA or university-recognized high school equivalency such as GED, TASC, or HiSET;

    OR

    High school diploma plus a previously earned Associate-level or higher degree from a nationally, regionally, or government-accredited college or university;

    OR

    High school diploma plus twenty-four (24) college-level credits (does not include remedial credits) from a nationally, regionally, or government-accredited college or university earned with a minimum 2.0 cumulative GPA;

    OR

    Approval from the Admissions Committee following a review of factors considered essential for academic success, including previous academic progress, non-academic achievements, and any additional information requested by the Committee as they relate to standards set by the University's governing bodies.

2. <u>Transfer Applicants</u> **–** Applicants who have earned credit hours from a regionally or nationally accredited institution may transfer up to sixty (60) general education credit hours and up to thirty (30) credit hours of upper division business coursework to Westcliff University College of Business subject to evaluation of grades and courses.

The minimum academic requirements to apply to the ***Master of Business Administration Degree Program*** are:

1. <u>Regular Degree Applicants</u> – An applicant with a Bachelor-level degree from a regionally or nationally accredited institution can apply for entrance into Westcliff University. Undergraduate degrees obtained outside of the United States will only be accepted if they have been evaluated by a member in good standing of the National Association of Credential Evaluation Services (NACES) or another nationally recognized credentialing service. In this case, the listed U.S. degree equivalency will be used.

2. <u>Transfer Applicants</u> – Applicants who have earned credit hours from a graduate program in a related field from a regionally or nationally accredited institution may transfer up to six (6) credit hours to Westcliff University College of Business subject to evaluation of grades and courses.

The minimum academic requirements to apply to the ***Doctor of Business Administration Degree Program*** are:

1. <u>Regular Degree Applicants</u> – An applicant with a Master-level degree from an approved regionally-accredited or nationally-accredited college or university, or have earned a comparable degree from a recognized institution outside of the United States. Students pursuing a Doctor of Business Administration degree must have a Master-level degree in the field of business or a business-related field (M.B.A., M.P.A., Master's in Economics, etc.) While these Master-level degrees serve to satisfy the prerequisite for a Doctor of Business Administration (D.B.A.) offered at Westcliff University, only a transferred M.B.A. will fully satisfy any academic prerequisite for the D.B.A. The other previously mentioned Master-level degrees may or may not satisfy all D.B.A. prerequisites, depending on the coursework taken in pursuit of these degrees. The coursework must encompass courses in Economics, Accounting, and Finance in order to fully satisfy the academic prerequisites for the D.B.A. Degree. If the transferred Master-level degree does not meet any one or all these requirements, prospective transfer students must take Business Foundational Courses at Westcliff University in addition to be fully accepted into the D.B.A. program at Westcliff University. These Business Foundational Courses are BUS 505 Managerial Economics, BUS 535 Managerial Accounting, and BUS 550 Financial Management, all of which are offered under Westcliff University's M.B.A. curriculum.

2. <u>Transfer Applicants</u> – Applicants who have earned credit hours from a doctoral program in a related field from a regionally or nationally accredited institution may transfer up to thirty (30) credit hours to Westcliff University College of Business subject to evaluation of grades and courses, with the exception of RES 721 and RES 751.

College of Technology and Engineering

The minimum academic requirements to apply to the ***Bachelor of Sciences in Information Technology Degree Program*** are:

1. <u>Regular Non-Degree Applicants</u> – For acceptance into an undergraduate Bachelor of Business Administration degree, applicants must satisfy one of the following criteria:

High school diploma from a university-recognized high school with a minimum 2.0 cumulative GPA or university-recognized high school equivalency such as GED, TASC, or HiSET;

OR

High school diploma plus a previously earned Associate-level or higher degree from a nationally, regionally, or government-accredited college or university;

OR

High school diploma plus twenty-four (24) college-level credits (does not include remedial credits) from a nationally, regionally, or government-accredited college or university earned with a minimum 2.0 cumulative GPA;

OR

Approval from the Admissions Committee following a review of factors considered essential for academic success, including previous academic progress, non-academic achievements, and any additional information requested by the Committee as they relate to standards set by the University's governing bodies.

2. Transfer Applicants **–** Applicants who have earned credit hours from a regionally or nationally accredited institution may transfer up to sixty (60) general education credit hours and up to thirty (30) credit hours of upper division business coursework to Westcliff University College of Business subject to evaluation of grades and courses.

The minimum academic requirements to apply to the ***Master of Sciences in Information Technology Degree Program*** are

1. Regular Degree Applicants – An applicant with a Bachelor-level degree from a regionally or nationally accredited institution can apply for entrance into Westcliff University. Undergraduate degrees obtained outside of the United States will only be accepted if they have been evaluated by a member in good standing of the National Association of Credential Evaluation Services (NACES) or another nationally recognized credentialing service. In this case, the listed U.S. degree equivalency will be used.

2. Transfer Applicants – Applicants who have earned credit hours from a graduate program in a related field from a regionally or nationally accredited institution may transfer up to six (6) credit hours to Westcliff University College of Business subject to evaluation of grades and courses.

The minimum academic requirements to apply to the ***Master of Sciences in Computer Science Degree Program*** are:

1. Regular Degree Applicants – An applicant with a Bachelor-level degree from a regionally or nationally accredited institution can apply for entrance into Westcliff University. Undergraduate degrees obtained outside of the United States will only be accepted if they have been evaluated by a member in good standing of the National Association of Credential Evaluation Services (NACES) or another nationally recognized credentialing service. In this case, the listed U.S. degree equivalency will be used.

2. Transfer Applicants – Applicants who have earned credit hours from a graduate program in a related field from a regionally or nationally accredited institution may transfer up to six (6) credit hours to Westcliff University College of Business subject to evaluation of grades and courses.

The minimum academic requirements to apply to the ***Master of Sciences in Engineering Management Degree Program*** are:

1. Regular Degree Applicants – An applicant with a Bachelor-level degree from a regionally or nationally accredited institution can apply for entrance into Westcliff University. Undergraduate degrees obtained outside of the United States will only be accepted if they have been evaluated by a member in good standing of the National Association of Credential Evaluation Services (NACES) or another nationally recognized credentialing service. In this case, the listed U.S. degree equivalency will be used.

2. Transfer Applicants – Applicants who have earned credit hours from a graduate program in a related field from a regionally or nationally accredited institution may transfer up to six (6) credit hours to Westcliff University College of Business subject to evaluation of grades and courses.

College of Education Programs

The minimum academic requirements to apply to the ***Bachelor of Arts in Education Degree Program*** are:

1. Regular Non-Degree Applicants – For acceptance into undergraduate degree in Bachelor of Arts in Education, applicants must satisfy one of the following criteria:

    High school diploma from a university-recognized high school with a minimum 2.0 cumulative GPA or university-recognized high school equivalency such as GED, TASC, or HiSET;

    OR

    High school diploma plus a previously earned Associate-level or higher degree from a nationally, regionally, or government-accredited college or university;

    OR

    High school diploma plus twenty-four (24) college-level credits (does not include remedial credits) from a nationally, regionally, or government-accredited college or university earned with a minimum 2.0 cumulative GPA;

    OR

    Approval from the Admissions Committee following a review of factors considered essential for academic success, including previous academic progress, non-academic achievements, and any additional information requested by the Committee as they relate to standards set by the University's governing bodies.

2. Transfer Applicants – Applicants who have earned credit hours from a regionally or nationally accredited institution may transfer up to sixty (60) general education credit hours and up to thirty (30) credit hours of upper division Education coursework to Westcliff University College of Business subject to evaluation of grades and courses.

The minimum academic requirements to apply to the ***Master of Arts in TESOL Degree Program*** are:

1. Regular Degree Applicants – An applicant with a Bachelor-level degree from a regionally or nationally accredited institution can apply for entrance into Westcliff University. Undergraduate degrees obtained

outside of the United States will only be accepted if they have been evaluated by a member in good standing of the National Association of Credential Evaluation Services (NACES) or another nationally recognized credentialing service. In this case, the listed U.S. degree equivalency will be used.

2. <u>Transfer Applicants</u> – Applicants who have earned credit hours from a graduate program in a related field from a regionally or nationally accredited institution may transfer up to six (6) credit hours to Westcliff University College of Education subject to evaluation or grades and courses

The minimum academic requirements to apply for the ***TESOL Certificate Program*** are:

1. <u>Regular Applicants</u> – For acceptance into the certificate program, applicants must satisfy one of the following criteria:

High school diploma from a university-recognized high school with a minimum 2.0 cumulative GPA or university-recognized high school equivalency such as GED, TASC, or HiSET;

OR

High school diploma plus a previously earned Associate-level or higher degree from a nationally, regionally, or government-accredited college or university;

OR

High school diploma plus twenty-four (24) college-level credits (does not include remedial credits) from a nationally, regionally, or government-accredited college or university earned with a minimum 2.0 cumulative GPA;

OR

Approval from the Admissions Committee following a review of factors considered essential for academic success, including previous academic progress, non-academic achievements, and any additional information requested by the Committee as they relate to standards set by the University's governing bodies.

Required Documentation for Admissions

Students are accepted to Westcliff University on a provisional basis pending the submission of all required documentation, which include:

1. **Admissions Application** – All students who wish to apply must complete an Admissions Application. The application can be requested from the Office of the Registrar or downloaded off and submitted from the Westcliff University website: http://www.westcliff.edu/apply/ the application must be completed thoroughly or it will be returned without action.

2. **Application Fee –** All applicants must submit an application fee of thirty dollars ($30.00 USD) with the Admissions Application or by credit card online. If the fee does not accompany the Admissions Application, the application will not be processed. The application fee is non-refundable.

3. **Personal Statement** – All applicants must submit a one page personal statement indicating why they wish to study at Westcliff University highlighting any special personal qualifications or personal circumstances; citing examples of personal attributes or qualities that will enable completion of study successfully; describing personal determination to achieve goals, initiative and ability to develop ideas, and ability to work independently; listing any background characteristics that indicate overcoming an educational disadvantage (English language learner, family economic history, lack of educational opportunity, disability, etc.).

4. **Transcripts** – All applicants must submit official transcripts from previously attended institutions. If transcripts are from a foreign institution, a University-approved evaluation agency must review and send their official evaluation directly to the Registrar. Regular degreed applicants must show evidence of a Bachelor-level degree. Regular non-degreed applicants must show evidence of 60 credit hours of college work. Transfer applicants must also submit official transcripts from their previous school to be evaluated (The students provisionally accepted must submit an official transcript before the end of the first enrollment period which shall not exceed 12 credit hours.).

5. **Personal Identification** – All applicants are required to submit a copy of a current form of personal identification such as: State driver's license, government issued identification card, passport, visas, etc. which must contain a photo of the applicant.

6. **Disclosure Forms** – All applicants must sign and submit required disclosure forms which include:

    a. Memorandum of Understanding

    b. Photograph/Video/Testimonial Consent to Release Form

    c. FERPA (Family Educational Rights and Privacy Act) Form

    d. Attestation Form

    e. Acknowledgement of Handbook

    f. Consent to Release Information of Education

    g. Disability Self-Disclosure and Request for Accommodations (if necessary)

    h. School Performance Fact Sheet

7. **Enrollment Agreement** – Applicants are required to review and sign their individual enrollment agreement; the agreement contains the complete understanding between Westcliff University and the student regarding the University providing educational services in exchange for payment of fees and tuition.

8. **Registration** – Once accepted for admission, students must complete enrollment materials. Upon enrollment to the University, students will be registered for courses. Admission is only valid for the accepted term. Payment of all fees and tuition are due at the time of registration. Students may seek financial counseling with a designated University financial representative.

9. **Readmission** – The University requires all candidates who applied in prior years to complete new application materials. Any student who wishes to re-enroll must submit a Readmission Petition. Upon approval of readmission, students must also complete a new Admission Application. The Readmission Petition and Admission Application must be accompanied by a non-refundable application fee of $30.00 USD each.

   Students who were dismissed by the University must complete the reinstatement section of the Readmission Petition form.

10. **F-1 International Students –** Westcliff University admits students from other countries. The institution does not provide visa-related services nor does it vouch for the status of students for purposes of a visa. Westcliff does assist in the student in obtaining an evaluation of their official transcript, in which such event there is a service charge. The following is brief description of F-1 International Student admissions requirements. More details and information can be found in the F-1 International Student Handbook.

    International students are advised to begin the admission process as early as possible prior to the time they wish to enter Westcliff University because of the tests required, delays in international mail, etc. To apply to Westcliff University, international students must submit the following additional materials:

    a. Copy of their passport

    b. Copy of passport for all dependents (if applicable)

    c. Affidavit of Support: To be issued an I-20 from Westcliff University, a student living independently must be guaranteed the minimum amount of financial support that is comparable to cost of living in Irvine, CA, including tuition and books. This form is required for the student's admission and must be completed by the student and his or her sponsor. The form identifies whether the student is solely responsible for his/her tuition at Westcliff University or if a sponsor will contribute funding then the information provided in the form identifies from where the funds for the tuition is coming from.

    d. Bank statement showing financial capability: An original and current bank statement from the sponsor's bank account must be provided to validate the certification noted on the affidavit of support form.

    e. Proof of health insurance: Due to the high cost of health care in the United States, going without health insurance can be detrimental to a student if they fall ill or if they are injured in an accident. Westcliff University requires that international students be covered by health insurance throughout their entire period of study. A variety of coverage options can be found at isoa.org Students are required to submit proof of health care prior to arriving to the United States to begin their studies.

f. Certified academic documents – CSC, CXC, GCE, WASC, CGSE – or official final secondary school records, official University transcripts, mark sheets, and course syllabi or catalogs. All students must have official transcripts evaluated by the International Educational Research Foundation (IERF) Service (www.ierf.org).

g. If the applicant is applying to a higher degree program than previously earned, with no transfer courses, a general report is requested.

h. If the applicant is applying to a degree program, with possible transfer courses, a detailed report (course by course translation) is requested.

i. Evidence of English language proficiency as prescribed in the University Policy on English Language Proficiency for applicants whose native language is not English. (For complete information on English Proficiency Requirement, please refer to the English Proficiency Required Section of the Catalog.)

j. Resume (optional)

11. **Transfer International Students (F1)** – If a student is currently in F-1 status from another U.S. institution and intends to begin studies at Westcliff University, he/she is considered a "Transfer Student" for the purposes of issuing an I-20. A transfer of the supervision of his/her F-1 status from his/her old or current school to Westcliff University is required by the Department of Homeland Security (DHS). International students (F1) desiring to transfer to Westcliff University must meet all admissions requirements and in addition submit the following documents:

a. Transfer form: The transfer form (F1) must be filled out by both the student and the current campus international liaison or DSO (Designated School Official.) The transfer form contains the date that the student's record is eligible to transfer to Westcliff University.

b. Copy of current I-20

c. Copy of current I-94

d. Copy of I-797 form (For students that have received a change of status approval)

12. **Military Veterans:** - The University's programs are approved for enrollment of persons eligible to receive educational benefits under Title 38, U.S. Code. Students who are eligible for educational assistance through the Veterans' Education Benefit programs must submit the following:

a. Certificate of eligibility: A certificate of benefits eligibility form must be obtained and submitted to Westcliff University. Service members can apply for this form utilizing the Veterans Administration website https://www.ebenefits.va.gov/ebenefits/homepage. Service member are advised to request their eligibility certificate as early as possible keeping in mind that processing times by the Veterans Administration can vary and delays may slow the admissions and enrollment process.

b. Military transcript: Service members wishing for their military education to be evaluated must submit an official transcript which can be obtained at https://jst.doded.mil/.

c. Copy of service members DD Form 214

13. **Students Dismissed by the University: -** Students who wish to re-enroll at Westcliff University after being dismissed by the University must wait for one full session before petitioning for readmission. Students must submit the Readmission Petition (International F1 students must also complete the Reinstatement Section) at least 1 session (2 months) before the start date in which he/she requests readmission. Students must answer all questions and sufficiently explain how they plan to improve their performance in order to maintain good standing.

The Readmission Committee will assess the student's ability for future success in the program of study and notify the student, in writing, for reinstatement and ability to resume coursework at Westcliff University. After readmission approval, students will need to complete a new Admission Application with the Office of Admissions to submit updated admission materials and academic transcripts to be officially reinstated.

Notification of Acceptance

Once an Application Form and all supporting documents have been received by the Office of Admissions, approximately two to three weeks should be allowed for processing and notification of the applicant's admission status. Due to international transcripts evaluation, this process may take longer for foreign applicants.

Once a prospective student is admitted into a program, he/she will be mailed a Letter of Acceptance advising him/her of the successful admission evaluation process along with a Student Handbook and all necessary instructional materials/information to begin the term. An applicant may be provisionally (conditionally) admitted for enrollment if his/her admission's file shows deficiency of needed documents.

Application for Enrollment

Upon acceptance into the University, applicants are required to review and sign their individual enrollment agreement for the program in which they will enroll; the agreement contains the complete understanding between Westcliff University and the student regarding the University providing educational services in exchange for your payment of fees and tuition.

Once a student has completed his/her enrollment agreement and is officially enrolled in their program of study, student services will guide new students through the course registration process and provide access to the campus Global Academic Portal. New students are required to attend new student orientation in one or two formats, on ground our virtually. New student orientation introduces students to the support systems at Westcliff University in order to maximize their studies at the campus.

Cancellation Policy

Students have the right to cancel the enrollment agreement and obtain a refund of charges paid through attendance at the first-class session, or the seventh day after enrollment, whichever is later. Students may withdraw from a course and receive a prorated refund for the unused portion of the tuition if the student has completed 60% or less of the instruction. The request for withdraw from class(es) must be in writing and should state the reasons for the request. The school will make any refunds due within 45 days, regardless if the student has returned lessons and materials that might have been sent to the student before cancellation notice was received. The refund does not include the $30.00 USD Application fee, or $25.00 USD registration fee.

For distance education courses the first lesson and any materials are transmitted to the student within seven (7) days after the institution accepts the student for admission.

The student shall have the right to cancel the agreement and receive a full refund before the first lesson and materials are received. Cancellation is effective on the date written notice of cancellation is sent. The institution shall make the refund as follows: If the institution sent the first lesson and materials before an effective cancellation notice was received, the institution shall make a refund within 45 days after the student's return of the materials.

The institution shall transmit all of the lessons and other materials to the student if the student:

1. Has fully paid for the educational program; and

2. After having received the first lesson and initial materials, requests in writing that all of the material be sent;

3. If the institution transmits the balance of the material as the student requests, the institution shall remain obligated to provide the other educational services it agreed to provide, such as responses to student inquiries, student and faculty interaction, and evaluation and comment on lessons submitted by the student, but shall not be obligated to pay any refund after all of the lessons and material are transmitted

4. The enrollment agreement shall discuss the institution's and student's rights and duties

English Language Proficiency Requirements

Prospective students whose native language is not English and who have not earned a degree from an appropriately accredited institution where English is the principal language of instruction must demonstrate college-level proficiency in English through one of the following for admission:

1. Undergraduate Degree: A minimum score of 500 on the paper-based Test of English as a Foreign Language (TOEFL PBT), or 61 on the Internet Based Test (iBT), a 6.0 on the International English Language Test (IELTS), or 44 on the Pearson Test of English Academic Score Report.

   A high school diploma completed at an accredited/recognized high school (where the medium of instruction is English).

2. Master's Degree: A minimum score of 530 on the paper-based Test of English as a Foreign Language (TOEFL PBT), or 71 on the Internet Based Test (iBT), a 6.5 on the International English Language Test (IELTS), or 50 on the Pearson Test of English Academic Score Report.

3. First Professional Degree or Professional Doctoral Degree: A minimum score of 550 on the paper-based Test of English as a Foreign Language (TOEFL PBT), or 80 on the Internet Based Test (iBT), a 6.5 on the International English Language Test (IELTS), or 58 on the Pearson Test of English Academic Score Report.

4. A minimum score on the College Board Accuplacer ESL Exam Series as follows:
   4.1. ESL Language Use: Score of 85
   4.2. ESL Listening: Score of 80
   4.3. ESL Reading: Score of 85
   4.4. ESL Sentence Meaning: Score of 90
   4.5. ESL Writeplacer: Score of 4
   4.6. Comprehensive Score for all exams of 350

5. A minimum grade of Pre-1 on the Eiken English Proficiency Exam;

6. A minimum B-2 English proficiency level identified within the Common European Framework of Reference (CEFR) standards and assessed through various ESOL examinations, including the University of Cambridge;

7. A transcript indicating completion of at least 30 credit hours with an average grade of "C" or higher at an institution accredited by an agency recognized by the United States Secretary of Education and/or the Council for Higher Education Accreditation (CHEA), or accepted foreign equivalent that is listed in the International Handbook of Universities where the language of instruction was English. A "B" or higher is required for master's degree, first professional degree, or professional doctoral degree.

Transcripts not in English must be evaluated by an appropriate third party and translated into English or evaluated by a trained transcript evaluator fluent in the language on the transcript. In this case, the evaluator must have expertise in the educational practices of the country of origin and include an English translation of the review.

Transfer Students

Westcliff University will consider accepting transfer students from other schools. To transfer to the University, a student must file an application for admission, satisfy all admission requirements, and submit official copies of transcripts from all schools previously attended.

The maximum number of credits that can be transferred from other appropriately accredited institutions into Undergraduate Programs at Westcliff University is 90 credits, of which:

1. A maximum of 60 credits may be transferred in order to satisfy the requirements for lower division General Education courses (see Transfer Credit Policy for Lower Division General Education Courses).

2. A maximum of 30 credits may be transferred in as Course Waivers for Upper Division Core Business Courses (see Transfer Credit Policy for Upper Division Courses).

The maximum number of credits that can be transferred from other institutions into Graduate Programs at Westcliff University is, 6 credits for Master-level, and 9 credits for Doctorate-level.

Transferring students utilizing financial aid should refer to Westcliff University's Satisfactory Academic Progress policy to ensure they meet transferability requirements.

Notice Concerning Transferability Of Credits And Credentials Earned At Westcliff University

The transferability of credits you earned at Westcliff University is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree or certificate you earn in the *Bachelor of Business Administration, Undergraduate Certificate(s), Master of Business Administration, Graduate Certificate(s), Doctor of Business Administration, Bachelor of Science in Information Technology, Master of Science in Computer Science, Master of Science in Information Technology, Master of Science in Engineering Management, Bachelor of Arts in Education, Master Degree in Teaching English to Speakers of Other Languages and/or Teaching English to Speakers of Other Languages Certificate* programs is also at the complete discretion of the institution to which you may seek to transfer. If the course credits, degree, diploma or certificate you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at Westcliff University will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Westcliff University to determine if your credits, degree, diploma or certificate will transfer.

As with all universities, colleges, and/or other educational institutions, it is always up to the complete discretion of the institution to accept or deny credits for transfer. Westcliff University also adheres to this policy when accepting credits for transfer from prospective students seeking admittance into Westcliff University.

Transfer Credit Policy for General Education Courses

Westcliff University offers 20 General Education courses, which students may take to fulfill the 60 credit hour requirement. Should students wish to transfer in General Education credits from another appropriately accredited institution, the following requirements must be met:

General Education Requirements (30 credit hours):

- English- 2 courses (6 credit hours) required

- Math- 1 course (3 credit hours) required

- Arts and Humanities - 2 courses (6 credit hours) required

- Social and Behavioral Sciences- 3 courses (9 credit hours) required

- Natural Sciences - 1 course (3 credit hours) required

- Communications- 1 course (3 credit hours) required

Electives- 30 credit hours required (maximum of 6 non-academic credit hours)

Applicants who have earned undergraduate level general education credits at another appropriately accredited institution may transfer them to Westcliff University subject to evaluation of an official transcript and review of the grades and courses taken. Transfer credits may only apply to courses that are part of the general education and elective categories for an undergraduate degree. The maximum amount of credits that may be transferred is sixty (60) credits for Bachelor Degrees.

Only non-remedial courses with passing grades of a C- or higher will be accepted. Courses with a grade of "D or D+" will only be accepted for transfer credit as part of an entire Associate, Bachelor, or Master Degree Transfer. In the case of a transferred Associate's Degree, 60 credits will be accepted and will satisfy all of the General Education and electives requirements for a Bachelor Degree from Westcliff University (provided that coursework for the degree encompasses typical general education categories such as English, math, arts, humanities, natural sciences, and communications).

Applicants who wish to transfer credits should submit the regular application and must provide an official copy of their transcripts from all colleges and universities that they wish to transfer credits from. If an unofficial transcript is provided, then the University will conduct a pre-evaluation for the student indicating the potential transfer credits that will be awarded. Once the official transcript is received by the University, an official evaluation will be conducted and the student will be notified of all transferrable credits and any remaining credits needed to complete their degree. Official transcripts must be sealed upon receipt and contain official institution stamps or markings and must be sent to the Office of Admissions.

Credit Transfers from Career-Centric Institutions

Westcliff University understands the value of education presented in curriculum offered by educational institutions that follow career-centric programs in related areas of study. The rigor and the amount of work are typically congruent to that

found in traditional college, general education, and elective courses. This type of education may include courses taken in the areas of science, technology, public service, criminal justice, health, and a variety of vocational areas. Since these courses have been taken in pursuit of a degree, credential or certificate program at other accepted educational institutions, Westcliff University will evaluate these credits and determine if they are applicable as transfer credit to satisfy general education and elective course requirements (cannot be used to waive out of core courses). If Westcliff University deems these credits as applicable, they will be transferred in the form of "Block Transfer Credit". In these cases, the prospective student's transcripts are reviewed carefully and transfer credit is awarded as a block of credit rather than on a direct course-by-course basis. The amount of Block Transfer Credit has a maximum of 60 credits that can only be applied towards general education and elective requirements. An exception to the Block Transfer Credit policy can exist if the courses are equivalent in content and rigor to specific programs offered at Westcliff University such as Nursing, Criminal Justice, and similar programs.

Transfer Credit awarded via Prior Experiential Learning (PEL)

Students may seek to earn credit towards their degree by applying for Prior Experiential Learning Credit. Prior Experiential Learning (PEL) is any prior learning experience that was not part of a college or university course and does not in or of itself carry academic degree credit. The following conditions apply to PEL:

- Undergraduate Level Programs: A maximum of 30 credits, or 25%, whichever is less, can be transferred as PEL credit
- Master Level Program: A Maximum of 6 credits can be transferred as PEL credit
- Doctoral Level Program: A Maximum of 9 credits can be transferred as PEL credit
- Official Guideline for PEL must be adhered to as dictated by the Westcliff University "Academic Credit For Prior Experiential Learning" policy.

Transfer Credit Policy for Upper Division Courses

Students who have earned upper division undergraduate credits or graduate level credits at another appropriately accredited institution may request to waive courses required by the degree program to which they are applying at Westcliff University subject to evaluation of an official transcript and review of the grades and courses taken. A course waiver applies only to courses that are required to complete a specific major of an undergraduate or graduate degree and do not apply to undergraduate general education courses. Only equivalent courses with a grade of 2.0 or "C" will be waived. Approved courses will then count as credit applied towards the total credit requirement of the degree. The maximum amount of credits that may be waived is six (6) credits for Master Programs and thirty (30) credits for Bachelor Degrees. The number of credit hours accepted as transfer credit, will be determined after an evaluation of the number of credit hours earned per course and of the similarity between the waived courses and those courses required from the University. A review of the course description from the official catalog during the year the student was enrolled at the institution must be conducted in order to ensure coursework is comparable to a required course of Westcliff University. The student will be responsible for requesting a course waiver and also providing the University with the catalog of the institution they attended. All waived course work must be earned at an appropriately accredited school. Moreover, the academic work performed should be within 7 years of attempted transfer of credit for Masters and 10 years for Bachelors, to insure currency of the studies' relevance to present course requirements.

Articulation Agreements and Memorandum of Understanding

Articulation agreements are designed to build strong partnerships and coordination between schools to aid in a smooth transition for students. When considering entering agreements for articulation or memorandum of understandings the University will follow the procedure below:

- Representatives from Westcliff University and the partner school will conduct meetings before finalizing an agreement. The representatives consider similarities in course work, curricula, syllabi, textbooks and competency/outcomes profiles to ensure seamless transfer of credits from the partner institution.
- The representatives will consider specific guidelines and expectations that must be followed once the final agreement is created. These may include, for example; any waiver in fees, reduction in per credit hour cost, or joint academic ventures. These guidelines will include disclosures in the process to terminate or reinstate an agreement.
- Final drafts of the agreements must be signed by the appropriate campus representative such as the CEO (Chief Executive Officer), Campus President or designated official.

Agreements are specific to the partner school and may outline specific guidelines in reference to program specific articulation, transference of specific degrees such as an Associate Degree, block credits (see credit transfer policy), conditional acceptance prior to completion of programs at partner schools or Prior Experimental Assessment (PEA) (see credit transfer policy).

Both Articulation Agreements and Memorandum of Understandings will ensure that they are designed to not only create strong relationship but also inform the student on which courses will and will not transfer or specify the nature of the agreement and the process to transfer.

Visiting/Auditing Courses

To audit a course, a person who is not a current student must complete an admission application with an Admissions Advisor. Approval to audit is given on a space-available basis. Students auditing a course must participate in class activities, but are not required to take examinations. No course credit is awarded to the student.

Leave of Absence Policy

Students enrolled in term enrollment programs that are unable to enroll in one or more terms may apply for a temporary Leave of Absence (LOA) from the University. This policy is designed to allow a student the flexibility to take a temporary break from their academic program and upon return a student will not be required to apply for readmission to the University.

A student may apply for an LOA by submitting the **Leave of Absence Request Form** located in the Global Academic Portal or by request from a Student Services Advisor. All requests must be submitted **a minimum of 3 weeks prior to the start of the term** a student will be unable to attend. A temporary LOA from the University will only be granted to a student planning to return to their academic program at the end of the LOA. In addition, for undergraduate and graduate students the LOA request may not exceed more than one term per academic year. A student may return from an LOA early and resume enrollment in the next available session enrollment period.

Note: A student who fails to return from an LOA will be dismissed from the University. If the student wishes to return after this point, they will be required to reapply for admissions to the University.

A student is expected to complete all courses if currently enrolled in a term and apply for an LOA to begin at the start of the next term in the academic program. If a student is having difficulty or unable to complete all courses in the term they may apply for an incomplete, an incomplete for special circumstance or withdraw, in which case a Return of Title IV calculation may be required. A student will not be granted an LOA in the middle of a term, therefore for purposes of Title IV a student granted a temporary LOA will be considered withdrawn from the University during this time. An **R2T4** (See page 228) will be completed and the student will have to apply for readmission.

Important facts concerning a Leave of Absence:

1. For the purposes of Title IV, a student will be considered withdrawn from the University while on an LOA; therefore, federal student loans are not eligible for an in-school deferment.

2. A student will not be eligible to receive federal student aid while on a LOA.

HOUSING & RESIDENTIAL

Westcliff University provides assistance in seeking a variety of housing options including homestay, shared housing, private apartments, and shared apartments. There are two main types of options for housing: homestay and housing. Westcliff University cannot guarantee housing for all students. The University is bears no responsibility to find or assist a student in finding and obtaining housing.

Please make sure to apply ahead of time and keep aware of the yearly housing application deadlines.

For more information and any questions, please contact **housing@westcliff.edu**.

Housing

Housing is the primary option for undergraduates, athletes and international students. This allows students to be more independent and learn how to live in a new environment. Most students either rent private rooms or share apartments with roommates or colleagues to save money.

Housing features (based on our third-party options) include:

1. Furnishing packages
2. Matching roommates
3. Private or shared rooms
4. Utilities included (for selected options)

Applying for Housing

In order to apply for housing, students will need to submit a full and complete application by the posted deadline. No exceptions will be made for applications submitted past the deadline.

A full and complete application includes the following:

1. **Signed Resident Qualification Acknowledgement**

2. **$40 Housing Application Processing Fee**/per resident

3. **Housing Application** & **Guarantor Application (If Necessary)**

4. **Proof of Income** (i.e., Financial Aid Award Letter, 1099 Form, W2 Form, most recent Tax Return, and/or 2 most recent consecutive pay-stubs from your current employer)

5. **$500 Holding Deposit** & **Holding Deposit Agreement**

For more information on applying, please view the **Housing Checklist**.

Homestay

Homestay options are one of the most popular choices for new international students coming into the U.S. for the first time. Homestays are where students get to stay at the home of a local host or family in a safe community near the University campus. It allows students to quickly learn the English language and successfully merge into the local culture. Students must apply for third party homestay options on their own. Westcliff University cannot guarantee acceptance into any of these options.

Homestay features typically include:

- Meal Options: Breakfast/Dinner provided or No meals

- Shared or private rooms

- Utilities included

- Fully furnished

- Friendly American host family

- Safe Community

- Convenient distance to campus

Please refer below for optional (third party) homestay plans:

- **HomestayMatch**

- **4stay Study Metro**

- **StudentLink International**

- **California English Homestay (CEH)**

- **Universal Student Housing (USH)**

- **Student International Housing, Inc. (SIH)**

INSTRUCTIONAL POLICIES

Schedule of Classes & Clock Instructional Hours

Westcliff University offers both online courses and on campus courses. A on campus course is one that is taught in a partially online and partially on-campus format. These courses require attendance on-site class session each week. F1 International students are also required to attend a discussion session each week, usually on the same day as class.

On campus courses are typically offered in the evenings and on weekends in order to meet the needs of working students. Evening sessions generally meet for two (2) hours per week from 6:00 pm PST to 8:00 pm PST. Discussion sessions usually follow class from 8:00 pm PST to 10:00 pm PST. All Westcliff University courses are scheduled in Pacific Standard Time (PST). Additional class sessions may be added as the demand requires.

If the course in which a student is enrolled is valued at three credit hours, the student can generally expect to participate in the course for a total of 135 hours (45 hours of academic engagement time and 90 hours of preparation time). This calculation is clarified in each course syllabus which identifies how the hours of engagement are likely to be spent by the student for successful completion of the course.

Determination of Credit/Clock Hours for Courses

Westcliff University conforms to commonly accepted higher education practices regarding the issue of determining credit/clock hours for any course taught at our University.

It is the University's policy that each faculty person is responsible for designing any course taught to match (pursuant to the formulae identified herein) the number of credit hours being assigned to that course, based upon the standards enumerated in this policy.

Westcliff University Uses The Federal Definition Of Credit Hour, Which Is As Follows:

"Semester and quarter hours shall be equivalent to the commonly accepted and traditionally defined units of academic measurement in accredited institutions. Academic degree or academic credit-bearing distance learning courses (as well as all on campus courses) are measured by the learning outcomes normally achieved through 45 hours of student work for one semester credit or 30 hours of student work for one quarter hour. This formula is typically referred to as a Carnegie unit and is used by the American Council on Education in its Credit Recommendation Evaluative Criteria."

"Student work includes direct or indirect faculty instruction. Academic engagement may include, but is not limited to, submitting an academic assignment, listening to class lectures or webinars (synchronous or asynchronous), taking an exam, completing an interactive tutorial or computer-assisted instruction, attending a study group that is assigned by the institution, contributing to an academic online discussion, initiating contact with a faculty member to ask a question about the academic subject studies in the course, conducting laboratory work, and completing an externship or internship. Preparation is typically homework, such as reading and study time, and competing assignments and projects. Therefore, a 3 credit hours course would require 135 hours (45 hours of academic engagement and 90 hours of preparation)."

"All student work must be documented in the curriculum material and syllabi, including a reasonable approximation of the time required for the student to complete the assignments. Evaluation of a student's work must be identified as a grading criterion and weighted appropriately in the determination of a final grade for a course."

Attendance Policy

Westcliff University students are expected to attend all class meetings as these meetings are considered essential to their educational experience.

Students are expected to attend all class meetings as these meetings are considered essential to their educational experience. In the event of an absence from a class meeting, the student has the responsibility to reach out to the faculty member to notify the faculty member of the reason for the absence. Absences lead to lost credit for any activity conducted during class time, and multiple absences may result in reduction of the student's final grade. If a student misses a class due to a schedule adjustment during the first week of instruction, this constitutes an absence.

Students who are eligible for financial aid who fail to attend the first two weeks of a course(s) have their course(s) cancelled which may affect enrollment.

Tardiness: Tardiness and/or early departure is a disruption to the learning environment and experience and is discouraged. A student is considered to be tardy to class if he or she arrives more than 10 minutes after a class meeting starts, and an early departure is any instance in which a student leaves the class before it is dismissed. Three tardy marks and/or early departures is equivalent to one absence, and this absence factors into the attendance policy with a potential impact on the student's final grade.

Participation

The value of a class lies, as much in learning to apply course concepts to one's actual teaching, as in the concepts themselves. Therefore, your success in this course depends heavily on the quality of your participation in all class discussions.

Regular, attentive participation will help increase intellectual quality and rigor, with respect to both the class as a whole, and the learning modalities of one's classmates. Westcliff University thus provides an "open forum" environment: There is no limit to the discussion in which you may involve yourself.

Students are expected to participate in the class each week. Preparation for class involves reading all assigned materials, and working through some assignments for class in advance. By conscientiously and consistently preparing themselves in this fashion, students will maximize their learning.

Student Assignments

When assigned individual work, you are expected to **avoid** the following:

1. Copying all or part of another student's work (with or without 'permission'), or allowing another student to copy your work.

2. Asking another person to write all or part of an assignment for you.

3. Working together with another student in order to answer a question, solve a problem, or write a computer program.

4. Consulting or submitting work (in whole or part) that has been completed by other students in this or previous years for the same or similar assignment.

5. Consulting or using content from Power Point slides from other courses in previous years.

6. Using print or Internet materials directly related to a problem set unless explicitly authorized by the instructor, and/or using such materials without explicit citation.

7. Submitting the same, or similar, piece of work for two or more subjects without the explicit approval of all instructors involved.

8. Sharing your/another's work with anyone else in the class.

9. Consulting materials outside the course unless explicitly asked to in the instructions of the assignment.

Please note that many classes will require a combination of team and individual work. Make sure that you follow the guidelines given for each assignment by your professor.

Format for Written Assignments

The following are formatting guidelines, which are expected to be used for each written assignment:

1. APA style formatting is required for each written assignment. Please use the APA 7th edition. An updated copy of the APA changes and a sample of an APA paper can be found in the General Course Forums of the course Global Academic Portal (GAP).

2. All papers are to consist of original composition, double spaced, 12 type font in Times New Roman.

3. The page length requirement does not include the title page, abstract or reference pages.

4. Papers should begin with an introduction and should end with a conclusion.

5. The body of the paper must include citations according to the APA style format.

6. Every assignment should contain at least two references.

Submission of Assignment Criteria (Applies to PA'S and CLA'S)

Late assignments receive a 10% deduction for each day they are late past the due date. Assignments more than 3 days late will not be accepted. Only when extenuating circumstances exist that prohibits the timely submission of assignments beyond this timeframe, and will any variance from this policy be permitted. Any extenuating circumstance must be properly documented and/or verified by the faculty or University. This late assignment policy is to the discretion of the faculty member, but may require approval by the Program Chair and/or the Dean.

Students who neglect to submit their Class Participation responses (either answers to discussion questions or responses to classmates/faculty) by the stated weekly deadlines will be deducted up to 15% of the online participation points possible for that week. Discussion Boards close on Sunday of each week at 11:59 pm PST at which time students are no longer able to post responses and receive no credit for missed posts.

Technological issues are not considered valid grounds for late assignment submission. Students are responsible for printing their own assignments, when necessary. Unless an 'Incomplete' grade has been granted, assignments submitted after the last day of class will not be accepted.

All assignments must be based upon the student's own work.

Faculty Contact Information

Faculty are generally available to students via email at most all times. Faculty in most instances aim to respond to student inquiries within 24 hours after the inquiry has been made. For the convenience of those students enrolled in on campus courses, most faculty are also available to meet with them on campus. The hours of availability for these faculty members are described in their course syllabi and such information is also available via email from each faculty member.

Proctored Examinations Policy

It is possible that the quizzes you are to take for a given course may be selected by the University's Administration as having to be proctored. A proctor ensures the security and integrity of the Westcliff University distance education exam process, as referenced in the Student Handbook/Catalog. Your professor will advise you during the first week of the course if your quizzes are to be proctored. At that time students will be given more information about the proctoring requirements. This information is always available in the Student Handbook/Catalog. For assistance regarding the proctored exam policy you may contact your Student Services Advisor at **studentservices@westcliff.edu**.

Grading Criteria

Student Assignments	Qualitative Courses: Portion of Overall Grade	Quantitative Courses: Portion of Overall Grade
Participation/Attendance	15%	10%
Class Discussion in On Campus or Virtual Sessions	15%	20%
Professional Assignments	15%	15%
Quiz	10%	5%
Comprehensive Learning Assessment 1 (CLA 1)	15%	20%
Comprehensive Learning Assessment 2 (CLA 2)	15%	20%
CLA 2 Presentation	15%	10%
Total	100%	100%

Summary Of Estimated Hours Student Spends On Per Course Activity

The purpose of this chart is to estimate the total number of hours each student should expect to spend during the 8-week course.

Academic Engagement	Undergraduate Courses	Graduate Courses
Direct Teach Instruction:	16	16
On-Campus Class or Virtual Class Sessions		
Indirect Teacher Instruction:	10	10
Online viewing of VoiceThread's/PowerPoints		
Contributing to Online Discussions	18	18

Taking Quiz	1	1
Total	45	45
Preparation		
Reading Required Texts	30	30
Reviewing of PPTs, Supplementary Articles and Videos	17	17
Completing PA	10	17
Completing CLAs 1 and 2	28	24
Studying for Quiz	5	2
Total	90	90
Total Hours	135	135

Academic Engagement	TESOL Certificate
Direct Teach Instruction:	24
On-Campus Class or Virtual Class Sessions	
Indirect Teacher Instruction:	10
Online viewing of VoiceThread's/PowerPoints	
Contributing to Online Discussions	30
Taking Quiz	2
Total	66
Preparation	
Reading Required Texts	14
Reviewing of PPTs, Supplementary Articles and Videos	24
Teaching Hours and Preparation, Fieldwork Log, Notes	33
Completing CLA	10
Studying for Quiz	5
Total	86
Total Hours	152

Student work includes direct or indirect faculty instruction. Academic engagement may include, but is not limited to, submitting an academic assignment, viewing class lectures on campus or online (synchronous or asynchronous), taking an

examination, completing an interactive tutorial or computer-assisted instruction, attending a study group that is assigned by the institution, contributing to an academic online discussion, initiating contact with a faculty member to ask a question about the academic subject studied in the course, conducting laboratory work, and completing an externship or internship. Preparation is typically homework, such as reading and study time, and completing assignments and projects. Therefore, a 3 credit hour course requires 135 hours (45 hours of academic engagement and 90 hours of preparation).

Timely Response to Student Work

As a part of the University's distance education program, no more than 7 days are to elapse between the receipt of student work (discussion board posts, major assignments, quizzes, projects, etc.) and the instructor's response to and evaluation of the work.

Proctored Examination Policy

Nature of A Proctored Exam

A proctored exam promulgated by Westcliff University (WU) is one which is overseen by an impartial individual (referenced as a proctor) who monitors and/or supervises a student while he/she is taking an exam. The proctor ensures the security and integrity of the Westcliff University distance education exam process.

Purpose of Policy

The purpose of this policy is to ensure that the identity of the student enrolled in the class is the same individual taking the examination and to ensure that the environment in which a student takes an exam given through distance learning does not allow for additional unapproved help or cheating.

The Proctored Examination Policy applies to all final class and program comprehensive examinations and any other examinations which the faculty determines need to be proctored. These types of examinations are to be administered to students by a Westcliff University approved proctor/instructor on the scheduled quiz/exam date for that course.

Proctor and/or Instructor Responsibilities

The primary function of the proctor is to verify that the correct student takes the quiz/exam and to monitor the students taking the exam to ensure they do not receive unapproved assistance in completing the quiz/exam. In order to accomplish this, the proctor must do the following:

1. Check government-issued photo ID of the student to ensure the individual is actually the person scheduled to test.

2. All Westcliff University examinations are taken and submitted via the course's Global Academic Portal (GAP). Student(s) must log-in to their GAP (the quiz/exam for each course will be found under the appropriate week's section) by using their Westcliff University username and password.

3. Proctors/Instructors will provide the students with the password for entering the quiz/exam which they were given in an email from Westcliff University (*NOTE:* This password is different from the password the students use to sign-in to any other Westcliff University accounts.).

4. Proctors must secure and protect the exam password. This password is different for each course and cannot be used by students who not registered to complete the exam during that time.

5. Proctors will time the exam and stop the student(s) when the time limit has expired. Two (2) hours is allotted for final exams and three (3) hours is allotted for program comprehensive exams unless otherwise stated in the course syllabus.

6. Proctors are responsible for ensuring that students do not make or email copies of the quiz/exam.

7. At the end of the quiz/exam time, if there were any issues with cheating, academic integrity, or violations of the Student Code of Conduct, proctors will email their Program Chair to inform them of the situation.

8. Students are responsible for ensuring that they select the button to submit the quiz/exam. Students will not be given another opportunity to complete the quiz/exam.

Students are allowed to use the textbook for the class and a calculator when taking a final exam; no textbooks are allowed during a comprehensive exam unless noted otherwise in the course syllabus. Students may not access any notes or other information including surfing the internet. If an exam cannot be administered due to power outages, sickness, etc., the proctor/instructor will notify the Program Chair and Student Affairs Department as soon as possible. In such a case, the exam may be rescheduled at a later date.

Proctored Courses

Doctor of Business Administration Program

Doctor of Business Administration courses, regardless of modality, are not proctored for quiz/exams. The identity of students in the Doctor of Business Administration program are verified and vetted numerous times during the course of their program, including during the following phases:

1. Doctoral Qualifying Exam (DQE)

2. Doctoral Comprehensive Exam (DCE)

3. Institutional Review Board (IRB)

4. Dissertation Blocks

All Other Programs

For all other programs (apart from the D.B.A. Program), quizzes/exams may be proctored. Please make sure to confirm, each session, if your course requires a proctor; this information will be published on the GAP page for each course.

Any course which is designated for proctoring will be proctored by the course's instructor during class time on the scheduled day of the quiz/exam.

Online courses will be proctored by the instructor via Zoom during class time on the scheduled day of the quiz/exam. All students in online courses must have their webcams on the entire duration of the proctored quiz/exam.

ADA Policies & Students with Disabilities

The Americans with Disabilities Act (ADA) and the Americans with Disabilities Act Amendments Act (ADAAA) are federal civil rights regulations that prohibit discrimination against individuals with disabilities in all areas of public life. These regulations give civil rights protections to individuals with disabilities similar to those provided to individuals on the basis of race, color, sex, national origin, age, and religion. It guarantees equal opportunity for individuals with disabilities in

public accommodations, employment, transportation, state and local government services, and telecommunications. The ADA is divided into five titles (or sections) that relate to different areas of public life: Title I (Employment), Title II (State and Local Government), Title III (Public Accommodations), Title IV (Telecommunications), and Title V (Miscellaneous Provisions).

Self-Disclosure & Request for Accommodations

Any student enrolled at Westcliff University who has an appropriately documented physical, emotional, or mental disability that substantially limits one or more major life activities (including walking, seeing, hearing, speaking, breathing, learning and working), is eligible for Disability Services & Resources Office (DSRO) services.

Westcliff University is available to assist students with disabilities who self-disclose and request classroom accommodations. In order for the University to provide eligible disabled students with reasonable accommodations, it is required that an official request for services and appropriate documentation be submitted to Student Affairs by the student.

If you need any accommodations during your courses, please immediately contact your Student Services Advisor to complete the ADA self-disclosure and accommodation process. Please note that requesting accommodations directly from a faculty member is not appropriate self-disclosure. All students seeking accommodations must contact their Student Services Advisor in order to begin the self-disclosure and accommodation process.

WU wants every student, staff member and visitor to be able to enjoy our campuses and get where they need to go without frustration. Should you encounter any barriers on campus, please report a barrier to access.

TUITION AND FEE'S

Tuition

With the exception of a prior arrangement with Westcliff University's Student Accounts Department, tuition for a class must be paid before class begins. Under no circumstances may arrangements be made with any faculty member in regards to tuition payments. Such agreements/arrangements will be considered null and void. A student will receive official transcripts and/or a degree, only if the student has met the required academic standards and requirements and has paid all financial obligations to Westcliff University in full. Westcliff University reserves the right to collect any unpaid financial obligations by any means necessary for any education services and/or training provided.

The University will not provide documentation for any student or graduate who is delinquent in payment of tuition, fees or any other financial obligation incurred through the school. Nor will any such student be permitted to sit for final examination, to have final examinations graded, or to register for the next term.

Westcliff University reserves the right to change the cost of tuition. However, if a student does not maintain a continuous enrollment and according to the school policy, is required to re-apply to the University for re-admission, such a student will be charged for the balance of the previous program at the rate in effect at the time of such re-enrollment. Any changes in the tuition will be presented in the Catalog and Student Handbooks.

2020-2021 Tuition & Fees

Degree	Cost Per Credit Hour (USD)		
	Campus	F-1	Online
Bachelor Programs	$450	$490	$400
Master Programs	$675	$700	$665
Master Programs (Professional)	$725	$750	$775
Doctoral Programs	$725	$750	$715
Doctoral Programs (Professional)	$775	$825	$825
Certificate Programs			
Undergraduate Certificate in Business Administration	$8,100		$7,200
Undergraduate Certificate in Leadership	$8,100	$8,820	$7,200
Undergraduate TESOL Certificate	$7,200		$6,400
Undergraduate Certificate in Full Stack Coding Boot Camp	$11, 997	$11,997	
Graduate Certificate in Business Administration	$6,075		$5,985
Graduate Certificate in Executive Marketing	$8,100	$8,400	$7,980
Graduate Certificate in Marketing	$8,100	$8,400	$7,980

Graduate Certificate in Organizational Leadership	$6,075	$6,300	$5,985
Graduate Certificate in Full Stack Coding Boot Camp	$11,997	$11,997	
Graduate TESOL Certificate	$6,075	$6,300	$5,985
REAL Pathway			$1,000
REAL Bridge Undergraduate Pathway – (Intensive English + Concurrent Courses)			$1,000+$1,200
REAL Bridge Graduate Pathway – (Intensive English + Concurrent Courses)			$1,000+$1,995

Schedule of Fees (Cost in USD)	Campus	F-1	Online
Non-refundable Application Fee (one time)	$30	$30	$30
Non-refundable Registration Fee (per term)	$25	$25	$25
Deferred Payment Plan – Processing Fee	$50	$50	$50
Late Tuition Fee – New Students (fee per week)	$50	$50	$50
Late Tuition Fee – Continuing Students	$35	$35	$35
Degree Diploma Gold Embossed	$100	$100	$100
Degree Diploma Replacement	$125	$125	$125
Official Transcript (per transcript)	$10	$10	$10
Expedited Transcript Request	$25	$25	$25
Return Check Fee	$35	$35	$35
Student ID Card	$10	$10	$10
Student ID Card Replacement	$15	$15	$15
Program Change Fee	$250	$250	$250
F1 International Students – I-20 Processing		$100	
F1 International Students – I-20 Deferral Fee		$100	
F1 International Students – Foreign Transcript Evaluation Fee		$100	
F1 International Students – Foreign Transcript Translation Fee		$65 (per page)	
F1 International Students – Course by Course Evaluation (Detailed)		$185	
CPE Exam (If needed)		$50	

Student ID Cards

Students are responsible for having their photographs taken during their first term at the University in order to obtain their student identification card bearing their name and photograph.

Student ID cards must be carried at all times while on a Westcliff University campus or affiliated property.

Lost cards should be reported immediately to the University Administration Office. Lost ID cards will cost $10.00 USD. Misuse of ID cards will result in disciplinary action.

Sample Tuition (based upon average student enrollment)	Cost ($ USD)
Term Tuition for 2 Master Program courses (campus enrollment)	*$4,050.00 USD*
Student Tuition Recovery Fund (STRF) (non-refundable)	$0.00 USD
Registration Fee	$25.00 USD
Total Program Tuition for Bachelor Program (120 credit hours)	$54,000.00 USD
Total Program Tuition for Master Graduate Program (36 credit hours)	$24,300.00 USD
Total Program Tuition for Doctoral Graduate Program (60 credit hours)	$43,500.00 USD

Note: Students are expected to purchase their own textbooks.

Refund Policy

The student has the right to cancel the enrollment agreement and obtain a refund of charges paid through attendance at the first-class session, or the seventh day after enrollment, whichever is later. In addition, the student may cancel, withdraw, or drop a course after instruction has started and receive a pro rata refund for the unused portion of the tuition.

If the student has received federal student financial aid funds, the student is entitled to a refund of moneys not paid from federal student financial aid program funds.

Below you will find some examples of the refund calculated for each program.

All refunds will be paid within 45 days of cancellation, drop or withdrawal. If the student has received federal student financial aid funds, the student is entitled to a refund of moneys not paid from federal student financial aid program funds. Westcliff's institutional tuition refund policy is separate from federal regulations to return unearned aid. Receiving a tuition/fee refund from Westcliff University will have no impact on the amount the student must repay to the federal aid programs.

Financial aid recipients "earn" the aid they originally received by remaining in classes. The amount of federal assistance earned is based on a pro-rated system. Students who withdraw or do not complete all classes in which they were enrolled may be required to return some of the aid originally awarded.

Westcliff University is required to determine the percentage of the Title IV aid "earned" by the student and return "unearned" portion to the appropriate federal aid programs. The University is required to perform this calculation within 45 days of the date the school determines that a student has completely withdrawn. The University must return the funds within 45 days of the calculation. The calculation is completed by the Office of Financial Aid.

The following explains the formula used to determine the percentage of unearned aid to be returned to the federal government:

1. The percent earned is equal to the number of calendar days completed up to the withdrawal date divided by the total number of calendar days in the payment period.

2. The payment period for most students is the full, 16-week fall and spring terms or the full, 10-week summer term. However, for students enrolled in modules (mini-sessions), the payment period only includes those days for the module in which the student is enrolled.

3. The percent unearned is equal to 100 percent less the percent earned.

4. Breaks of 5 days or longer are not included in the count of total days in the payment period.

5. Institutional scholarship funds are not subject to the Title IV refund policy.

Student Tuition Recovery Fund (STRF)

Purpose and Operation

You must pay the state-imposed assessment for the **Student Tuition Recovery Fund (STRF)** if all the following applies to you:

1. You are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition either by cash, guaranteed student loans, or personal loans, and

2. Your charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if either of the following applies:

1. You are not a California resident, or are not enrolled in a residency program, or

2. Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party.

Rights of Student

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. **Questions regarding the STRF may be directed to the Bureau**

for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, (916) 431-6959 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.

2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.

3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.

4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.

5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.

6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.

7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of no-collection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

Requirements for Filing a Claim

A student seeking reimbursement under the Fund shall file a written application on the Student Tuition Recovery Fund Application Form (STRF App Rev. 2010) provided by the Bureau for Private Postsecondary Education (BPPE), signed under penalty of perjury that the form and all attachments are true and correct, which include the following information:

1. The student's name, address, telephone number, email address, and social security number or   taxpayer identification number;

2. If any portion of the total charges were paid from the proceeds of a loan, the name of the lender, and any state or federal agency that guaranteed or reinsured the loan;

3. Proof of the amount and description of the student's economic loss for the educational program, and the amount of the student's claim;

4. Proof of the date the student started and ceased attending the institution;

5. A description of the reasons the student ceased attending the institution, or if the student graduated, dates of graduation;

6. The student's or borrower's authorization to allow the Bureau (BPPE) to negotiate with any lender, holder, guarantee agency, or the U.S. Department of Education on the student's behalf to reduce the loan obligation;

7. The student's authorization to allow the Bureau (BPPE) to issue a payment directly to any lender, holder, guarantee agency, or the U.S. Department of Education on the student's behalf, and

8. An assignment to the Fund and the Bureau of the student's rights to collect those funds against the institution if any payment issues as a result of the application;

9. The institution name, address and phone number where the students attended;

10. Proof that the student was a California resident at time of enrollment, or was enrolled in a residency program;

11. Proof that the student paid into the STRF;

12. If the student took an approved leave of absence, documentation of the approval;

13. Whether the student has previously applied for STRF reimbursement;

14. Whether the course of study or portion completed prepared the student to take a state or national licensure exam; and

15. If the student transferred to another school, a list of all classes or units transferred.

16. The application must be fully completed and received by the Bureau (BPPE), with supporting documents that include, but need not be limited to, the enrollment agreement, promissory notes, if any, and any receipts, within two years form date of the closure notice explaining the student's rights under STRF, whether provided by the institution or the Bureau (BPPE), or a maximum of four (4) years if the student received no closure notice.

17. Students whose total chargers are paid by a third-party payer are not eligible to apply for payment by the Fund.

18. The Bureau (BPPE) may conduct an investigation to verify whether to grant or deny a claim, any may request any additional information or supporting documentation.

Note: Effective January 1, 2015, the STRF assessment rate has changed from fifty cents ($0.50 USD) per one thousand dollars ($1,000.00 USD) of institutional charges to zero ($0.00 USD). The STRF rate is subject to change based upon the balance in the STRF account.

FINANCIAL AID POLICIES

Satisfactory Academic Progress (SAP)

Federal regulations require Westcliff University to establish and apply reasonable standards of Satisfactory Academic Progress (SAP) for eligible students to receive financial assistance under the programs authorized by Title IV of the Higher Education Act (HEA). Westcliff students who wish to be considered for financial aid must:

1. Be in good standing at the University, and

2. Maintain satisfactory academic progress in their program of study as set forth in this policy.

The Satisfactory Academic Progress (SAP) Policy applies to all students enrolled in all Westcliff University programs, whether receiving Federal Title IV, HEA funds, partial funding assistance, or no funding assistance/self-pay. The SAP policy is reviewed annually by the Office of Financial Aid and University Administration.

Westcliff University has developed policies to determine the academic standards that all students are expected to meet and then a means and schedule of measuring the achievement of those quantitative and qualitative standards. The policy is provided to all students prior to the first class session and is consistently applied to all students. The Office of Financial Aid in coordination with the Student Affairs Department monitors quantitative and qualitative progress of students. SAP is reviewed manually and a copy of the latest transcript is maintained in the University's online server.

The relevant SAP policies are summarized below. All students must maintain Satisfactory Academic Progress according to the following standards in order to continue enrollment. Satisfactory Academic Progress will be evaluated and measured at the end of each term (financial aid payment period) and will be checked prior to disbursement of aid.

Title IV Eligible Programs

To be eligible for Title IV, Financial Aid, a student must maintain Satisfactory Academic Progress (SAP) as per Section 668.16(e) of HEA 1965.

Westcliff University Programs eligible for Title IV Funding include:

1. Bachelor of Business Administration (B.B.A.)
2. Master of Business Administration (M.B.A.)
3. Master of Arts in TESOL (M.A. TESOL)

Certificate programs are not eligible for Title IV Funding.

Academic Progress (Quantitative and Qualitative)

Westcliff University uses both Qualitative and Quantitative requirements to measure student Satisfactory Academic Progress as they complete their program of study. The Qualitative (GPA) and Quantitative (Academic Progress/PACE) requirements are explained in detail below. Students meeting the minimum requirements for **GPA and Academic Progress (PACE)** at any evaluation point will be considered to be making satisfactory progress until the next evaluation. The University will not count transfer hours that apply toward the student's current program in determining SAP.

1. **Qualitative (GPA) Requirement:** Westcliff University uses two different types of Grade Point Average in order to assess a student's academic performance: a Cumulative GPA (cGPA) and a Program GPA (pGPA).

a. A Cumulative Grade Point Average (cGPA) includes all courses that a student has completed at Westcliff University, such as internship courses or additional courses that do not directly pertain to their current degree/certificate program. The cGPA may be used within the University to assess student progress but, is not used to evaluate SAP.

b. A Program Grade Point Average (pGPA) includes only courses that pertain to the student's current degree/certificate program which have been completed at Westcliff University. This does not include transfer credits from another institution or credits earned from internship courses. A pGPA equal to or greater than 2.0 in undergraduate programs and 3.0 in graduate programs is required for graduation. In addition, at the end of each term, students must have a pGPA equal or greater than 2.0 for undergraduate students and 3.0 for graduate students in order to be determined as making satisfactory academic progress.

c. Student must maintain the required pGPA for their program to be considered in good academic standing. If a student's pGPA falls below the requirement, the student will be placed on Academic Warning. Successful completion of a class is defined as earning a grade of "D-" or better for undergraduate students and "C" or better for graduate students. The student still must maintain the required pGPA (2.0 or 3.0) to have Satisfactory Academic Progress. The grading policy will be given to students at the beginning of each class which will include the following grading scale. At the end of the term, a final grade will be assigned and recorded as part of the student's permanent record.

Note: No make-ups will be given for missed quizzes and finals unless otherwise pre-approved by the Deans and/or the student provides documentation for the absence and these situations will be reviewed on a case-by-case basis by the Deans or Program Chairs.

Percentage	Grade	Grade Point	Graduate Credit Hours Earned	Undergraduate Credit Hours Earned
93% - 100%	A	4.00	3.0	3.0
90% - 92%	A-	3.67	3.0	3.0
87% - 89%	B+	3.33	3.0	3.0
83% - 86%	B	3.00	3.0	3.0
80% - 82%	B-	2.67	3.0	3.0
77% - 79%	C+	2.33	3.0	3.0
73% - 76%	C	2.00	3.0	3.0
70% - 72%	C-	1.67	0.0	3.0
67% - 69%	D+	1.33	0.0	3.0
63% - 66%	D	1.00	0.0	3.0
60% - 62%	D-	0.67	0.0	3.0

Less than 60%	F	0.00	0.0	0.0
NA	I	NA	0.0	0.0
NA	W	NA	0.0	0.0

2. **Quantitative (PACE) Requirement**: Students are required to complete his/her educational program in no longer than 150% of the published length of the program. The student agrees to complete the course within a maximum time frame of one and one-half (1 ½) times the length of the course as stated in the enrollment agreement.

Program	Published Program Length	PACE Requirement (150%)
Bachelor Level	3.3 years	4.97 years (14 terms, 1 session)
Master Level	2 years	3 years
Doctor Level	3years	4.5 years (13 terms, 1 session)

PACE of program Completion Time Policy

Undergraduate Programs	Total Credits	Academic Year		Published Length of Program
		Non-Title IV	Title IV	
Bachelor of Business Administration	120 credits	32 weeks/year	32 weeks/year	40 months
Bachelor of Arts in Education	120 credits	32 weeks/year	32 weeks/year	40 months
Bachelor of Science in Information Technology	120 credits	32 weeks/year	32 weeks/year	40 months

All Students:
- **Students who attend full-time year-round can expect to complete the program in 3.3 years**
- **16 week terms with two (2) 8-week sessions**
- **12 credits per term; 24 credits per Academic Year**
- **1 academic year = 2 terms per year = 24 credits**
- **1 calendar year = 3 terms per year = 36 credits**

	Total Credits	Academic Year		Published Length of Program
		Non-Title IV	Title IV	

Doctor of Business Administration	60 credits	48 weeks/year	32 weeks/year	36 months
Master of Business Administration	36 credits	48 weeks/year	32 weeks/year	24 months
Master of Science in Computer Science	36 credits	48 weeks/year	32 weeks/year	24 months
Master of Science in Information Technology	36 credits	48 weeks/year	32 weeks/year	24 months
Master of Arts in TESOL	36 credits	48 weeks/year	32 weeks/year	24 months

Non-Title IV/International Students:
- Doctoral level students who attend full-time year-round can expect to complete their program in 3 years
- Graduate level students who attend full-time year-round can expect to complete their program in 2 years
- 16-week terms with two (2) 8-week sessions
- 6 credits per term; 18 credits per Academic Year
- 1 academic year = 3 terms per year = 18 credits

Title IV Students:
- Doctoral level students who attend full-time year-round can expect to complete their program in 3 years
- Graduate level students who attend full-time year-round can expect to complete their program in 2 years
- 16-week terms with two (2) 8-week sessions
- 6 credits per term; 12 credits per Academic Year
- 1 academic year = 2 terms per year = 12 credits

Evaluating Satisfactory Academic Progress

Evaluation Periods

Mid-Term Pre-Evaluations

Pre-evaluations of students' Satisfactory Academic Progress are completed mid-term to determine if the student is on track to meet the minimum requirements for SAP by the end of the term (payment period). Student Services Advisors may reach out to students at this time to offer academic counseling or guidance.

End of Term Formal Evaluations

Formal evaluations of Satisfactory Academic Progress are completed after each term to determine if the student has met the minimum requirements for SAP as of the last day of the term (payment period). Students meeting the minimum requirements for academics and attendance at the end of each evaluation period (end of payment period) will be considered to be meeting SAP until the next scheduled evaluation. Students who have failed to meet any one of the two criteria for SAP (academic progress/PACE or GPA) will be determined to have not met SAP for that term (payment period).

Grades of "A," "A-," "B+," "B," "B-," "C+," "C," or "CR" (Credit) are considered as hours attempted and successfully completed (earned) for graduate students. Grades of "A," "A-," "B+," "B," "B-," "C+," "C," "C-," "D+," "D," or "D-" are considered as hours attempted and successfully completed (earned) for undergraduate students.

Grades of "F", "I" (Incomplete), "LP" (Limited Progress), "NC" (No Credit) and "W" (Withdrawal) are counted as hours attempted but not successfully completed (unearned). Students may retake any class in which they receive a grade of "C-" or lower. The student will only be charged 50% of the current tuition rate to retake the course. Course repeats are counted as attempted hours and either earned or unearned depending upon the grade assigned as noted above.

Failure to Meet Satisfactory Academic Progress

Title IV Students

If a student receiving Title IV funds has been determined to have not met SAP, the student will be placed on Financial Aid Warning during the subsequent term (payment period). The student will receive written notice of their Financial Aid Warning status and will be advised to seek academic guidance from the University. After counseling, the student will sign an agreement to the conditions of the Financial Aid Warning period. The student on Financial Aid Warning may not receive funding for the subsequent payment period unless the student meets SAP during that term. During the Financial Aid Warning period, eligibility for Financial Aid will continue. The following will not be considered as credits successfully completed: "W" and "I." If the student does not meet SAP at the end of the Financial Aid Warning period, they may either be dismissed or placed on one term of Financial Aid Probation. If the student is approved for Financial Aid Probation, they have one term to meet their program GPA requirements and may have their Title IV (Financial Aid) eligibility reinstated for one payment period. If the student still does not meet SAP at the end of the Financial Aid Probation period, they will be dismissed.

Non-Title IV Students

If a student not receiving Title IV funds has been determined to have not met SAP, the student will be placed on Academic Warning during the subsequent term. The student will receive written notice of their Academic Warning status and will be advised to seek academic guidance from the University. After counseling, the student will sign an agreement to the conditions of the Academic Warning period. The student on Academic Warning must meet SAP during the subsequent term. The following will not be considered as credits successfully completed: "W" and "I." If the student does not meet SAP at the end of the Academic Warning period, they may either be dismissed or placed on one term of Academic Probation. If the student is approved for Academic Probation, they have one term to meet their program GPA requirements. If the student still does not meet SAP at the end of the Academic Probation period, they will be dismissed.

Academic Dismissal Policy

Academic Dismissal is dismissal from the University, for academic reasons, with the ability to apply for re-admittance.

Dismissal from the University for any reason may result in the loss of private, state, or federal financial aid. Federal aid includes Federal Pell and FSEOG Grants, Federal Work-study, Federal Perkins Loan, Federal Stafford Loans, Federal PLUS Loans, Graduate PLUS Loans, and other financial assistance. The Office of Financial Aid will report the dismissal to the appropriate funding agency.

A student who does not meet Satisfactory Academic Progress at the end of the following periods may be dismissed from the University:

1. Academic Warning/Financial Aid Warning period
2. Academic Probation/Financial Aid Probation period
3. Academic Appeal period may be dismissed from the University

Title IV Students

A student who does not meet SAP at the end of the **Financial Aid Probation period** will be dismissed from the University but, will have the right to an appeal process and may apply for readmission to the University. In the event that the

student's Academic Appeal is approved, they still will not be eligible to receive Financial Aid until the student meets the program GPA.

Non-Title IV Students

A student who does not meet SAP at the end of the **Academic Probation period** will be dismissed from the University but, will have the right to an appeal process and may apply for readmission to the University.

Academic Appeal Process

Title IV and non-Title IV students who are dismissed from the University due to not meeting SAP at the end of a warning or probation period have the right to file an appeal regarding their SAP evaluation.

A student who wishes to appeal a disciplinary action and/or decision made in reference to the Satisfactory Academic Progress policy must submit an Academic Appeal request to the Student Affairs Department. Students must provide supportive documentation in order to support their position and any mitigating circumstances that may have existed, if warranted. An Appeals Committee will hear any student who disagrees with a SAP decision on an appointment basis only.

The student will be notified by an Appeals Committee decision within fifteen (15) business days following the receipt of the student's Academic Appeal request. Additional time may be taken to thoroughly review the student's appeal.

If the student's appeal request is approved, they will be placed on an **Academic Appeal period** for the full first term that they are readmitted. At the end of that term, they must meet SAP, otherwise they will be dismissed.

In order for students to be considered for Academic Appeal, students must:

1. Show academic progress while on warning or probation

2. Submit the academic appeal request one month prior to the upcoming term.

3. Be able to meet program GPA requirements in a one term time period. The Dean has the right to shorten or extend a student's Academic Appeal time period.

Financial Aid Probation

If Financial Aid Probation status is granted, the student will regain Title IV eligibility for the next eligible payment period only. The student must meet SAP at the end of the payment period to regain Title IV funding for the next payment period.

When a student is placed on Financial Aid Probation status, he or she will be required to do the following:

1. Agree to a written Academic Plan that specifies how the student will regain SAP. The plan may include but, is not limited to mandatory tutoring, scheduled advisement sessions, extra course assignments, repeating a course for which the student received a failing grade, and/or repeating a course from which the student withdrew.

2. Sign and uphold the Academic Plan (a copy of which will be kept in the student's file).

A student on Financial Aid Probation because of a successful appeal is eligible for Title IV funds for one (1) payment period only. Students who regain SAP at the end of the next payment period will have regained full eligibility for Title IV funding.

Reinstatement of Title IV Financial Aid

Reinstatement of aid is limited to the period under evaluation, the next payment period. Students meeting SAP by the conclusion of the warning/probation status will be removed from the warning/probation status and will regain eligibility for Title IV Financial Aid.

Withdrawal from Courses

Westcliff University shall, for all students, without penalty or obligation, refund 100 percent of the amount paid for institutional charges, less a reasonable deposit or application fee not to exceed one hundred dollars ($100.00 USD), if notice of withdraw is made prior to or on the first day of instruction, or the seventh day after enrollment, whichever is later. The request for withdraw from class(es) must be in writing and should state the reasons for the request. The school will make any refunds due within 45 days.

Title IV financial aid funds are awarded under the assumption that a student will remain in classroom attendance for the entire period (term) for which the funds were awarded.

When a student withdraws from all courses, regardless of the reason, s/he may no longer be eligible for the full amount of Title IV funds originally awarded. The return of funds to the federal government is based on the premise that a student earns financial aid in proportion to the length of time during which s/he remains enrolled. A pro-rated schedule determines the amount of federal student aid funds s/he will have earned at the time of full withdrawal. For example, a student who withdraws in the second week of the term has earned less of his/her financial aid than a student who withdraws in the fifth week. Once 60% point in the term is reached, a student is considered to have earned all of the financial aid originally awarded and will not be required to return any funds.

Westcliff University students who receive federal financial aid and who do not remain in attendance through the end of the term could be responsible for repaying a portion of the financial aid originally received.

Students who do not begin attendance in class are not eligible for federal financial aid and must repay all aid originally received.

Withdrawal and Return to Title IV Funds (R2T4) Policy

How a Withdrawal Affects Financial Aid

This policy is subject to revision without notice based on changes to federal laws and regulations or Westcliff policies.   If changes are made, the student is held to the most current policy. This statement is intended to provide an overview of policies and procedures related to a complicated and very encompassing regulation. Additional information, including examples of R2T4 calculations, is available in the Office of Financial Aid.

Title IV (federal) financial aid funds are awarded under the assumption that a student will remain in classroom attendance for the entire period (term) for which the funds were awarded.

When a student withdraws from all courses, regardless of the reason, s/he may no longer be eligible for the full amount of Title IV funds originally awarded. The return of funds to the federal government is based on the premise that a student earns financial aid in proportion to the length of time during which s/he remains enrolled. A pro-rated schedule determines the amount of federal student aid funds s/he will have earned at the time of full withdrawal. For example, a student who withdraws in the second week of the term has earned less of his/her financial aid than a student who withdraws in the third week. Once the 60% point in the term is reached, a student is considered to have earned all of the

financial aid originally awarded and will not be required to return any funds. The 60% point is reached during the fifth week of all standard eight week classes.

Federal regulations require a recalculation of financial aid eligibility if a student:

1. Completely withdraws;

2. Stops attending before the term's end;

3. Does not complete all modules (mini-sessions) in which the student is enrolled as of the start date of the mini session.

Westcliff University students who receive federal financial aid and who do not remain in attendance through the end of the term could be responsible for repaying a portion of the financial aid originally received.

Students who do not begin attendance in classes are not eligible for federal financial aid and must repay all aid originally received.

NOTE: Westcliff's institutional tuition refund policy is separate from federal regulations to return unearned aid. Receiving a tuition/fee refund from Westcliff will have no impact on the amount the student must repay to the federal aid programs.

How Earned Financial Aid is Calculated

Financial aid recipients "earn" the aid they originally received by remaining in classes. The amount of federal assistance earned is based on a pro-rated system. Students who withdraw or do not complete all classes in which they were enrolled may be required to return some of the aid originally awarded.

Westcliff is required to determine the percentage of Title IV aid "earned" by the student and return the "unearned" portion to the appropriate federal aid programs. Westcliff is required to perform this calculation within 45 days of the date the school determines that a student has completely withdrawn. The school must return the funds within 45 days of the calculation. The R2T4 calculation is completed by the Office of Financial Aid.

The following explains the formula used to determine the percentage of unearned aid to be returned to the federal government:

1. The percent earned is equal to the number of calendar days completed up to the withdrawal date divided by the total number of calendar days in the payment period.

2. The payment period for most students is the full, 16-week fall, spring, and summer terms. Each term includes two 8-week sessions (modules).

3. The percent unearned is equal to 100 percent less the percent earned.

Breaks of 5 days or longer are not included in the count of total days in the payment period.

1. Institutional scholarship funds are not subject to the R2T4 policy.

2. For Students Enrolled in Modules

A student is considered withdrawn if the student does not complete all of the days in the payment period that the student was scheduled to complete. Westcliff tracks enrollment in each session during the 16-week term and combines two(2) sessions to form a term. If a student withdraws from a course in a later module while still attending a current module, the student is not considered as withdrawn based on not attending the later module. However, a recalculation of aid based on the change in enrollment status may be required.

If a student provides written notice to the Office of Financial Aid at the time of withdrawal from a current module that s/he plans to attend a later module in the same payment period, s/he is not considered a withdrawal. If the student does not provide that written confirmation, the R2T4 recalculation of aid will be done. However, if the student does return in a later module in the same payment period, regardless of whether prior written confirmation was received, the R2T4 process will be reversed and the student will be awarded the funds that s/he is eligible to receive at the time of return.

R2T4 Process
1. A copy of the withdrawal form, complete with instructors' signatures and indicating the last date of attendance, is received in the Office of Financial Aid. The latest date of attendance in the classes in which the student was enrolled will be used as the withdrawal date.
2. The Office of Financial Aid determines the amount of Title IV aid originally awarded and whether it is "disbursed" or "could have been disbursed."
3. The Billing Department provides the student's original tuition and fee and bookstore charges.
4. An R2T4 worksheet is completed using the above data. The calendar for the payment period will have previously been entered and saved.

5. The Office of Financial Aid will post the recalculated amount of aid for which the student is eligible (as per the results of the R2T4 worksheet) to his/her account.
6. A copy of the worksheet is maintained in the Office of Financial Aid and electronically scanned and made part of the student's record after the end of the term.
7. A second copy of the worksheet is forwarded to the Business Office for the purposes of checking the accuracy of data entry and for student billing purposes.
8. Westcliff will return funds to the federal programs on the student's behalf and will bill the student.
9. In the instances in which a student owes a federal grant repayment in addition to what Westcliff has returned to the federal programs, the student is notified in writing and the amount is reported by the Office of Financial Aid as an overpayment.
10. The student is responsible for all Westcliff charges and federal overpayments resulting from an R2T4 calculation.

Withdrawal from a Credit Hour Program

Instructors provide the student's last date of attendance, the number of days completed as of the last date of attendance, and the number of days expected to have been completed as of the last date of attendance. These data elements are used by the Office of Financial Aid in completing the R2T4 worksheet.

The procedure continues as outlined above.

Post-Withdrawal Disbursement of Loan Proceeds

When the R2T4 calculation results in the student's being eligible to receive either Federal Direct Stafford Subsidized or Unsubsidized Loan proceeds, s/he will be contacted via e-mail and US Mail by the Office of Financial Aid. Written authorization from the student will be requested and is required before loan proceeds can be processed and awarded to the student.

Determination of Withdrawal Date

The withdrawal date used in the R2T4 calculation is the actual last date of attendance as provided by the instructors on the withdrawal form.

Withdrawing Prior to the 60% Point of a Payment Period

Unless and until a student completes 60% of the term in which financial aid was awarded, the student will be required to return all or part of the financial aid originally awarded for the term.

When a Student Fails to Begin Attendance

If financial aid is processed for a student who never begins attendance in any class for which s/he registered in a term, all aid will be canceled.

The Registrar provides a "no show" report after the census date of the payment period. This report lists the students and the classes in which they never attended. Financial aid originally awarded is canceled for students who failed to begin attendance in all classes in which they were originally enrolled and is adjusted for those who fail to begin attendance in a portion of the classes in which they were originally enrolled.

When a Student Fails All Classes

If a financial aid recipient who has not officially withdrawn fails to receive a passing grade in at least one class during the term, the Office of Financial Aid will determine whether the student actually established eligibility for the aid originally awarded. Instructors will be contacted and asked to provide information on the student's attendance. If the student did not begin attendance, or stopped attending during the payment period, the financial aid originally awarded will be canceled or adjusted.

Order of Return to Federal Aid Programs

In accordance with federal regulations, unearned aid will be returned to the federal programs in the following order:
1. Federal Direct Loans: Unsubsidized, then Subsidized
2. Federal Direct Parent Loans
3. Federal Pell Grant
4. Federal Supplemental Educational Opportunity Grant

Student Loans and Financial Aid

Students who apply for loans to pay for their educational program will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund. If the borrower has received federal student financial aid funds, the student is entitled to a refund of the monies not paid from federal financial aid program funds.

Information Regarding Loan Repayment

The R2T4 calculation may result in the student's and parent's being responsible for directly returning additional loan amounts to the US Department of Education.

The loan grace period begins on the withdrawal date from the school, or when a student ceases to be enrolled on at least a half-time basis. If the student does not re-enroll as a half-time student within 6 months of withdrawal or less than half-time enrollment, the loans enter repayment. The student should contact the loan servicer or the US Department of Education to make repayment arrangements. The promissory note signed by the borrower outlines repayment obligations. The student should contact the servicer or the US Department of Education with any questions.

Consequences of Non-Repayment

Students who owe the US Department of Education for an overpayment of Title IV funds are not eligible for any additional federal financial aid until the overpayment is paid in full or payment arrangements are made with the US Department of Education.

Students who owe Westcliff because of an R2T4 calculation will be placed on a financial hold. They will not be allowed to register for subsequent terms or receive academic transcripts until the balance is paid.

Financial Assistance

Westcliff University is eligible to offer federal and state financial aid programs. For those who are ineligible and cannot pay the entire amount, the following plans are available (none of these options are Title IV Funds):

Deferred Payment Plans

Non-F-1 students may defer tuition payments for each term by spreading the payments over three months. Application for the Deferred Payment Plan must be made at the time of registration. The cost of the Deferred Payment Plan for any single term is between $50.00 USD and $75.00 USD depending on the payment plan requested.

The deferred payment schedule is as follows:

1. 1st payment is due at registration: 1/3 of total tuition amount due plus registration, processing, and deferment fees.

2. 2nd payment is due one month after the 1st day of class: 1/3 of the original amount.

3. 3rd payment is due two months after 1st day of class.

Students may use Personal or Business Checks, MasterCard, Visa, Discover, or ATM Debit Cards.

Scholarship Programs

Periodically the University offers different scholarship opportunities for students.

Westcliff University Scholarship Program

Westcliff University currently works with the Consortium of American Schools, Colleges, & Universities (CASCU) to provide the Westcliff University Scholarship. This Program is intended to promote high academic achievement among new entering students and continuing academic excellence in our Business and Education programs. Students selected as recipients will receive a partial tuition scholarship, and are awarded based on academic merit such as Grade Point Average, standardized test scores, extra-curricular activities, etc. For more information on the Westcliff University Scholarship Program, prospective students can contact the Office of Admissions, and continuing students can contact the Student Affairs Department.

Other Scholarships

Students may also apply for scholarships or grants provided by non-University affiliated organizations. If awarded a scholarship or grant through another organization, students can contact the University Billing Department for more information on payment options and set-up of accounts.

Identity Verification Policy

Westcliff University must check the accuracy of all applications the Central Processing System (CPS) selects for verification, with the exception of students receiving unsubsidized loans only. The CPS will select applicants for verification based on edit checks which identify inconsistencies and/or potential errors. Westcliff must also verify any application the University has reason to believe is incorrect or discrepant.

All financial aid applicants are encouraged to file federal income tax returns for applicant, parent and/or spouse as applicable, prior to completing the Free Application for Federal Student Aid (FAFSA). This will allow students and

prospective students to utilize the IRS Data Retrieval tool when completing the FAFSA. The IRS Data Retrieval tool saves time and increases the accuracy of the financial information collected on the FAFSA. The IRS Data Retrieval tool is also the fastest and most secure solution for meeting verification requirements if applicable.

Students selected for verification will be sent an email notification with a secure username and password directing them to login to the Westcliff Financial Aid Portal. This portal will allow students to view all required financial aid documents, check the status of their financial aid application and view their financial aid award once complete. If Westcliff receives a subsequent FAFSA for a student selected for verification after they have been initially awarded federal financial aid, all future disbursements will be placed on hold. The student will be notified of the verification requirements and will have 30 days to complete the process. If verification is not complete, all previously disbursed federal financial aid will be returned which will result in a balance due on the student account.

The data reported on the verification worksheet, federal tax transcript and other supporting documentation provided are checked against the appropriate data elements on the FAFSA. All conflicting information will need to be corrected on the ISIR by the school or student as applicable and a new expected family contribution (EFC) will be calculated. Students will not be awarded federal financial aid until verification is complete. If Westcliff receives a subsequent ISIR affecting overall financial aid eligibility, the financial aid award will be adjusted as applicable. The updated information may require a return of already received federal student aid funds resulting in a balance due on the student account. A student will be notified via email of any changes and directed to login to the Westcliff Financial Aid Portal to view the updated award information and/or additional requirements.

Referrals will be made to the Office of Inspector General should there be allegations of fraud or other criminal misconduct in connection with an applicant's application for financial aid.

Student Loan Code of Conduct Policy

Purpose

The purpose of this policy is to prohibit conflicts of interest in situations involving student financial aid and to establish standards of conduct for employees with responsibility for student financial aid. This Policy applies to all employees who work in the Office of Financial Aid and Scholarship Services and all other University employees who have responsibilities related to educational loans or other forms of student financial aid.

Definitions

1. **A Conflict of Interest:** Conflict of interest exists when an employee's financial interests or other opportunities for personal benefit may compromise, or reasonably appear to compromise, the independence of judgment with which the employee performs his/her responsibilities at the University.

2. **Gift:** Any gratuity, favor, discount, entertainment, hospitality, loan, or other item having a monetary value of more than a *de minimums* amount. The term includes a gift of services, transportation, lodging, or meals, whether provided in kind, by purchase of a ticket, payment in advance, or reimbursement after the expense has been incurred. The term "gift" does not include any of the following:

    a. Standard materials, activities, or programs on issues related to a loan, default aversion, default prevention, or financial literacy, such as a brochure, a workshop, or training.

b. Training or informational material furnished to the University as an integral part of a training session that is designed to improve the service of a lender, guarantor, or servicer of educational loans to the University, if such training contributes to the professional development of the University's employees.

c. Favorable terms, conditions, and borrower benefits on an education loan provided to a student employed by the University or an employee who is the parent of a student if such terms, conditions, or benefits are comparable to those provided to all students of the University and are not provided because of the student's or parent's employment with the University.

d. Entrance and exit counseling services provided to borrowers to meet the University's responsibilities for entrance and exit counseling under federal law, so long as the University's employees are in control of the counseling, and such counseling does not promote the products or services of any specific lender.

e. Philanthropic contributions to an institution from a lender, servicer, or guarantor of education loans that are unrelated to education loans or any contribution from any lender, guarantor, or servicer that is not made in exchange for any advantage related to education loans.

f. State education grants, scholarships, or financial aid funds administered by or on behalf of a State.

Institutional Policy Regarding Education Loans and Student Financial Aid

1. **Revenue-Sharing Arrangements:** The University will not enter into any revenue-sharing arrangement with any lender.

2. **Interaction with Borrowers:** When participating in the Federal Family Education Loan Program (FFELP), the University will not assign a first-time borrower's federal loan, through award packaging or other methods, to a particular lender. The University will not refuse to certify, or delay certification of, any federal loan based on the borrower's selection or a particular lender or guaranty agency. When participating in the Federal Direct Loan Program, the University may assign a first-time borrower's federal loan to the Federal Government as the lender.

   Under no circumstances will the University assign a student's private student loan to a particular lender, or refuse to certify or delay certification of any private loan, based upon the borrower's selection of lender or guaranty agency.

3. **Private Loans:** The University will not request or accept from any lender any offer of funds to be used for private education loans to students in exchange for the University providing concessions or promises regarding providing the lender with (i) a specified number of federal loans; (ii) a specified federal loan volume; or (iii) a preferred lender arrangement for federal loans.

4. **Co-Branding:** The University will not permit a private educational lender to use the University's name, emblem, mascot, logo, or any other words, pictures, or symbols associated with the University to imply endorsement of private educational loans by that lender.

5. **Staffing Assistance:** The University will not request or accept from any lender any assistance with call center staffing or financial aid office staffing. Nothing in this section, however, prevents the University from accepting assistance from a lender related to (i) professional development training for its staff; As defined in the federal Truth in Lending Act, 15 UCSA §1631 et seq. (ii) providing educational counseling materials, financial literacy materials, or debt management materials to borrowers, provided that such materials disclose to borrowers the

identification of any lender that assisted in preparing or providing such materials; or (iii) staffing services on a short-term, non-recurring basis to assist the University with financial aid-related functions during emergencies, including State-declared or federally declared natural disasters, federally declared national disasters, and other localized disasters and emergencies identified by the Secretary of Education.

Education Loans & Financial Aid Code of Conduct

1. **Conflicts of Interest:** No employee shall have a conflict of interest with respect to any education loan or other student financial aid for which the employee has responsibility. No employee may process any transaction related to his/her own personal financial aid eligibility or that of a relative.

2. Honesty in Selling and Marketing: The University shall monitor and compensate all sales representatives of the University in compliance with our accreditation standards.

3. **Having the Ability to Succeed:** It is not the intent of the University and its faculty to promote students who perform failing work to be promoting for the purpose of receiving Title IV funds, as this is unethical behavior. It is the responsibility of the University's admission staff to enroll only those students who have a realistic chance of succeeding in the program in which they enroll.

4. **Reducing the Loan Burden on Students:** It is the objective of the University and its staff to keep tuition costs as low as possible, and to assist the student in seeking other forms of financing or methods of payment so as to minimize the loan burden assumed by any student.

5. **Pricing:** It is the intention of the University to assure that the tuition and fees are comparable to or lower than that charged by schools offering the same type of educational programs.

6. **Billing and Refunds:** It is the responsibility of the University and its appropriate staff to assure than the billing statements are accurate and timely, with all refunds being paid according to the Commission and federal Title IV regulations.

7. **Faculty and Monitoring:** It is the responsibility of the University and its Deans to monitor the faculty so as to assure that the students are provided the education for which the student has contracted and that the education provided is in compliance with school and accreditors regulations.

8. **Student Verification:** The University and it's staff and faculty are to take all steps necessary so as to assure that the identity of the student is verified at several points during the period of enrollment so as to be assured that the student who enrolls in the program or course is the same student who is "attending" and taking proctored examinations.

9. **Gifts:** No employee may accept any gift from a lender, guarantor, or servicer of education loans. A gift to a family member of an employee or to any other individual based on that individual's relationship with the employee shall be considered a gift to the employee if the gift is given with the knowledge and acquiescence of the employee and the employee has reason to believe the gift was given because of the employee's position at the University. Token awards from professional associations (state, regional, or national) that recognize professional milestones or extraordinary service to parents and students, or scholarships for conference attendance or other professional development opportunities, may be accepted.

10. **Prohibited Contracting Arrangements:** No employee shall accept from any lender or affiliate of any lender any fee, payment, or other financial benefit (including the opportunity to purchase stock) as compensation for any type of consulting arrangement or other contract to provide services to a lender or on behalf of a lender relating to education loans.

11. **Advisory Board Compensation:** No employee who serves on an advisory board, commission, or group established by a lender, guarantor, or group of lenders or guarantors may receive anything of value from the lender, guarantor, or group of lenders or guarantors in return for that service.

12. **Reimbursement of Expenses:** Expenses incurred while attending professional association meetings, conferences, or in connection with service on an advisory board, commission, or group described in Section D. of this Policy must be paid by the University. Entertainment expenses such as concert or sports tickets or greens fees may not be accepted. Employees are expected personally to pay for such expenses or request reimbursement from the University in accordance with University policy.

13. **Meals:** Employees may occasionally need to share meals with employees of lenders, guaranty agencies, state agencies or other colleges or universities in the course of business. Meals offered as a part of meetings, conferences, or other events may be accepted if all participants in the meeting or event are offered the meals or if the meals are included as a part of a registration fee.

14. **Policy Violations:** Violations of this Policy may result in disciplinary action, up to and including dismissal.

15. **Sanctions:** Violations of University policies, including the failure to avoid a prohibited activity or disclose a conflict of interest in timely manner, will be dealt with in accordance with applicable University policies and procedures, which may include disciplinary actions up to and including termination from the University.

Veterans' Benefits

The University's programs are approved for enrollment of persons eligible to receive educational benefits under Title 38, U.S. Code. Students who are eligible for educational assistance through the Veterans' Education Benefit programs may obtain information and forms from the University's Administration Office, or directly from the Department of Veterans Affairs Educational Services at **www.gibill.va.gov** or by calling them directly at 888.442.4551. Members of the Selected Reserve may also be eligible for educational assistance.

Notice of No Pending Petitions

This is proper notice that Westcliff University has no pending petitions in bankruptcy, nor is it operating as a debtor in possession, nor has the University filed a petition under the preceding five (5) years, nor has the University had a petition in bankruptcy filed against it within the previous five (5) years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.S. SEC. 101 ET SEQ.).

REGISTRATION POLICY AND PROCEDURE

Registration for Classes

At Westcliff University, we build schedules for each student and automatically register the students for their classes. Students are provided with confirmation of their registration and their detailed course schedules at least one month prior to the start of each term. This process allows students to focus on their academics and ensures that students are registered for the courses they need to earn their degree.

Add/Drop Course(s) Deadline

The deadline for a student to adjust his or her schedule by adding or dropping a course is 11:59 pm on Sunday of the first week of instruction. In order to add or drop a course, the student must submit the **Add/Drop Form** prior to the deadline. Courses dropped by this deadline do not appear on a student's transcript or registration and are not be considered as a course attempted. Courses dropped after this deadline are considered a Course Withdrawal (*see **Withdrawal Deadlines***). If a student misses a class due to a schedule adjustment, this constitutes an absence. For new students admitted after the first-class meeting(s), the absence(s) in the first week does not count against total absences per the **Attendance Policy.**

Please see **Refund Policy** (see page 228) in regards to refunds for dropped courses.

Withdrawal Deadlines

Students may choose to withdraw from a course they are enrolled in by completing the **Course Withdrawal Request Form**. A grade of "W" is assigned to a student who officially withdraws within the first 75% of the course after the Schedule Adjustment Period. In an 8-week course, the deadline for a student to withdraw is the last day of the 6th week of instruction. In a 16-week course, the deadline for a student to withdraw is the last day of 12th week of instruction. A "W" cannot be assigned after the official date established for withdrawal from a course. Absence from class does not constitute an official withdrawal.

Readmission

Students who wish to re-enroll at Westcliff University must submit the Readmission Petition. Upon approval of readmission, students are required to demonstrate academic progress and maintain the minimum required program GPA.

A candidate for readmission into a program at Westcliff University will be reviewed and evaluated by using a fair and unbiased process. Westcliff University will not refuse a qualified applicant on the basis of age, race, gender, disability, religion, or national origin. There is no guarantee of approval for readmission. Westcliff University reserves the right to deny readmission to applicants for any reason deemed to the best interest of the University.

The following guidelines are required for readmission:

1. Students must file a Readmission Petition and pay a non-refundable application fee of $30.00 USD. Submit the application, proof of payment, and all accompanying documents to **readmissions@westcliff.edu**.

   o All application materials must be submitted one session (2 months) prior to the start date for the session in which readmission is sought (must be an enrollment period according to your program).

2. All aspects of the student's case will be reviewed, such as grades, attendance, and conduct.

3. Readmitted students who previously failed to maintain their program GPA will not be permitted to participate in additional non-academic activities (i.e., internships, CPT, sports, etc.).

4. Students may be interviewed by the Dean if warranted.

5. Students may be approved for readmission only once.

If approved for readmission:

1. It is the responsibility of the student to ensure that they meet all current criteria and program requirements for the degree being sought, as they may have changed.

2. It is the responsibility of the student to pay any prior outstanding balance in full before being fully readmitted to the University.

3. Students must submit updated admission materials and official transcripts from all institutions they attended while absent from Westcliff University (if applicable). The Admission Application must also be accompanied by a non-refundable application fee of $30.00 USD.

4. Students must meet with a Student Services Advisor before the session start date in which readmission is sought to create a plan for future success in the program of study if warranted.

5. Students who failed to meet Satisfactory Academic Progress (SAP) will be placed on Academic Probation Re-admittance (APR) with the intention of meeting their required program GPA in a one (1) term time period.

    a. The APR period is only one term (2 sessions or 16 weeks) long.

    b. Failure to meet the required program GPA during APR will result in immediate dismissal with no possibility for appeal.

    c. Students on APR must also maintain a minimum program GPA of a 3.0 or higher for the first term they are readmitted into. Failure to do so will result in immediate dismissal with no possibility for appeal.

If the application is denied, students may receive a letter informing them of the decision, stating why his/her qualifications are deficient. Denial of an application is final and cannot be appealed for reconsideration.

A detailed process with additional stipulations is listed on the Readmission Petition form.

Readmission After 180 Days

Students who have been dismissed or withdrawn from school and has been readmitted (if determined eligible), after more than 180 days will pay an application fee and will have to sign a new Enrollment Agreement. All readmitted students will be evaluated by the Readmission Committee. All readmitted students must satisfy any delinquent payments prior to re-enrollment.

STUDENT SERVICES

Academic Counseling

Academic guidance is considered a fundamental educational tool of Westcliff University. Through counseling, students are able to improve their educational experience. Academic advice and counseling through the Student Affairs Department is regularly available, by appointment, on the school premises to all students, as well as online via Zoom.

Workshops

Westcliff University offers educational workshops to augment the students' learning experience. Workshops generally consist of mini presentations and/or group discussions. Some of our more popular workshop requests include: study skills, exam-taking techniques, and time management. Workshops serve to complement the classroom education and to broaden the students' range of skills and training. These are presented both for those taking on campus courses and through webinars for those taking only online courses.

Study Groups

Student study groups are very valuable in the learning process. They provide support, discipline, and ready feedback. Study groups are most effective for discussing material before class, discussing concepts after class, outlining, and reviewing practice exams. The exchange of ideas in the intimate environment of a small group of peers is helpful to understanding complex concepts. People learn in different ways and at different rates. School study groups help develop the collaborative skills needed to succeed in practice. Westcliff University student support services incorporate use of study group for all courses where requested by students.

Graduation Services

Traditional Commencement and Honors ceremonies for Westcliff University students who complete their certificate or degree programs are scheduled annually.

Career Services

Westcliff University takes seriously the responsibility to provide students with the tools to be successful as both a student and a professional. The Career Services department at Westcliff works closely with faculty and industry professionals to develop resources designed to empower students in pursuit of their professional aspirations.

All students are assigned a designated career advisor to provide the following support services:

- Resume Revisions
- Cover Letters
- Customized Job Search Strategies
- Networking
- Interview Guidance
- Mock Interviews

- LinkedIn
- Personal Branding
- Salary/Negotiation
- Career Management
- Placement Assistance

The Career Service department maintains a growing network of potential employers, faculty, and alumni to provide students opportunities to create personal connections with established professionals and gain increased access and insight into their chosen industries.

Career Services advisors connect qualified student and alumni candidates with available job openings in alignment with their skills, credentials, and career goals. *While Westcliff University does not guarantee college graduate employment, advisors go above and beyond to enhance student opportunities for employment within its large network of employment partners.*

Students gain access to the Career Services department and its resources through

- 1:1 sessions with their assigned Career Services Advisor

- Membership to the exclusive Westcliff University Career Services Group on LinkedIn

- Frequent career readiness events, including

  o Career fairs

  o Networking events

  o Resume workshops

  o Guest speakers

- Bi-weekly newsletters that include:

  o Notice of new employment opportunities

  o Notice of new employer partnerships

  o Employer spotlights

  o Useful tips for job searchers

- Graduation exit interview in their final session with opportunities to:

  o Discuss career goals and objectives

  o Address any employment barriers

  o Inform the Career Services department to further refine its efforts

All Westcliff University alumni retain permanent access to the Westcliff University Career Services department following graduation.

Important Note - No employers are recommended or endorsed by the university and a posting does not constitute a recommendation or an endorsement. Without limitation, the university is not responsible for the wages, safety, working conditions, or any other aspect of any off-campus employment. When applying for any position, students and/or alumni should use caution, common sense, and prudence in their decision-making. Students are advised to perform their own due diligence to research employers before accepting any offer of employment. Students and alumni are admonished, among many precautions, to avoid fraudulent job postings by verifying the opening on the websites of the employers. By using the university's Career Services Department, students and alumni consent that information found in their

profiles, resumes, cover letters, and other relevant documents is truthful and accurately represents their experience and education. The Westcliff Career Services Department may remove or deny access rights to students and/or alumni who do not support the policies and protocols of the university.

Placement Services

Westcliff University does not have a direct placement service, but works with the community service areas for available openings for student's mentorship or internships.

Interview Space and Recruitment Opportunities - space, facilities, and equipment are available by appointment to businesses who want to interview applicant on campus.

Occupational Classification

Upon completion of their respective programs, graduates have been prepared for careers that align with the following designations per the United States Department of Labor's Standards.

Bachelor of Business Administration

Concentrations	Prefix	Code	Occupation
	13	0	Business and Financial Operations Occupations
Information Technology	15	1210	Computer and Information Analytics
Finance	13	2000	Financial Specialists
	43	3000	Financial Clerks
HR	13	1071	Human Resources Specialists
Digital Marketing	13	1161	Market Research Analysts and marketing Specialist
Sports Management	13	1010	Agents and Business Mangers of Athletes
Entrepreneurship	11	1020	General and Operations Managers

Degree	Concentrations	Prefix	Code	Occupation
Bachelor of Science in Information Technology		15	1210	Computer and Information Analytics
Bachelor of Arts in Education		25	2000	Preschool, Elementary, Middle, Secondary, and Special Education Teachers
Master of Business Administration		11	0	Management Occupations
	General Management	11	1020	General and Operations Managers

	Major			
	Marketing	11	2000	Advertising, Marketing, Promotions, Public Relations, and Sales Managers
	Financial Management	13	2000	Financial Managers
		13	2050	Financial Specialists (Accountants, Budget Analyst, Financial Examiners, etc.)
	International Business	11	1020	General and Operations Managers
	Organizational Management	11	3010	Administrative Services and Facilities Managers
	Entrepreneurship	11	1020	General and Operations Managers
	Healthcare Management	11	9110	Medical and Health Services Managers
	e-Business Management	15	1250	Software and Web Developers
	Supply Chain Management	13	1080	Logisticians and Project Management Specialists
	Health Informatics & Analysis	15	1210	Computer and Information Analytics
	Business Statistics & Data Analytics	15	1210	Computer and Information Analytics
	Digital Communications and Multimedia	15	1210	Computer and Information Analytics
	Information Technology	15	1210	Computer and Information Analytics
	Information Technology Project Management	13	1080	Logisticians and Project Management Specialists
M.S.I.T.		15	1210	Computer and Information Analytics
M.S.C.S.		15	1230	Computer Support Specialists
D.B.A.		11	1010	Chief Executives
	Business Intelligence & Data Analytics	15	1210	Computer and Information Analytics
	Strategic Leadership for the 21st Century	11	1021	General and Operations Managers
	Information Technology	15	1210	Computer and Information Analytics
	Applied Computer Science	15	1230	Computer Support Specialists
M.A.T.E.S.O.L.		25	3011	English as a Second Language Instructor

Alumni Association

Westcliff University Alumni have established an alumni network to foster and develop professional relationships. Alumni also use the library, stay in touch with the University and take advantage of career opportunities, discounts, or other benefits.

Alcohol and Substance Use

To conform to federal law, the University does not permit the use of alcoholic beverages on campus and does not tolerate the use of illegal substances on the campuses, in University-owned or operated properties, in University-affiliated housing, or at University-affiliated events and activities. The University recognizes that occasionally a student or staff member may need help in these areas. Students or employees who need help are encouraged to speak to the Dean of Student Affairs or to any other trusted staff member for referral to an appropriate counseling source.

Additional Questions

Any additional questions and/or concerns may be addressed by contacting the Administrative Offices of Westcliff University via telephone (888-491-8686) or facsimile (888-409-7306) or the email addresses shown below. Westcliff University will make every attempt to address any and all issues of concern brought to them by any member of the student body.

Admissions:	**admissions@westcliff.edu**
Administration:	**administration@westcliff.edu**
Student Affairs:	**aprilvuong@westcliff.edu**
Registrar:	**registrar@westcliff.edu**
Dean – College of Business:	**georgesayegh@westcliff.edu**
Dean – College of Technology and Engineering:	**georgesayegh@westcliff.edu**
Dean – College of Education:	**julieciancio@westcliff.edu**

ACADEMIC POLCIES AND PROCEDURES

Grading System

The University uses the traditional four point scale grading system for all examinations and final grades.

Grade	Description
A (93% - 100%)	Excellent (4.0 grade points per unit)
A- (90% - 92%)	Excellent (4.0 grade points per unit)
B+ (87% - 89%)	Good (3.0 grade points per unit)
B (83% - 86%)	Good (3.0 grade points per unit)
B- (80% - 82%)	Good (3.0 grade points per unit)
C+ (77% - 79%)	Average (2.0 grade points per unit)
C (73% - 76%)	Average (2.0 grade points per unit)
C- (70% - 72%)	Average (2.0 grade points per unit)
D+ (67% - 69%)	Lowest passing grade (1.0 grade points per unit)
D (63% - 66%)	Lowest passing grade (1.0 grade points per unit)
D- (60% - 62%)	Lowest passing grade (1.0 grade points per unit)
F (Less than 60%)	Not Passing (no grade points)
I	Incomplete
Pass	Pass (equals to grade C or better)
Fail	Fail (equals to grade C- or less)
CR	Pass (equals to grade C or better)
NC	Fail (equals to grade C- or less)
LP	Limited Progress
AU	Auditing a Course (no grading criteria)
W	Withdrawal. A W grade is recorded on a student's permanent record for each course a student drops after the end of the sixth or 12th week of instruction in a semester. Courses in which a W has been entered on a student's record carry no grade points, and are not calculated in the GPA.

Grade Point Average for Undergraduate Level

Grade	Grade Point	**Credits Earned**
A	4.00	3.0
A-	3.67	3.0
B+	3.33	3.0
B	3.00	3.0
B-	2.67	3.0
C+	2.33	3.0
C	2.00	3.0
C-	1.67	3.0
D+	1.33	3.0
D	1.00	3.0
D-	0.67	3.0
F	0.00	0.0

Grade Point Average for Graduate Level

Grade	Grade Point	**Credits Earned**
A	4.00	3.0
A-	3.67	3.0
B+	3.33	3.0
B	3.00	3.0
B-	2.67	3.0
C+	2.33	3.0
C	2.00	3.0
C-	1.67	0.0
D+	1.33	0.0
D	1.00	0.0
D-	0.67	0.0
F	0.00	0.0

Final Grades

Grades are assigned after the completion of each course and generally based on:

Grades are assigned for student work, including, but not limited to: papers, Comprehensive Learning Assessments, projects, and responses to discussion questions posted by the professor. Approximately one week may elapse between the receipt of the student's work and the posting of the relevant grade.

Undergraduate Level

Not less than 20% on participation.

Not less than 30% on Final Project/Presentation/Final Assessment.

Not less than 20% on Mid-Course Examination.

Not more than 30% on other criteria, i.e., Mid-terms, homework assignments, group work, quizzes, etc.

Graduate Level

Not less than 20% on participation.

Not less than 30% on Final Project/Presentation/Final Assessment.

Not less than 20% on Mid-Course Examination.

Not more than 30% on other criteria, i.e., Mid-terms, homework assignments, group work, quizzes, etc.

Doctoral Level

Not less than 20% on participation.

Not less than 30% on Final Project/Presentation/Final Assessment.

Not less than 20% on Mid-Course Examination.

Not more than 30% on other criteria, i.e., Mid-terms, homework assignments, group work, quizzes, etc.

Final examinations are given at the end of each course. All examinations are graded and final grades are posted on the Global Academic Portal within 10 days thereafter for review by the student. Examination criteria are uniform, fair and fully disclosed to the students. Curving of grades is not permitted and grade inflation is not tolerated. Persons seeking to resolve problems or complaints about their grades should first contact the professor in charge. Further requests may be made to the Dean.

The University will not provide any information or documentation for any student who is delinquent in payment of tuition, fees or any other financial obligation incurred through the University. Westcliff University has the right to deny students to sit for the final examination, to have final examinations graded, to send students their final grades, or to register for the next term if financial obligations are not met.

Incomplete "I" Grades

An Incomplete grade(I), is a temporary grade which may be assigned at the instructor's discretion. The instructor may assign an Incomplete grade when the coursework is of passing quality but is incomplete as a result of illness,

hospitalization, necessary absence, or other reasons beyond the control of the student which prevents completion of the course requirements by the end of the according academic session or term.

Note: If the student is receiving ADA or Title IX accommodations, these are generally approved provided everything is complete and documented. If an instructor issues a grade of Incomplete, the remaining coursework must be finished by the end of the next completed term (Fall, Summer, and Spring), or within a shorter timeframe *if* agreed upon between the instructor and the student. If the course is not completed, the Incomplete will automatically lapse to an "F".

It is the student's responsibility to discuss with the instructor the conditions and time frame for completing the course by the next regular term. The student is not to re-enroll in the course again unless the student receives an "F".

If the Incomplete is not removed within the allowed time frame, the student must petition the University to request an extension of time at least 2 weeks prior to the deadline. *Note: University approval is not guaranteed.*

To File an Extension of an Incomplete Grade

There will be times when a student cannot complete their assigned work before the course ends. In these cases, the following process is engaged:

1. The student must request an Incomplete Grade Petition from Student Services.

    a. Once Student Services provides the student with the form, the Advisor will email the appropriate Program Chair and Program Coordinator to advise that the request is being made.

2. The student should complete and submit an Incomplete Grade Petition form to each instructor where an incomplete grade is needed. The instructor must forward the completed form to the Program Chair **BEFORE** the course ends with notice of their approval or denial.

    a. The student should include an explanation of the reason for requesting an Incomplete grade, and attach supporting documentation where appropriate (i.e., medical verification, or letter from doctor indicating level of disability as a result of an illness or accident).

    b. The student should also include a description of what specific work will be made up (i.e., exam, Comprehensive Learning Assignments, Professional Assignments, discussion board posts, missed labs, etc.) and the exact date that the course will be completed (mm/dd/yyyy).

3. The Program Chair will forward approved petitions to the Program Coordinator, and evaluate denied requests for potential overruling.

    a. If a request is denied for deficiencies, resubmission will be allowed, one time, once these are corrected and provided it is submitted within the required timelines.

    b. If a request is denied for other reasons, these will be identified in writing, and resubmission will not be allowed.

4. The Program Coordinator will submit the Incomplete Grade Petition to the appropriate Dean for final approval or denial.

    a. If a request is denied for deficiencies, resubmission will be allowed, one time, once these are corrected and provided it is submitted within the required timelines.

  b. If a request is denied for other reasons, these will be identified in writing, and resubmission will not be allowed.

5. The Program Coordinator will upload the form into the course folder on *bhome* and to the student's forms on the student information system (SIS).

6. The Program Coordinator will inform the instructor and student of the final decision, with a complete list of required work to be completed and final due date(s).

7. Grade(s) in SIS for student will be designated as Incomplete "I."

8. Once the student submits all assignments, the instructor will grade the assignments and inform the Program Coordinator that all grading has been updated.

9. The Program Coordinator will update the Incomplete "I" grade in SIS to the final grade and inform the student of the final grade.

Note: No exceptions will be made for delays occurring because the requests were received late, meaning if the forms are submitted later than specified in this policy, the incomplete request(s) will be denied.

How GPA is affected:

An Incomplete grade will be marked on the transcript until the final grade is complete. However, it will not be calculated into the GPA. Once the completed grade is reported to the Registrar, the grade is posted and the final grade is averaged into the pGPA.

Dissertation Blocks/Extensions Grading Protocol

At the end of each doctoral dissertation block, students receive a grade of "CR" (Credit), a grade of "LP" (Limited Progress), or a grade of "NC" (No Credit).

Grade Definition

CR (Credit) = A grade of "CR" indicates that the doctoral candidate is progressing toward completion of the doctoral research and has passed the course. The Dissertation Chair assigns a grade of "CR" when the doctoral candidate has completed all of the requirements for the course. All assignments have been approved and students successfully posted in the weekly discussion board. Subsequently, the student has passed the course and is permitted to continue to the next course. Doctoral candidates will receive full credit hours for a course that has received a grade of "CR."

LP (Limited Progress) = A grade of "LP" indicates that the doctoral candidate has progressed at a slower rate and has not met all course objectives. A grade of "LP" is assigned when a doctoral candidate, in a Dissertation Block, completes more than 67% but not all of the course objectives. When a doctoral candidate receives an "LP" grade, he or she must enroll in the subsequent Dissertation Block Extension and complete all objectives and deliverables. Doctoral candidates will receive zero (0) credit hours for a course that has received a grade of "LP."

NC (No Credit) = If a grade of "NC" is issued, then the doctoral candidate must repeat the course in its entirety. Doctoral candidates who fail to meet attendance requirements or the course objectives will receive a grade of "NC" for the course. In a Dissertation Block, a grade of "NC" will be assigned when 67% or less of the course objectives were successfully completed. In a Dissertation Block Extension, a grade of "NC" will be assigned when less than 100% of course objectives

are completed. Doctoral candidates must repeat the course in its entirety and successfully before proceeding to the next course. Doctoral candidates will receive zero (0) credit hours for a course that has received a grade of "NC."

All college-level course work attempted at the University is considered when determining satisfactory progress. The University does not count transfer hours that apply toward the student's current program, nor credits earned from internship courses in determining SAP. Only credits completed at Westcliff University that count toward a student's current program will be considered in their PGPA.

Withdrawal

A grade of Withdrawal, "W," will be assigned to a student who officially withdraws within the first 75% of a course that they have been enrolled in past the session or term start date. In an 8-week course, the deadline for a student to withdraw is the last day (Sunday) of the 6th week of instruction. In a 16-week course, the deadline for a student to withdraw is the last day (Sunday) of the 12th week of instruction. A "W" cannot be assigned after the official date established for withdrawal from a course. The student may continue in the course and receive the grade earned, if a student chooses not to continue their grade will stand based on work up until that point. Absence or nonattendance from a class does not constitute an official withdrawal.

Grade Appeal/Change of Grades

Course grades assigned by instructors are presumed to be correct. It is the responsibility of the student, who appeals an assigned grade to demonstrate clerical error, prejudice, or capriciousness in the assignment of the grade, or that a reasonable accommodation for a documented disability was requested and not appropriately provided; otherwise, the judgment of the instructor is final.

A student who believes that a course grade has been assigned inappropriately must follow the proper steps in the appeal process, observing the time limits for completion of various steps in the process as follows:

1. The student should communicate with the instructor during the first three weeks of the term following the assignment of the grade. *Note: If the grade is assigned in the Spring term, the student should follow these procedures in the following Summer term.* If the instructor is on leave, on sabbatical, or is not currently on the faculty at the time of the appeal, the University shall attempt to contact the instructor on behalf of the student.

    If an appointment cannot be arranged, the student should attempt to communicate with the instructor by phone, e-mail or fax. If a grade has been assigned in error, the instructor can correct the error promptly by submitting a Change of Grade Form to the Office of the Registrar.

2. If the grade dispute is not resolved with the instructor and the student intends to appeal the grade, the student must appeal to the next level as soon as possible, but no later than the fifth week of the following term by submitting a written statement. In most cases, the student will appeal to the Dean of the College that offered the class. If the instructor is a Dean, the student should appeal to the Dean of Student Affairs. The person to whom the student appealed will discuss the issue with the instructor and respond to the student, usually within two weeks.

3. If the student is still not satisfied after receiving the response from this second level of appeal, the student may submit the written statement within ten working days to the University Course Grade Appeal Committee. The

formal grade appeal should be submitted prior to the end of the regular term following the term for which the grade was assigned.

4. The Chair of the University Course Grade Appeal Committee will forward the student's statement to the instructor. The instructor will be asked to respond in writing by a specified date (normally within two weeks). The student's statement and the instructor's response will then be reviewed by the entire committee, normally within two weeks of receipt of the instructor's response.

The Committee will take one of the following actions:

   a. Request additional information from the student and/or the instructor.

   b. If the University Course Grade Appeal Committee finds that the student has grounds for complaint based on discrimination, caprice, or clerical error, then the instructor of record will be asked to reevaluate the grade. If the instructor refuses to reevaluate the grade or the instructor's reevaluation results in the same grade, then the Dean of the College that offered the class shall be asked to find a qualified faculty member with academic training comparable to the instructor of record to evaluate the student's work and assign a grade. If the instructor is a dean, the Director of Academic Affairs shall be asked to find a qualified faculty member with academic training comparable to the instructor of record to evaluate the student's work and assign a grade.

   c. Recommend to the instructor that the grade be maintained as given.

   d. Call for a formal hearing.

5. When the Committee has made its recommendation, the student will be notified of it in writing, and be given a copy of the instructor's written response to the student's statement. This grade appeal procedure may take six to eight weeks to complete. The outcome of the formal grade appeal procedure is final; there is no higher level of appeal.

The Office of the Registrar shall ensure that the University catalog and other pertinent publications reflect this policy.

Course Repeat Policy

Any course in which a **grade of C- or below** is earned can be repeated. If the student originally took the course for a letter grade, they MUST take it for a letter grade once again. If they are within the 12 credit hours of repeat credit, the last repeated grade, for better or worse, is calculated into the program and term grade point average (GPA).

Important Additional Restrictions:

1. Students will not receive credit for a course repeated after they have completed a more advanced course in the same sequence with a grade of C or better.

2. Students may repeat the same course once if graduate-level, and twice if undergraduate-level.

3. Students may receive credit hours for a repeated course only once.

4. A maximum of 4 courses (12 credit hours) can be retaken at the graduate-level and undergraduate-level for grade forgiveness (replacing previous grade).

5. Repeated courses beyond 12 credit hours, will be assigned a grade consistent between the average of the previous attempt and the most recent attempt.

6. Students may repeat a maximum of 6 courses (18 credit hours) within the duration of their program.

All students may have a **one-time opportunity** to retake a course in which a **grade of C or above** is earned. The second grade earned will stand despite whether the grade achieved is better or worse than the previous grade. Retaking a course in which the grade is a C or above does not count toward the maximum of 18 credit hours repeat policy. It is at the Dean's discretion to approve or deny this request.

This policy may be considered if students meet the following criteria:

1. Students have shown academic progress

2. Students need to retake a course in order to meet minimum program GPA (pGPA) graduation requirements

3. Students may only apply this policy during the last term of program

This policy can only be utilized to meet minimum pGPA graduation requirements, and not for cumulative GPA (cGPA).

Students who have already exhausted all the retake policies, may take a substitute course within the same discipline in order to fulfill the course requirement. This course substitute policy may only be applied one time and must have prior approval by the Dean.

It is possible to repeat an equivalent Westcliff University course at another institution; however, the student must consult with the Dean. Depending on the institution, grade credit may not transfer to WU, in which case the courses cannot be used to repeat a Westcliff University course.

Students may request approval to attend another university concurrently while enrolled at Westcliff University. Students requesting concurrent enrollment must be enrolled at least part time at Westcliff University during the term of their concurrent enrollment. In order to be considered for concurrent enrollment, students must submit their request to their Student Services Advisor no later than the last day of the term prior to which they wish to be concurrently enrolled. Students must include the course name and description for the university to which they wish to enroll. Such requests will only be granted if Westcliff University does not offer a similar course or the course is offered at Westcliff University at a time that generally conflicts with the student's other courses.

For students receiving Financial Aid, the Code of Federal Regulations (CFR) allows for Title IV funds to pay for unlimited retakes if:

1. The student earns a grade of F on the original attempt; and

2. Earns a grade of F on subsequent retake attempt(s).

3. University SAP and course repeat policies still apply.

Under Title IV regulations, if the student achieves a passing grade (for this purpose, passed means any grade higher than an "F," regardless of any school or program policy requiring a higher qualitative grade or measure to have been considered to have passed the course. Title IV funds are permitted to pay for course retakes until a grade higher than "F" is obtained. Repeated courses for which a grade of "F" was obtained, in the first attempt and subsequent attempts, will be counted towards the enrollment status for the semester.

Title IV funds will not be processed to pay for the first retake attempt or subsequent attempts of the same course, if a grade higher than "F" is obtained, but does not meet the University requirement for a passing grade in the respective program. Repeated courses which fall under this provision will not be counted towards the enrollment status during the semester in which the course is being repeated.

It is the recommendation of the University for students to consult with their Student Services Advisor if they have any questions about repeating courses.

Academic Distinctions

The University promotes academic excellence and acknowledges exceptional students with the following honors:

Doctoral Students

Highest Honors - Students who graduate with an overall grade point average of 4.0.

Distinguished Honors - Students who graduate with an overall grade point average of 3.7 and higher.

Honors - Students who graduate with an overall grade point average of 3.6 and higher.

Dean's List - Students who earn a term grade point average of 3.5 or higher, for that term.

Graduate Students

Highest Honors - Students who graduate with an overall grade point average of 4.0.

Distinguished Honors - Students who graduate with an overall grade point average of 3.7 and higher.

Honors - Students who graduate with an overall grade point average of 3.6 and higher.

Dean's List - Students who earn a term grade point average of 3.5 or higher, for that term.

Undergraduate Students

Highest Honors - Students who graduate with an overall grade point average of 3.7 or higher.

Distinguished Honors - Students who graduate with an overall grade point average of 3.6 or higher.

Honors - Students who graduate with an overall grade point average of 3.5 or higher.

Dean's List - Students who earn a term grade point average of 3.5 or higher, for that term.

ACADEMIC RECORDS

Transcript Request

Transcripts are available from the date the student enrolls in his/her first term. To request transcripts, student must complete the transcript request form online or in person in the Office of the Registrar. Official transcripts are $10.00 USD each and will be mailed to the student within 7-10 days after the form has been submitted and all financial obligations are met.

Records Retention

Student records are maintained on-site for a minimum of five (5) years and the institution keeps records of student transcripts permanently. Students have access to their own personal records during regular business hours upon reasonable written notice, but access can only be granted in the presence of a duty-authorized representative of the President's or Dean's Office, and each review of a personal file by a student will be noted in the file.

Privacy and Disclosure of Student Records

The University complies with all applicable laws relating to personal privacy under the Family Education Rights and Privacy Act (FERPA) of 1974.

Family Educational Rights and Privacy Act (FERPA)

Westcliff University is committed to maintaining the integrity and security of confidential records and information, created, received, maintained and/or stored by the University in the course of carrying out its educational mission. This policy addresses the obligations to secure confidential information from unauthorized or unlawful disclosure. It is intended to reflect federal and state law governing privacy and confidentiality or records.

This policy applies to all members of the University community, including students, faculty, staff, alumni in connection with Westcliff University activities, as well as contractors, vendors, consultants and affiliates when performing services for the University. It encompasses all information acquired during the course of employment or service to the University, whether paid or unpaid.

All members or the University community are required to maintain the confidentiality of business and non-public University records and data entrusted to them, except when disclosure is authorized by an appropriate officer of the University or required by law. University data and information may only be used for University purposes. In accordance with federal and state law and University policy, confidential records should never be disclosed without appropriate authorization, and should be maintained and secured.

The University complies with all applicable laws relating to personal privacy, including the Family Education Rights and Privacy Act (FERPA) of 1974. The University has designated certain information contained in the education records of its student as directory information for purposes of the Family Educational Rights and Privacy Act (FERPA).

The following information regarding students is considered directory information:

1. Name
2. Major Field of Study
3. Part-time/Full-time Enrollment Status

4. Dates of Attendance (including matriculation and withdrawal dates).

5. Academic Classification by Year

6. Degrees and Awards Received

7. The Most Recent Previous Educational Agency or Institution Attended by the Student

8. Student's Photograph

This institution may disclose directory information for any purpose in its discretion, without the consent of a student. Students have a right, however, to refuse to permit the designation of any or all of the above information as directory information. In that case, this information will not be disclosed except with the consent of a student, or as otherwise allowed by FERPA.

Disclosure to the Student

The student has the right to inspect and review his/her educational records, and may do so by making an oral or written request to the University official responsible for the specific record desired. The official must respond within forty-five days of the request by sending the student a copy of the requested record or by arranging an appointment for the student to review it. The student has the right to an explanation of any information contained in the record. Educational records of the student, or the contents thereof, will not be released to the student, his/her parents, or any third party so long as a financial indebtedness or a serious academic and/or disciplinary matter involving the student remains unresolved. This limitation does not preclude the student from having personal access to the records, merely from obtaining the release of the information. The student may not have access to the confidential financial statement of parents or any information contained in such statements.

A student may waive his/her right to access confidential letters of recommendation that he/she seeks for admission to any educational agency or institution, for employment, or for application for an honor or honorary recognition. The student must be notified on request of all such individuals furnishing recommendations, and the letters must be solely for the stated purpose for which the student was notified and for which he/she waived his/her right of access. Such waivers may not be required as a condition for admission to, receipt of financial aid from, or receipt of any other services or benefits from such an agency or institution. Where any such records, files, or data contain information relative to a third person, the student is entitled to be informed of only the portion of that record as pertains to him/her. Each record-keeping unit of the University will establish procedures for accommodating requests for access to student records. An administrative charge not exceeding the actual cost to the University for providing access student is entitled to copy privilege in regards to his/her records, files, and data at a reasonable administrative cost.

Disclosure of Information to Third Parties

Disclosure of information contained in student records, files, and the student normally controls data. Such disclosures will be made to someone other than a University official having a legitimate educational interest in the records only on the condition that prior written consent is obtained from the student. The third party is to be reminded that he/she should not permit additional access to the information by an additional person without further written consent of the student prior to such an additional transfer of information.

When information on a student must be shared outside the University, all persons, agencies, or organizations desiring access to the records of a student shall be required to sign a written form, to be kept permanently with the file of the

student, indicating specifically the legitimate educational or other interests in seeking this information. This form will be available solely to the student and to the University officer responsible for the record as a means of auditing the operation of the record system.

Disclosure to Other Educational Institutions

Disclosure of appropriate academic records may be made to officials of other educational institutions to which the student has applied and where he/she intends to enroll.

Disclosure Pursuant to Judicial Order

Information concerning a student shall be released if properly subpoenaed pursuant to a judicial, legislative, or administrative proceeding. Effort will be made to give advance notice to the student of such an order before compliance by the University.

Disclosure Pursuant to Requests for Financial Aid

Necessary academic and/or financial student records may be disclosed without the student's prior consent in connection with the student's application for, or receipt of, financial aid.

Disclosure to Federal and State Authorities

This policy shall not preclude access to student records by authorized federal and state officials in connection with the audit and evaluation of federally supported education programs or in connection with enforcement of federal and state legal requirements that relate to such programs. Except when collection of personally identifiable date is specifically authorized by federal and state law, any data collected and reported with respect to an individual student shall not include information (including social security number) that would permit the personal identification of such student.

Disclosure under Emergency Conditions

On an emergency basis, a designated University officer may release information about a student when that information is necessary to protect the health or safety of a student.

Disclosure to Educational Agencies or Institutions

Information that will not permit the individual identification of students may be released to organizations of educational agencies or institutions for the purpose of developing, validating, and administering predictive tests and measurements. Similarly, information may be released to accrediting organizations in order to carry out their accrediting functions.

Disclosure to Parents of Dependent Students

Information concerning a student who is dependent within the meaning of Section 152 of the Internal Revenue Code of 1954 may be released to that student's parents. The Internal Revenue Code defines a dependent student as one who has attended an educational institution full-time for any five calendar months of a tax year and who was provided more than one-half of his/her support as claimed by the parent or parents on their income tax statement. For purposes of this policy, the assumption, unless individually certified to the contrary under the above criteria, will be that University students are not dependents within the meaning of the Internal Revenue Code.

Disclosure of Discipline Records to Parents or Guardians of Dependent and Non-Dependent Students

Student disciplinary records are maintained as a part of each student's Educational Records. The University reserves the right to report general discipline information to the parent or legal guardian of a dependent student pursuant to guidelines set forth in this section and in the section above. In addition, federal legislation authorizes the University to disclose records of disciplinary violations concerning violations of state, federal, or local governing the use or possession of alcohol or controlled substances, which involve students who are under the age of 21. Disclosure of these types of disciplinary violations may be made to a parent or guardian regardless of whether the student is a dependent. Accordingly, the University may report general discipline information to parents or legal guardians of dependent students, and disciplinary information concerning alcohol and drug violations to parents or legal guardians of students under 21, regardless of dependency, under any of the circumstances:

1. The parent or legal guardian inquiries about a specific University Code of Conduct violation which the student was accused of committing;

2. The student exhibits a repeated pattern of misconduct and has exhausted or failed to complete required program or other performance requirements;

3. The Code of Conduct violation constitutes a felony under state or federal law;

4. The student has been involved, or has involved others, in a potentially life-threatening situation;

5. In a professional judgment of the staff of the Office of Judicial Affairs, a report to the parent or guardian of the student is advisable under the specific facts and circumstances of the disciplinary incident in question

The University will not provide any information or documentation for any student or graduate who is delinquent in payment of tuition, fees or any other financial obligation incurred through the University. Westcliff University has the right to deny students to sit for final examinations, to have final examinations graded, or to register for the next term.

Documents and files (both electronic and hard copy) containing confidential information are to be accessed, used, and disclosed only with explicit authority and only on a need-to-know basis for the purpose of a job function, contract, volunteer or paid service to the University.

Confidential information regarding any individual or entity acquired during the course of employment at, or providing services to, the University must never be divulged to anyone outside of the University without authorization or to anyone within the University except on a need-to-know basis.

Upon conclusion of employment of service, or upon request of a supervisor, all originals and copies of confidential records, whether electronic or hardcopy, must be returned to the University and all further access to and use of such information relinquished.

Records must be maintained and disposed of according the University's Policy on Record Retention Policy. The University takes no responsibility for the unauthorized collection, storage or transmittal of third-party information regarding any individual or entity by students, faculty, staff, volunteers or vendors.

Violations of this policy will be treated seriously. Employees' failure to comply with this policy may lead to discipline, up to and including termination. Student workers employed by the University who violate this policy may be terminated from their jobs and may also face discipline under the Student Code of Conduct. Others covered by this policy may lose

opportunity to contract with, volunteer for, or otherwise provide service to the University. Violations might also subject the violator to criminal or civil prosecution under federal or state laws.

Student Identification Verification Policy

The University's procedure for verifying student identity:

1. Student Services request name and student I.D. number of the student

2. This information is entered into the University Student Information System (SIS)

3. The SIS system database displays information relevant to the student's

    a. Full Name

    b. Student I.D. number

    c. Program

    d. Social Security Number

    e. Email Phone and other contact information

    f. Other information

The Student Services Advisor also verifies the student's identify via picture identification; driver license, passport, etc.

Buckley Amendment

A student's academic records, grades, and personal information, as in compliance with the Buckley Amendment (Public Law 93-380, Section 438) may not be provided to third parties without his/her written consent. Permission must be given by the student in order for the information in his/her file to be used as reference checks for credit or employment evaluation by third parties, and the student must file with the University Registrar a declaration to this effect that will be kept in the student's file. The provision to release financial data or related information to authorized state and/or federal agencies is not a violation of the Buckley Amendment.

STUDENT CODE OF CONDUCT

Each and every student is expected to exemplify proper conduct. All students are expected to adhere to the University policies laid forth in any official University document, including this Student Handbook – Catalog and the Student Code of Conduct.

The administration of Westcliff University reserves the authority to take appropriate action or administrative disciplinary measures if this Code of Conduct is not adhered to. Threatening, endangering, and/or discriminatory student behavior, physical abuse, sexual misconduct, domestic violence, verbal abuse, threats of any nature, intimidation, harassment, hostility, offensive, abusive, demeaning, coercive, bullying, stalking and/or other conduct which threatens or endangers the health or safety of any person, including students, faculty, staff, and administrators is strictly prohibited. Additionally, any unwelcome verbal, physical, or other (including all electronic mediums) misconduct which violates the University's policies on non-discrimination, harassment, alcohol, and drugs, or the Code of Conduct is strictly prohibited.

Any violation of policies and procedures may result in disciplinary action, suspension or **Non-Academic Dismissal**, and will be permanently recorded on the student's record. Any suspended or dismissed student shall be given the right to appeal the administrative decision. Violations of academic policies which also fall under the Student Code of Conduct, such as the **Academic Integrity Policy**, may result in disciplinary action, suspension or **Academic Dismissal** and will be permanently recorded on the student's record.

A full list of actions and behavior which violate the Code of Conduct, as well as additional information on consequences of misconduct and grievances/appeals can be found in the Student Code of Conduct.

Academic Integrity Policy

The University will not tolerate any form of academic misconduct, such as cheating, fabrication, plagiarism, and or multiple submissions. Any student found to be committing academic misconduct will be subject to disciplinary action.

Violations of academic policies which also fall under the Student Code of Conduct, such as the **Academic Integrity Policy**, may result in disciplinary action, suspension or **Academic Dismissal** and will be permanently recorded on the student's record.

Cheating

Cheating, includes but is not limited to, the use of unauthorized materials, information, or study aids in any academic exercise; the alteration of any answers on a graded document before submitting it for re-grading; or the failure to observe the expressed procedures or instructions of an academic exercise (i.e., examination instructions regarding alternate seating or conversation during an exam).

Fabrication

Fabrication includes, but is not limited to, falsification or invention of any information or citation in an academic exercise, including fabrication or falsification of research.

1. **Fabrication of Research** - is making up data or results and recording or reporting them.

2. **Falsification of Research** - is manipulating research materials, equipment or processes, or changing or omitting data or results such that the research is not accurately represented in the research record.

Plagiarism

Plagiarism is the deliberate use of written work or, copying of written work of any length without giving full credit to the *original author* for their contribution with a proper citation. This includes work that has been published in books, in journals and magazines, and on the Internet; as well as, work that has not yet been published.

Considered highly unethical, plagiarism is a direct violation of University policy, fraud, and is against U.S. copyright law. It is important to understand that plagiarism is a breach of academic integrity – a principle of intellectual honesty that all members of the academic community should acknowledge their debt to the originators of the ideas, words, and data which form the basis for their own work. Passing off another's work as your own is not only poor scholarship but, also means that you have failed to complete the learning process. Deliberate plagiarism is unethical and can have serious consequences for the student's future career; it also undermines the standards of the institution and of the degrees it issues. If a student is determined by the Faculty, Program Chair, Dean of the College, or Dean of Student Affairs to have committed plagiarism at Westcliff University, the student will undergo the following disciplinary action:

1. If there is any indication of plagiarism by a student, the faculty will review the materials and submit to an evaluation platform such as Turnitin for verification.

2. If the verification of plagiarism is confirmed, the faculty will allocate a grade of zero for the student.

3. The faculty member will then meet with the student and review the offense.

4. Faculty *may* allow the student to redo the assignment; however, will allocate a grade that the faculty feels is justified. Points may be deducted from the assignment at the faculty's discretion.

5. If the student submits another assignment that is plagiarized, the faculty will forward this information to the Dean of the College and the student information will be sent to the Dean of Student Affairs. The Dean of Student Affairs will then forward this information to the Conduct Board.

6. The Conduct Board will review all the materials, interview the student and depending on the final decision, the student may be <u>academically suspended or dismissed</u> from the University.

7. The length of suspension depends largely on the severity of the student's actions.

8. The student will receive a letter from the Dean of Student Affairs outlining the final decision and corrective process recommended by the Conduct Board.

9. A letter will be sent registered mail to the student and a copy kept in the student's file. Westcliff University takes plagiarism very seriously and we offer resources on how to avoid it. If students have any questions regarding plagiarism, they should see the Dean of their College.

Multiple Submissions

It is important to note that it is possible to plagiarize yourself. If you reuse ideas, phrases, or resubmit any prior work, whether it was at Westcliff University or any other academic institution, without citing prior work, you have plagiarized. Many academic honesty policies prohibit the reuse of one's prior work, even with a citation. If you want to reuse your work, consult with your instructor.

Non-Academic Dismissal Policy

The purpose of this policy is to inform students of their responsibilities and expected conduct when interacting with other students, mentors or staff of the University in non-academic situations or activities.

The following offenses on the part of a student, when committed on University owned or controlled property or against such property, or a University event off campus, or when the offense is against a fellow student or other member of the University family or its invited guests, are considered to be of a nature, depending on the circumstances of the particular case, as to warrant disciplinary action up to the possible level of temporary suspension or permanent dismissal.

1. Attempting or committing an act of discrimination, physical violence, sexual harassment, sexual assault, or stalking of a person.

2. Malicious destruction, damage, or theft of personal or University property, including incidents of arson, vandalism, larceny, burglary, breaking and entering, robbery, or embezzlement.

3. Obstructions or disruption of teaching, research, administration, disciplinary procedures, or other authorized activities on University-owned or controlled premises or at a University event off campus.

4. Alteration, forgery, or misuse of University documents or records including fraudulent misuse of identification cards or furnishing false information to the University with intent to deceive.

5. Violation of published University policies, rules, and regulations concerning student organizations, use of the University facilities, or concerning the time, place, and manner of meetings and demonstrations on University owned or controlled property or at a University event off campus.

6. Possession or use of firearms, air guns, explosive devices, or materials of any description, or deadly weapons, in violation of civil laws and ordinances.

7. Unlawful possession, use, or distribution of marijuana, narcotics, hallucinogens, barbiturates, amphetamines, prescription drugs, or any other illegal substance.

8. Possession, use, or distribution of beer, wine, or intoxicating liquor.

9. Gambling.

10. Tampering with or misuse of fire alarms, fire-fighting equipment, and/or security equipment of any kind.

11. Disorderly conduct of aggravated degree, incitement, enticement, verbal abuse, or lewd, indecent, obscene, or racist conduct or expression on University owned or controlled property or at University sponsored or supervised functions.

12. Conduct not herein above specifically listed which is classified as a felony under the provisions of the California Revised Code or Federal Statutes.

13. Refusal to comply with lawful directions of University officials acting in the performance of their duties.

Students found in violation of this policy will be considered for dismissal by the appropriate administrative body of the academic unit. Students under consideration for dismissal will be notified, in writing, of the time, date, and location where they may be heard by and present information to the decision making body. The student will be notified of the decision and, if dismissed, of their right to appeal the decision.

Students may appeal dismissal from an academic unit in accordance with the appeals process found in the Student Code of Conduct. Appeals of dismissals for academic reasons will be heard by the University Appeals Hearing Panel.

Students that are dismissed from a University program are expected to have access to advisors that can help them plan a transition to another college or program.

Alcohol and Drugs Policies

This policy is applicable to the entire University Community, including faculty, staff, students and visitors.

Drug Abuse Prevention

The University is committed to a healthful environment for all members of the community at all locations. Drinking of alcoholic beverages and smoking of any material is prohibited in all University facilities, including any University-owned vehicles. Smoking includes the burning of any type of lighted pipe, cigar, cigarette, or any other smoking equipment, whether filled with tobacco or any other type of material.

Prohibition of Illicit Drug Use

The University adheres to a code of conduct which recognizes that the unlawful manufacture, sale, delivery, unauthorized possession or use or distribution of alcohol and illicit drugs on University property or as part of any University activity is absolutely prohibited.

Federal Financial Aid Penalties for Drug Violations

According to the Higher Education Act (HEA), students convicted for a drug offense that occurred during a period of enrollment while they were receiving federal financial aid may lose eligibility for federal aid. Federal aid includes Federal Pell and FSEOG Grants, Federal Work study, Federal Perkins Loan, Federal Stafford Loans, Federal PLUS Loans, Graduate PLUS loans and other financial assistance.

Convictions during Enrollment

Federal regulations require an enrolled student convicted of a drug offense after receiving federal financial aid to notify the Office of Financial Aid immediately. The student may be ineligible for further aid in that academic year and required to pay back all federal aid received after the date of the conviction. The Westcliff Office of Financial Aid will work with the student regarding all of the available options.

Institutional Sanctions for Alcohol and Drug Violations

Any member of the Westcliff University community found consuming or selling illegal substances/drugs on University property shall be subject to discipline on a case-by-case basis.

Dress Code

The University's goal is to prepare its students to be professionals. As such, the University encourages its students to dress appropriately and professionally in order to present a professional image, while not infringing on the students' right to self-expression. The University also has an obligation to create a learning environment where all members of the community are comfortable and not offended by inappropriate dress. The dress code is designed to provide appropriate guidelines so that all students may dress in a manner that is respectful of themselves and the community.

The policy states that the following standards must be adhered to by all members of the campus community.

1. Dress that is neat, modest and casual is the minimum requirement at all times.

2. Hats, caps, do-rags, and other headgear must be removed when in classrooms, and offices.

3. Baggy pants or sloppy dress will not be permitted at any time.

4. Clothing that is provocative or contains obscene messages will not be permitted.

Students, faculty, or staff who come to campus or attend class either virtually or in person while in violation of the University's Dress Code will have the option of correcting the violation or being asked to leave. Any class-time missed for inappropriate dress will be considered unexcused. Students who have a question about the appropriateness of an item should discuss the specific issue with the appropriate staff member before wearing the item.

ADMINISTRATIVE POLICIES

Catalog of Record

Westcliff University publishes a catalog and regularly updates it. The Catalog of record for 2020-2021 provides essential information for students which will assist them in the pursuit of their academic endeavors. Although every effort has been made to ensure the accuracy of the information provided herein, readers should note that policies, laws, rules and regulations change from time to time and that these changes might alter the information contained in this publication.

Westcliff University reserves the right to change its academic requirements, educational programs, course offerings, schedules, rules and regulations, policies, tuition and fees or other changes which the University believes are necessary for its continued growth.

Westcliff University, as a common practice, clears students for graduation, to the extent possible, after successful completion of the requirements for the program in which they participate as state in the Catalog of Record (the Catalog which was effective when the student enrolled and under which the student maintained continuous enrollment). Each program is to reflect the total number of credit hours required in the Catalog under which the student petitions to graduate. Westcliff University faculty and administration attempt to use the best possible balance of subject material consistent with the required credits and special course availability so as to develop an acceptable program within the relevant unit guidelines.

Nothing in this catalog is to be construed as, operate as, or have the effect of an abridgement or a limitation of any rights, powers, or privileges of the Westcliff University governing board, its Chief Executive Officer (CEO) or President. The CEO or his designee(s) are authorized by law to adopt, amend, or repeal policies and regulations that apply to the students. Further, addenda to the catalog may be released from time to time as new rules and policies are adopted during any academic year. More current and complete information may be obtained from the University's Administrative Office.

This catalog does not construe a contract between the student and Westcliff University. The relationship of the student and Westcliff University is one governed by policies, rules and regulations that are adopted by the Governing Board, the CEO and the President, or duly appointed and authorized administrators. The academic curricula and graduation requirements outlined herein apply to all students enrolled at Westcliff University as of August, 2019, and thereafter.

This catalog supersedes and replaces all previously published editions of the catalog and is also made available to students online.

Rights of the Institution

The institution, and any division or agency that exercises direct or delegated authority for the institution, has rights and responsibilities of its own. The rights and responsibilities of the institution include:

1. Right and obligation to provide an open forum for members of the University Community to present and debate public issues.

2. Right to prohibit individuals and groups who are not members of the University Community from using its name, its finances, and its physical and operating facilities for commercial or political activities.

3. Right to prohibit members of the University Community from using its name, its finances, or its physical and operating facilities for commercial activities.

4. Right and obligation to provide, for members of the University Community, the use of meeting rooms under the rules of the University.

5. Right to require that persons on University property identify themselves by name and address, and state what connection, if any, they have with the University.

6. Right to set reasonable standards of conduct in order to safeguard the educational process and to provide for the safety of students and members of the University community and the institution's property.

7. Rights of Others Based on the Nature of the Educational Process

8. All members of the University Community have responsibilities and rights based upon the nature of the educational process and its requirement for the search for truth and its free presentation. These rights and responsibilities include:

9. Obligations to respect the freedom to teach, learn, conduct research, and publish findings in the spirit of free inquiry. Institutional censorship and individual or group intolerance of the opinions of others are inconsistent with this freedom.

10. Obligation not to interfere with the freedom of members of the University to pursue normal academic and administrative activities.

11. Obligation not to infringe upon the right of all members of the campus to privacy and in the keeping of personal papers, confidential records, and effects, subject only to the general law and University regulations.

12. Obligation not to interfere with the right to hear and study unpopular and controversial views on intellectual and public issues.

13. Right to identify oneself as a member of the University Community and a concurrent obligation not to speak or act on behalf of the institution without authorization.

14. Right to recourse if another member of the University Community is negligent or irresponsible in the performance of his/her responsibilities, or if another member of the campus represents the work of others as his/her own.

15. Right to be heard and considered at appropriate levels of the decision-making process about basic policy matters of direct concern.

Members of the University Community who have a continuing association with the institution have an especially strong obligation to maintain an environment conducive to respect for the rights of others and fulfillment of academic responsibilities.

Anti-Bribery and Corruption

Members of the Westcliff community must act with honesty and integrity in transacting University business in the United States and abroad. All forms of bribery and corruption are strictly prohibited, and community members are required, without fear of retaliation, to report actual or suspected incidents. Bribery includes any offer to, or given by, a

member of the Westcliff community of a financial or other advantage, to encourage improper acts. Bribery may involve cash payments or kickbacks, or other things such as gifts, trips, use for free of University facilities or equipment, and anything else that has perceived value. This policy applies to dealings within the University and with outsiders, in both the private and public sectors.

Academic Program Improvement Policy

Westcliff University is committed to provide program options to students which prepare them to enter the workforce in a specific discipline of interest. The University regularly reviews academic programs (courses, concentrations, certificates or full degree programs) and determines those programs which meet the needs of Westcliff students and the workforce. As a result of this comprehensive review, decisions by the University may result in an improvement or discontinuation of an academic program(s) which is reviewed.

Once a new program or improvement to an existing program has been approved, the relevant Curriculum Committee shall convene to discuss and present the communication plan to the Chief Academic Officer and Chief Executive Officer. The two (2) officers are responsible for communicating appropriate notification to enrolled and prospective students of any plan to modify any University programs. Changes to Westcliff programs are to be relayed to students using approved University communication mediums.

Teach-Out Plan

The purpose of a teach-out plan is to provide eligible students, who are enrolled in Westcliff University programs scheduled for discontinuation, the opportunity to complete the program before it is no longer available for enrollment registration. When a program is discontinued, a teach-out plan is administered to ensure eligible students receive the information and support services needed to complete the program within the established parameters of the teach-out plan.

Students eligible for participation in the teach-out plan are those who are actively enrolled or registered in the program scheduled for discontinuation. The Office of the Registrar will notify students via email who are actively enrolled or registered in the program and include a reasonable registration schedule that will allow students to complete the program requirements before the program is no longer available for enrollment registration. This notification is to include active students who may need to repeat program requirements. Students who are readmitted will be required to choose a different program upon readmission. Students who do not respond to the teach-out notification may be required to change programs once the program is discontinued.

Principles of Excellence Policy

Regardless if Westcliff University is authorized to serve military service members, veterans, spouses and family members, Westcliff University is committed to follow the intent of the Principles of Excellence for all students, as identified in Executive Order 13607 issued on April 27, 2012, which is as follows:

1. Prior to enrollment, provide prospective students who are eligible to receive Federal military and veterans educational benefits with a personalized and standardized form, as developed in a manner set forth by the Secretary of Education, working with the Secretaries of Defense and Veterans Affairs, to help those prospective students understand the total cost of the educational program, including tuition and fees; the amount of that cost that will be covered by Federal educational benefits; the type and amount of financial aid they may qualify

for; their estimated student loan debt upon graduation; information about student outcomes; and other information to facilitate comparison of aid packages offered by different educational institutions;

2. Inform students who are eligible to receive Federal military and veterans educational benefits of the availability of Federal financial aid and have in place policies to alert those students of their potential eligibility for that aid before packaging or arranging private student loans or alternative financing programs;

3. End fraudulent and unduly aggressive recruiting techniques on and off military installations, as well as misrepresentation, payment of incentive compensation, and failure to meet State authorization requirements, consistent with the regulations issued by the Department of Education (34 C.F.R. 668.71-668.75, 668.14, and 600.9);

4. Obtain the approval of the institution's accrediting agency for new course or program offerings before enrolling students in such courses or programs, provided that such approval is appropriate under the substantive change requirements of the accrediting agency;

5. Allow service members and reservists to be readmitted to a program if they are temporarily unable to attend class or have to suspend their studies due to service requirements, and take additional steps to accommodate short absences due to service obligations, provided that satisfactory academic progress is being made by the service members and reservists prior to suspending their studies;

6. Agree to an institutional refund policy that is aligned with the refund of unearned student aid rules applicable to Federal student aid provided through the Department of Education under Title IV of the Higher Education Act of 1965, as required under section 484B of that Act when students withdraw prior to course completion;

7. Provide educational plans for all individuals using Federal military and veterans educational benefits that detail how they will fulfill all the requirements necessary to graduate and the expected timeline of completion; and

8. Designate a point of contact for academic and financial advising (including access to disability counseling) to assist service member and veteran students and their families with the successful completion of their studies and with their job searches.

Retention Rate Information Policy

In accordance with the Higher Education Act (HEA) of 1965, as amended, each postsecondary educational institution, such as Westcliff University, must make available information regarding retention rates of bachelor degree- and/or certificate-seeking first-time, full-time (FTFT) undergraduate students entering the institution. Retention rate is a measure of the rate at which students persist in their educational program at an institution, expressed as a percentage.

The retention rate to be shown in Westcliff University retention rate charts is to be the rate reported in the Integrated Postsecondary Data System (IPEDS) Fall Enrollment annual surveys. The HEA requires that institutions report the retention rate of FTFT bachelor's degree-seeking students. If Westcliff University should offer undergraduate certificate and associate degree programs in addition to bachelor's degrees, Westcliff University will report both rates.

Non-Discrimination Policy

The University does not unlawfully discriminate in its admissions or educational policies on the basis of race, age, color, religion, disability, sexual orientation, gender, or national and ethnic origin.

Admission to the University is limited to individuals with convictions, goals, and objectives consistent with the mission of the University.

Each College reserves the right to refuse admission to any applicant or to dismiss any student at its own discretion when any such applicant or student manifests character or conduct that is adverse to the University's or to the College's statement of mission, purpose, and objectives.

Study at the University requires a high level of proficiency in the English language. Students from non-English speaking countries must demonstrate their proficiency as part of the admissions process.

Non-Harassment Policy

It is the policy of the University to maintain an academic and employment environment free of harassment.

Harassment by a faculty member, employee, or student is a violation of this policy and is prohibited. Westcliff University is committed to upholding Federal and State laws.

Harassment covers a wide range of aggressive and offensive behaviors. Per United States of America regulations, harassment is any repeated or continuing unconsented contact that serves no useful purpose beyond creating alarm, annoyance, or emotional distress. For purposes of this policy, harassment includes, but is not limited to: threatening, persistent, or aggressive verbal or physical actions and discrimination on the basis of race, color, religion, national origin, and sex. Unwelcome sexual advances, unwelcome requests for sexual favors, and other unwelcome verbal or physical conduct of a sexual nature are strictly prohibited.

Procedures for Responding to Harassment Complaints

Westcliff University and your Student Services Department take complaints of misconduct very seriously.

If you need to make a complaint regarding another Student, a Faculty Member, a Staff Member, or the University Administration/Management – please contact your Student Services Advisor or complete the **Code of Conduct Report**.

A student, faculty member, or employee shall bring the complaint to the Dean or President in writing within twenty-four (24) hours, not to exceed seven (7) days of the alleged harassment. The allegation shall be investigated and shall result in a finding that may include reporting to the appropriate State enforcement authority. The response will not exceed seven (7) days.

Grievance Procedures and Policy Violation

Students have the right to address grievances per written documentation to the Dean of their discipline.

This process does not apply to appeals of grades, academic probation, or dismissal.

In the event a student has a specific grievance, complaint or dispute regarding the decisions, judgments, or procedures promulgated by Westcliff University, that student has the right to pursue a resolution to the grievance, complaint or dispute through the formal appeals procedure described as follows:

Notification

The student may notify the relevant administrative staff member, faculty instructor, or administrator by certified or registered mail, return receipt requested, postmarked no later than fifteen (15) days after the alleged occurrence. In this correspondence, the student is to state the basis for the grievance, the details associated therewith, and the remedy which the student seeks.

Response

The person who receives such a notification from a student, as described in Step 1, is to respond with a decision in writing within fifteen (15) days after the receipt of the grievance, complaint or dispute.

Appeal

If the remedy sought by the student is denied in the response described in Step 2, of if the relevant University representative does not respond within fifteen (15) days after the notification has been received by the relevant University representative, the student may appeal in writing. The appeal is to be sent by certified or registered mail, return receipt requested, directly to the dean of the discipline to which the student is associated, or administrator above the level of dean, within an additional fifteen (15) day period.

Appeal Review

The person receiving the appeal by the student is to review the grievance, complaint or dispute and provide a decision within fifteen (15) days of the receipt of the appeal from the student. If the student fails to submit the appeal in a timely manner as described in Step 3, the student must then accept the decision which was provided in the manner described in Step 2.

Final Decision

If the remedy sought is denied or if the relevant representative of the University does not respond within fifteen (15) days after the Step 3 appeal is duly submitted, the student may appeal in writing, sent by certified or registered mail, directly to the CEO of the University, who will convene a special committee to investigate the matter and provide a decision within fifteen (15) days of receipt of this appeal. The Committee's decision, under the auspices of the University's CEO, is to be final. However, failure of the student to appeal in a timely manner as described herein, indicates that the student accepts the previous decision of the relevant University representative as being final, thereby closing the matter.

Department of Education, Office of Civil Rights Complaints

If you want to learn more about your rights, or if you believe that a school district, college, or university is violating Federal law, you may contact the U.S. Department of Education, Office for Civil Rights, at (800) 421-3481 or **ocr@ed.gov**. If you wish to fill out a complaint form online, you may do so at: **http://www.ed.gov/ocr/complaintintro.html**.

Jeanne Clery Act Policies

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act is a federal statute requiring colleges and universities participating in federal financial aid programs to maintain and disclose campus crime statistics

and security information. This includes amendments implemented with the Campus SaVE Act as pertains to the Violence Against Women Act (VAWA).

Additional information may be obtained from the U.S. Department of Education Campus Safety and Security website at **http://ope.ed.gov/security/**. Crime statistics are reported to the Department of Education annually.

Sex Offender Registration Policy

The federal Campus Sex Crimes Prevention Act requires colleges and universities to issue a statement advising the campus community where state law enforcement agency information concerning registered sex offenders may be obtained. The Act also mandates that sex offenders who are already required to register in a state provide notice of each institution of higher education in that state at which the offender is employed or is a student.

To learn the identity of registered sex offenders on or near the Westcliff campus, or near any campus anywhere in the United States, visit the Sex Offender databases at: **http://www.sexoffender.com** or **http://nsopr.gov/**

Anyone can search this databased by city, county or ZIP code. This information provided here is intended to be in compliance with The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act and for campus safety purposes only. It should not be used to intimidate, threaten or harass. Misuse of this information may result in prosecution.

Copyright Infringement Policy

Introduction

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement. The Higher Education Opportunity Act of 2008 (HEOA) includes provisions that are designed to reduce the illegal uploading and downloading of copyrighted material through peer-to-peer (P2P) file sharing. These provisions include requirements that:

1. Institutions certify to the Secretary of Education that they have developed plans to "effectively combat" the unauthorized distribution of copyrighted material

2. Institutions make an annual disclosure that informs students that the illegal distribution of copyrighted materials may subject them to criminal and civil penalties and describes the steps that institutions will take to detect and punish illegal distribution of copyrighted materials

3. Institutions publicize alternatives to illegal file sharing

This section outlines Westcliff University's compliance with these requirements.

Plans to "Effectively Combat" the Unauthorized Distribution of Copyrighted Material

Westcliff University responds promptly to legitimate notices or letters of illegal copyright infringement based on the requirements of the Digital Millennium Copyright Act and directs both our Information Technology and Compliance departments to investigate and respond.

Sanctions

Westcliff University will cooperate fully with any investigation by public authorities related to illegally downloaded copyrighted information. Students found guilty will be subject to the full extent of fines and penalties imposed, as well as facing automatic loss of Westcliff network access, and possible suspension.

Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than $750.00 USD and not more than $30,000.00 USD per work infringed.

For "willful" infringement, a court may award up to $150,000.00 USD per work infringed. A court can, in its discretion, also assess costs and attorney fees. For details, see Title 17, United States Code, Sections 504, 505.
Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to $250,000.00 USD per offense. For more information, please see the Web site of the U.S. Copyright Office at **www.copyright.gov**, especially their FAQ's at **www.copyright.gov/help/faq**.

Maintenance of this Plan

Westcliff University will review this plan each year to insure it is current and maintains the appropriate and necessary information to effectively combat illegal file sharing, as well as update the methods employed as new technological deterrents become available.

Emergency Action & Disaster Recovery Plan

The safety of all members of the University Community is of the utmost importance. Safety procedures including fire drills, evacuation of buildings for bomb threats/active shooters, and other emergency assistance situations may be practiced. Flammable liquids, fireworks, weapons, open as well as charcoal fires, candles, incense burners, and touchier style halogen lamps are prohibited. Local, state and federal regulations and codes are followed.

More information regarding the Westcliff University Emergency Action Plan and Disaster Recovery Plan can be found on the westcliff.edu website, or by contacting the University Operations Department.

Emergency Action Plan

The Westcliff University Emergency Action Plan (EAP) diagrams the emergency response and recovery procedures for any emergencies that may be reasonably expected to occur for both the Irvine Campus and Cerritos Learning Center locations. The plan defines and describes the emergency situations and actions possible for our geographical location. It details a variety of specific emergency plans, including the assignment of roles, training, and implementation. This plan complies with the Occupational Safety and Health Administration's (OSHA) Emergency Action Plan Standard [29 CFR 1910.38] and is designed to prepare staff, faculty, and students for effectively dealing with various emergency situations.

Disaster Recovery Plan

Westcliff University Disaster Recovery Plan for the Continuity of Business provides specific details on the plans for and infrastructure critical to the operation of the University following any natural or human-induced disaster. All information stored by staff, faculty, students, or administrators on University-owned computers are backed up off-site daily using DropBox.

TECHNOLOGY REQUIREMENTS

Each student should either possess a computer – laptop or desktop, or have access to a computer. In order to make best use of the Virtual Class Session (VCS) platform – Zoom – each student should have associated with their computer, a webcam, a microphone and a speaker. In order to participate in Virtual Class Sessions (VCSs), please review minimum requirements.

System Requirements For PC, Mac, And Linux

System Requirements
- An internet connection – broadband wired, or wireless (3G or 4G/LTE)
- Speakers and a microphone – built-in, or USB plug-in, or wireless Bluetooth
- A webcam or HD webcam - built-in, or USB plug-in
- Or, a HD cam or HD camcorder with video capture card

Supported Operating Systems
- Mac OS X with MacOS 10.6.8 /(Snow Leopard) or later
- Windows 10
- Windows 8 or 8.1
- Windows 7
- Ubuntu 12.04 or higher
- Mint 17.1 or higher
- Red Hat Enterprise Linux 6.4 or higher
- Oracle Linux 6.4 or higher
- CentOS 6.4 or higher
- Fedora 21 or higher
- OpenSUSE 13.2 or higher
- ArchLinux (64-bit only)

Supported Tablet and Mobile Devices
- Surface PRO 2 running Win 8.1
- Surface PRO 3 running Win 10
- iOS and Android devices
- Blackberry devices

Supported Browsers

- Windows: IE7+, Firefox, Chrome, Safari5+

- Mac: Safari5+, Firefox, Chrome

Processor and RAM Requirements

	Recommended
Processor	Dual Core 2Ghz or Higher (i3/i5/i7 or AMD equivalent)
RAM	8Gb

Note: Linux requires a processor or graphics card that can support OpenGL 2.0 or higher

High DPI Support

- High DPI displays are supported in Zoom version 3.5 or higher

Bandwidth Requirements

The bandwidth used by Zoom will be optimized for the best experience based on the participants' network. It will automatically adjust for 3G, Wi-Fi or Wired environments.

Recommended bandwidth for Meetings and Webinar Panelists

- For 1:1 video calling: 600kbps (up/down) for HQ video and 1.2 Mbps (up/down) for HD video

- For group video calling: 600kbps/1.2Mbps (up/down) for HQ video. For gallery view: 1.5Mbps/1.5Mbps (up/down).

- For screen sharing only (no video thumbnail): 50-75kbps

- For screen sharing with video thumbnail: 50-150kbps

- For audio VoIP: 60-80kbps

Recommended bandwidth for Webinar Attendees

- For 1:1 video calling: 600kbps (down) for HQ video and 1.2 Mbps (down) for HD video

- For screen sharing only (no video thumbnail): 50-75kbps (down)

- For screen sharing with video thumbnail: 50-150kbps (down)

- For audio VoIP: 60-80kbps (down)

HD Camera Suggestions

- Logitech PTZ Pro

- Aver VC520

- Logitech ConferenceCam CC3300e

- Logitech HD Webcams

- VDO360 PTZ HD Camera

- VTEL HD3000PTZ Camera

- Vaddio Clearview USB

- Microsoft HD Webcams

- Hovercam Solo 5 Document and Webcam

USB Speakerphone and Microphone

- Revolabs UC500

- [Jabra Speak 510](#)

- [Clearone Chat 150](#)

- [Logitech P710e](#)

- [Plantronics Calisto 600](#)

- [Phoenix Quattro3](#)

- [Voice Tracker Array Microphones](#)

- [Yamaha PSP-20UR](#)

- [Yamaha YVC-100](#)

- [Jabra USB Headphones](#)

- [Plantronics Headsets](#)

- [Revolab Fusion Wireless Microphones](#)

- [Shure Wireless Conferencing System](#)

- [MXL Microphones for Conferencing](#)

Other Peripherals

- [Magewell HDMI capture](#) (Mac or Win)

- [Startech Composite/SVideo to USB](#) (Win)

- [Blackmagic Design Intensity Extreme](#) (Mac)

Note: Devices support vary with systems. Please test them first.

System Requirements For IOS And Android

- Equipment

- An Internet connection – Wi-Fi (a/g/n/ac) or wireless (3G or 4G/LTE)

- (Optional) Bluetooth wireless speakers and microphone

Supported Operating Systems

- iOS 7.0 or later: Send and receive video using front or rear camera

- iPad Mini, Pad 4, new iPad, iPad 2, iPhone 6s, 6, 5s, 5, 4S, 4 and iPod touch 4th Generation, iPhone 3GS (no front facing camera)

Android: Send and receive video using front or rear camera

- Android 2.3.x Gingerbread

- Android 3.x Honeycomb

- Android 4.0.x Ice Cream Sandwich

- Android 4.1/4.2/4.3 Jelly Bean

- Android 4.4 Kit Kat

- Android 5.0.x Lollipop

- Kindle Fire HD

Supported Browsers for Web Start

- iOS: Safari5+, Chrome

- Android: Webkit (default), Chrome

Processor Requirement

- Any 1 Ghz single core processor or better (non-Intel)

Bandwidth Recommendations

The bandwidth used by Zoom will be optimized for the best experience based on the participants' network. It will automatically adjust for 3G or Wi-Fi.

Recommended bandwidth over Wi-Fi

- For 1:1 video calling: 600kbps (up/down) for HQ video and 1.2 Mbps (up/down) for HD video

- For group video calling: 600kbps/1.2Mbps (up/down) for HQ video. For gallery view: 1.5Mbps/1.5Mbps (up/down).

Bluetooth Speakerphones and Microphones

- Jabra Speak 510

- Logitech P710e

- Plantronics Calisto 620

Most course instruction materials will be presented in Microsoft Word, Excel, or PowerPoint.

PROGRAM ADVISORY COUNCIL

Westcliff University has established a Program Advisory Council (PAC). The PAC is comprised of respected representatives from segments of the marketplace which are directly related to our instructional programs.

The Council members provide the University with detailed advice regarding the adequacy of our Program Outcomes, curriculum and course materials. They likewise review the manner in which the courses are offered to the students and the resulting achievement of our students in relationship to meeting the specific, changing needs of the marketplace.

The duties of the Council regarding each program within the University are:

1.   Review instructional program needs for the students

2.   Help identify and assess labor market requirements

3.   Review and advise about the establishment and maintenance of realistic and practical instructional programs

4.   Participate in developing community understanding and support for our programs

5.   Provide information regarding new developments that require changes in our curricula

6.   Review the various case studies used in the courses

7.   Assist the University in reviewing legislation affecting our programs

The following are the current members of our Program Advisory Council:

Program Advisory Council (College of Education)

Council Member	Title
Gilbert Sanchez	Dean of Academic, Kingston University
Donna Brinton	Lecturer/Academic Coordinator, UCLA ESL Service Courses
Yilin Sun	English Language Specialist, US Department of State
Jesus Ernesto Lisboa Moreno	VenTESOL 1st vice-president; Professor at UPEL

Program Advisory Council (College of Business)

Council Member	Title
Calvin Madlock	Associate Vice Chancellor of Technology, Peralta Community College District
Marjean Clements	Career Center Manager, SELACO Work Force Investment Board
Ricky Lin	Senior Tax Attorney, Deloitte
John Gamido	Thought Leader, Hewlett-Packard Enterprise Americas Advisory & Transformation Consulting
David Zhou	Business Development, Hitachi Capital

| Mario Delangpan | Manager, Schools Federal Credit Union |
| Deborah Sng | Project Manager II, Cox Communications |

Legal Control and Governance

Westcliff Management Group, a corporation in the State of California, was specifically formed to operate Westcliff University. Westcliff Management Group is doing business as (D.B.A.) Westcliff University and is a for-profit institution licensed in the State of California and operated by Westcliff Management Group. The owners of Westcliff University are Anthony Lee, George Gliaudys, Johnny Lee, and Eric Vuong.

Board of Trustees Membership

Board Chair	**George Gliaudys, Dean Emeritus, Irvine University College of Law**
Board Member	John Lee Yuhnaut, President Emeritus, Westcliff University
Board Member	Anthony Lee, CEO and President, Westcliff University
Board Member	Laura Greathouse, Faculty Development Coordinator, RCC
Board Member	Michael Uyeda, Director, Global Partnerships, Google
Board Member	Daniel Han, Manager, New Business Innovation and Strategy at Hyundai Motor America
Board Member	Brian Gamido, Head of Business, Deepgram
Board Member	Brianna Moore-Trieu, Institutional Research and Planning Analyst, University of California, Office of the President
Board Member	Vidal Cortes, Environmental Engineer, Los Angeles County Sanitation Districts

Officers

Anthony Lee, Chief Executive Officer, President

David McKinney, Chief Academic Officer, Provost

Sean Murray, Chief Financial Officer

RECEIPT OF CATALOG - HANDBOOK ACKNOWLEDGEMENT

Westcliff University provides online access to the Catalog and Student Handbook for all students. This Catalog and Handbook is a guide to policies, procedures, and general information about the University so as to assist the student understand all aspects of Westcliff University.

I, the student identified below, hereby acknowledge that I have accessed this document as provided by Westcliff University.

I understand that I should consult my Student Services Advisor or College Dean regarding any questions I might have that may not be answered or covered for fully explained in this Catalog-Student Handbook.

I understand that as the information and policies described herein are necessarily subject to change, I acknowledge that revisions to the Catalog-Student Handbook may occur. It is my understanding that all such changes are to be communicated through official notices, and I further understand that revised information may supersede, modify, or eliminate existing policies.

I acknowledge that this Catalog-Student Handbook is neither a contract of admissions nor a legal document.

I acknowledge that my responsibility to Westcliff University is to comply with the policies contained in this Catalog-Student Handbook and any revisions made to.

Student Name: _____

Student Signature: _____

Date of Signature: _____