WESTCLIFF
UNIVERSITY
Educate. Inspire. Empower.

Catalog and Student Handbook

August 29, 2022 – August 20,2023

T: 888-491-8686 | F: 888-409-7306 | www.westcliff.edu

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WELCOME

President's Message

Welcome to Westcliff University. Many factors influence where you'll choose to pursue your studies: the reputation of the school and its faculty, its location and cost, and very importantly, its culture. You will 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 online and on-campus courses that fit busy schedules. Distance education courses make it possible for working adults to pursue their education.

Third, the learning environment at Westcliff University nurtures innovation and encourages excellence. Classes can be taken either online and onsite, and in both formats, classes are held live and student interaction is emphasized. You will learn in collaboration with your peers and with the support of your faculty with low student-to-instructor ratios to promote a more personalized learning experience. The coursework is designed to challenge you and your classmates to explore new solutions and approaches as you build your understanding of industry standards and best practices. The standards at Westcliff are high, but the support you will get from your faculty, classmates, and the rest of the university makes your success achievable.

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 that fosters your educational achievement.

Your decision of 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'm delighted with my decision, and I think you will be too.

Warm regards,

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

UNIVERSITY INFORMATION

Campus Locations

Westcliff University has four campus locations where classes are offered on site: Irvine, California (Main Campus and Creative Campus); Cerritos, California; and Miami, Florida.

Irvine Campus - Intersect

17877 Von Karman Avenue, #400

Irvine, California 92614

Tel: +1 888-491-8686

Westcliff University's main campus is located in Irvine, California. This campus is situated in between the I-405 and I-55 freeways and can be easily accessed from the Jamboree Road or MacArthur Road exits. It is located near the **John Wayne Airport.**

Von Karman Creative Campus (VKCC)

16715 Von Karman Avenue, #100

Irvine, California 92606

Tel: +1 888-491-8686

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. The neighboring locations are The District Tustin.

Cerritos Campus - Plaza Tower

18000 Studebaker Road, #300

Cerritos, California 90703

Tel: +1 562-865-7111

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 campus business hours are as follows:

Monday through Thursday, from 8:00 am to 8:30 pm

Friday, from 8 am to 7 pm

Saturday and Sunday, Closed

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 University Vision

Westcliff University strives to become the most innovative global educational institution, respected for its transformative, technologically advanced programs and initiatives with a focus on excellence, social responsibility, and diversity.

Westcliff University Mission

Westcliff University's mission is to Educate, Inspire, and Empower students from around the world to achieve personal and professional success by providing practical, innovative, high-quality campus and online programs.

Core Values

Integrity

Accountability

Social Responsibility

Global Citizenship

Diversity, Equity, and Inclusion

Collaboration

Compassion

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 Undergraduate, Masters and Doctorate levels. The following core competencies align with the institutional learning outcomes and form a theme of personal and professional enrichment

> Written Communication
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> Oral Communication
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> Interpersonal Skills
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> Critical Thinking
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> Ethics
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> Information Literacy
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> 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 (ILOs)

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

ILOs – Integrative Studies Level

1. Use appropriate content to convey the writer's understanding to communicate meaning to readers with clarity and fluency. (Written Communication)

2. Articulate ideas and connect with global audiences through oral communication. (Oral Communication)

3. Broaden perspective to understand and appreciate differences of all kinds, including cultures, values, experiences and thoughts, developing communication strategies that build bridges between differences. (Interpersonal Skills)

4. Develop, apply, and embody ethical standards in integrative studies. (Ethics)

5. Explain how information and data are created and given value, evaluate source authority, and acknowledge sources of information appropriately. (Information Literacy)

6. Identify and evaluate complex claims, challenging assumptions, reasoning in an evaluative manner to reach logically sound conclusions. (Critical Thinking)

7. Explain the nature, history, and contemporary significance of quantitative reasoning, as well as be able to communicate and demonstrate sound logic and reasoning based upon known mathematical and statistical information. (Quantitative Reasoning)

ILOs – Bachelor's Level

1. 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)

2. 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)

3. Solve problems collaboratively, applying the appropriate knowledge, skills and attitudes, become recognized as a respected leader of one's peers (Interpersonal Skills)

4. Solve the appropriate organizational problems creatively, efficiently and effectively (Critical Thinking)

5. Respect the diversity of different cultures, communities and individuals, recognize ethical issues when presented in a complex context, understanding cross relationships between issues (Ethics)

6. Select and evaluate the appropriate information that is required to make an informed decision (Information Literacy)

7. 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)

ILOs – Master's Level

1. 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)

2. Demonstrate compromise by facilitating cooperation, achieved through informational, persuasive, and expressive oral communication (Oral Communication)

3. Exhibit behaviors that lead to stronger human relationships and inspire others to excel in conflict resolution, expectation management, and problem solving (Interpersonal Skills)

4. 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)

5. 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)

6. 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)

7. Evaluate, construct, and communicate arguments and other communications using quantitative reasoning (Quantitative Reasoning)

ILOs – Doctoral Level

1. 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)

2. 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)

3. 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)

4. Approach information through the analyses of competing ideas systematically, resulting in clarity of thought and development of original concepts (Critical Thinking)

5. 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)

6. 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)

7. 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).

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.

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, 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, is 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, 2022

Event	Date(s)
Fall Semester - New Student Orientation	August 19, 2022
Fall Semester Session 1 Begins	August 29, 2022
Labor Day - Campus Closed	September 5, 2022
Fall Session 2 – New Student Orientation	October 14, 2022
Fall Session 1 Ends	October 23, 2022
Fall Session 2 Begins	October 24, 2022
Thanksgiving - Campus Closed	November 24 through 25, 2022
Spring Semester – New Student Orientation	December 16, 2022
Fall Semester Ends	December 18, 2022
Christmas Eve - Campus Closed	December 23, 2022
Christmas Day - Campus Closed	December 26, 2022
Winter Break	December 19, 2022 through 31, 2022

Spring Semester, 2023

Event	Date(s)
New Year's Day – Campus Closed	January 2, 2023
Spring Semester Session 3 Begins	January 3, 2023
Martin Luther King Jr. Day – Campus Closed	January 17, 2023
Spring Session 4 – New Student Orientation	February 17, 2023
Spring Session 3 End	February 26, 2023
Spring Session 4 Begins	February 27, 2023
Summer Semester – New Student Orientation	April 14, 2023
Spring Semester Ends	April 23, 2023

Spring Break	April 24, 2023 through April 28, 2023

Summer Semester, 2023

Event	Date(s)
Summer Semester Session 5 Begins	May 1, 2023
Memorial Day Holiday	May 29, 2023
Summer Session 6 – New Student Orientation	June 16, 2023
Summer Session 5 Ends	June 25, 2023
Summer Session 6 Begins	June 26, 2023
Independence Day – Campus Closed	July 4, 2023
Summer Semester Ends	August 20, 2023
Summer Break	August 21, 2023 through August 25, 2023

ACCREDITATIONS AND APPROVALS

Accreditation Information

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 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.

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Bureau for Private Postsecondary Education

Address: 1747 N. Market Blvd. Suite 225, Sacramento, CA 95834

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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

State Contact for Student Complaints

Students have the right and obligation to tell Westcliff University staff and faculty about any condition or activity they consider detrimental to their well-being or any concerns or complaints about their educational programs, services received, or other issues including sexual harassment by another student, faculty or staff member. The University makes every effort to address and resolve student complaints immediately. This process does not apply to appeals of grades, academic probation, or dismissal. Any violation of the Code of Conduct will be documented and reviewed appropriately. If deemed necessary, disciplinary action will be taken.

When feasible, the first step toward problem resolution should be direct, honest discussion with others who are involved. Many frustrations and other concerns are resolved by meeting with a dean, faculty or staff member. If an issue or problem persists, Students have access to the University's formal complaint process. Procedure for filing formal complaints is as follows:

1. Notify the relevant staff member or instructor by email stating the grievance, details, and desired outcome.

2. Complete and submit a Student Complaint Form. The information provided will be shared with university staff in efforts to resolve the complaint.

3. Provide or identify supporting documentation or evidence.

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   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

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 and staff.

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, e-Library, 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.

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, the University encourages you to notify the Title IX Coordinator as soon as possible after the incident

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

1. Title IX Regulations and Policy - Handbook

2. Student Code of Conduct

3. Title IX Professional Training - Slide Decks

   a. Training for Title IX

   b. Additional Training Materials for Title IX Personnel

4. Grievance Procedure Flowchart

5. Annual Security Report

6. Local and National Resources & Hotlines

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

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

   c. RAINN - (800) 656-HOPE (4673)

   d. National Domestic Violence Hotline - (800) 799-7233

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

ADMISSIONS POLICIES

Enrollment Policy

Applications for admission are taken year-round. Enrollment forms are available online by visiting www.westcliff.edu.

Students may enroll, upon acceptance, into their chosen course of study, in one of six program starts during the fall, spring, and 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

Undergraduate Programs

Bachelor of Business Administration

Undergraduate Certificate in Business Administration

Undergraduate Certificate in Digital Marketing

Undergraduate Certificate in Entrepreneurship

Undergraduate Certificate in Finance

Undergraduate Certificate in Human Resources

Undergraduate Certificate in Leadership

Undergraduate Certificate in Sports Management

Graduate Programs

Master of Business Administration

Graduate Certificate in Business Administration

Graduate Certificate in Executive Management

Graduate Certificate in Marketing

Graduate Certificate in Organizational Leadership

Doctoral Programs

Doctor of Business Administration

Doctoral Certificate in Applied Computer Science

Doctoral Certificate in Business Administration

Doctoral Certificate in Business Intelligence & Data Analytics

Doctoral Certificate in Information Technology Management

Doctoral Certificate in Strategic Leadership for the 21st Century

College of Technology and Engineering

Undergraduate Programs

Bachelor of Science in Computer Science

Bachelor of Science in Information Technology

Coding Bootcamp Undergraduate Certificate

Undergraduate Certificate in Computer Science

Undergraduate Certificate in Cybersecurity

Undergraduate Certificate in Data Analytics

Undergraduate Certificate in Information Technology

Graduate Programs

Master of Science in Computer Science

Master of Science in Engineering Management

Master of Science in Information Technology

Coding Bootcamp Graduate Certificate

Graduate Certificate in Cybersecurity

Graduate Certificate in Data Analytics

College of Education

Undergraduate Programs

Bachelor of Arts in Education

REAL

Undergraduate Certificate in Early Childhood Education - Administration

Undergraduate Certificate in Early Childhood Education – Teaching Preparation

Undergraduate Certificate in Education Technology

Undergraduate Certificate in Teaching English to Speakers of Other Languages

Undergraduate REAL Bridge Pathway

Graduate Programs

Master of Arts in Teaching English to Speakers of Other Languages (TESOL)

Graduate Certificate in Educational Technology

Graduate Certificate in Teaching English to Speakers of Other Languages

Graduate REAL Bridge Pathway

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

Doctoral Programs

Doctor of Education in Leadership, Curriculum, and Instruction

Enrollment Requirements

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 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 ($50.00 USD) with the admissions application 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. **Transcripts** – All applicants are required to submit official transcripts from the institution granting their qualifying degree. If transcripts are from a foreign institution, a university-approved evaluation agency must review and send their official evaluation directly to the Office of the Registrar.

4. **Disclosure Forms** – All applicants must sign and submit required disclosure forms which include:

    4.1. Acknowledgement of Handbook

    4.2. FERPA (Family Educational Rights and Privacy Act) Form

    4.3. Consent to Release Information of Education

    4.4. Photograph/Video/Testimonial Consent to Release Form

    4.5. Disability Self-Disclosure and Request for Accommodations (if applicable)

5. **School Performance Fact Sheet**

6. **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.

7. **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.

International Applicants

1. **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 Admission Requirements. More details and information can be found in the F-1 International Student Handbook.

    1.1. 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:

    1.1.1. Copy of their passport

    1.1.2. Copy of passport for all dependents (if applicable)

1.1.3. Documents verifying familial relationships (i.e., marriage certificate, birth certificate) for all dependents (if applicable)

2. **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.

3. **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.

4. **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.

5. **Certified Academic Documents**: official final secondary school records, official University transcripts, mark sheets, and course syllabi or catalog.

   5.1. If the applicant is applying to a higher degree program than previously earned, with no transfer courses, a general report is requested.

   5.2. If the applicant is applying to a degree program, with possible transfer courses, a detailed report (course by course translation) is requested.

   5.3. 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.)

   5.4. Resume (optional)

6. **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 Admission Requirements and in addition submit the following documents:

7. **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.

   7.1. Copy of current I-20

   7.2. Copy of current I-94

   7.3. Copy of I-797 form (For students that have received a change of status approval)

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:

Accepted English Proficiency	Minimum UG Requirement	Minimum GRD & PGRD Requirement	Validity
Cambridge B2 First Exam	160	170	2 years
College Board Accuplacer ESL Exam series	Language Use: 85 Listening: 80 Reading: 85 Sentence Meaning: 90 Writeplacer: 4 Comprehensive Score: 350	N/A	
CPE (Westcliff University)	B2	B2+	2 years
Duolingo	95	105	2 years
Eiken English Proficiency Exam	2304 - Pre-1	2304 - Pre-1	3 years
Examination for the Certificate in Competency in English (ECCE)	650	650	2 years
Examination for the Certificate in Proficiency in English (ECPE)	650	650	2 years
GTEC / GTEC CBT	1190	1300	2 years
IELTS	6	6.5	2 years
Integrated Skills in English (ISE)	ISE II	ISE II	No Expiry Date
ITEP Academic	3.7	3.9	2 years
Letter indicating English MOI	Letter from foreign High School indicating English medium of instruction	Letter from foreign University indicating English medium of instruction	
MET	53	63	2 years

Pearson Test of English (PTE Academic)	50	58	3 years
TOEFL Essentials	6.5	8	2 years
TOEFL iBT	60	79	2 years
TOEFL iBT Paper Edition	60	79	2 years
TOEFL Paper Delivered Test (speaking section must be taken with a Westcliff Designee)	Reading 13 Listening 12 Writing 21	Reading 19 Listening 20 Writing 24	2 years
TOEIC	Speaking and Writing: 240 Listening and Reading: 550	Speaking and Writing: 310 Listening and Reading: 785	2 years
Transcript indicating English MOI	High School transcript indicating completion of at least 30 semester credit hours with an average grade of "C" or higher	University transcript indicating completion of at least 30 semester credit hours with an average grade of "B" or higher	
Versant English Placement Test	59	67	2 years

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.

Military Applicants

1. **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:

1.1. **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.

1.2. **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/.

1.3. **Copy of service members DD Form 214**

Returning Applicants after 180 days

1. **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.

2. **Students Dismissed by the University**: - Students who wish to re-enroll at Westcliff University after being dismissed must submit the Readmission Petition before the start date in which he/she requests readmission.

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.

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.

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 their 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 $50.00 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 institutions and student's rights and duties

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, Doctor of Education in Leadership, Curriculum, and Instruction 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 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 Integrative Studies courses (see Transfer Credit Policy for Lower Division Integrative Studies 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).

3. 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 Doctoral-level.

Transferring students utilizing financial aid should refer to Westcliff University's Satisfactory Academic Progress policy to ensure they meet transferability requirements.

Transfer Credit Policy for Integrative Studies Courses

Westcliff University offers 19 Integrative Studies courses, which students may take to fulfill the 30 credit hours requirement. Should students wish to transfer in Integrative Studies credits from another accredited school, the following requirements must be met:

Integrative Studies Requirements (30 credit hours)

> Communication- 3 courses (9 credit hours) required
>
> Mathematics- 1 course (3 credit hours) required
>
> Humanities - 1 course (3 credit hours) required

Social and Behavioral Sciences- 1 courses (3 credit hours) required

Physical & Biological Sciences - 1 course (3 credit hours) required

Open Integrative Studies- 1 course (3 credit hours) required

Open Integrative Studies Upper Division – 1 course (3 credit hours) required

Integrative Studies Capstone – 1 course (3 credit hours) required

Electives – 30 credit hours required (maximum of 6 non-academic credit hours)

Applicants who have earned undergraduate level Integrative Studies 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 Integrative Studies and elective categories for an undergraduate degree. The maximum number 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 Integrative Studies and electives requirements for a Bachelor Degree from Westcliff University (provided that coursework for the degree encompasses typical Integrative Studies categories).

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, Integrative Studies, 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 Integrative Studies 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 Integrative Studies 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:

1. **Undergraduate Level Programs**: A maximum of 30 credits, or 25%, whichever is less, can be transferred as PEL credit
2. **Master Level Program:** A Maximum of 6 credits can be transferred as PEL credit
3. **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. 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 number 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:

1. 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.

2. 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.

3. 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 Memorandums of Understanding 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.

TUITION

Tuition Information

Except for 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 regarding tuition payments. Such agreement(s) 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 readmission, 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.

2022-2023 Tuition & Fees

Program Costs (USD)

Per Credit Hour – Degree Programs	Campus	F-1	Online
Bachelor Programs	$580	$620	$440
Master Programs	$735	$760	$710
Master Programs (Professional)	$785	$815	-
Doctoral Programs	$785	$815	$760
Doctoral Programs (Professional)	$840	$895	-
Total Annual Tuition– Undergraduate Certificates	**Campus**	**F-1**	**Online**
Business Administration	$10,440	-	$7,920
Computer Science	$10,440	-	$7,920
Cybersecurity	-	-	$12,000
Data Analytics	$10,440	-	$7,920
Digital Marketing	$10,440	-	$7,920
Early Childhood Education - Administration	$10,440	-	$7,920
Early Childhood Education - Teaching Preparation	$10,440	-	$7,920
Educational Technology	$10,440	-	$7,920
Entrepreneurship	$10,440	-	$7,920
Finance	$10,440	-	$7,920
Full Stack Coding Boot Camp	-	-	$12,000

	Campus	F-1	Online
Human Resources	$10,440	-	$7,920
Information Technology	$10,440	-	$7,920
Leadership	$10,440	$11,160	$7,920
Sports Management	$10,440	-	$7,920
TESOL	$10,440	-	$7,920
Total Annual Tuition – Graduate Certificates	**Campus**	**F-1**	**Online**
Business Administration	$8,820	-	$8,520
Cybersecurity	-	-	$12,000
Data Analytics	$8,820	-	-
Educational Technology	$8,820	-	$8,100
Executive Management	$8,820	$9,120	$8,520
Full Stack Coding Boot Camp	-	-	$12,000
Marketing	$8,820	$9,120	$8,520
Organizational Leadership	$8,820	$8,700	$8,100
TESOL	$8,820	$9,120	$8,520
Total Annual Tuition – Doctoral Certificates	**Campus**	**F-1**	**Online**
Applied Computer Science	$9,420	-	$9,120
Business Administration	$9,420	-	$9,120
Business Intelligence & Data Analytics	$9,420	-	$9,120
Information Technology Management	$9,420	-	$9,120
Strategic Leadership for the 21st Century	$9,420	-	$9,120
Total Annual Tuition – General Certificates	**Campus**	**F-1**	**Online**
TESOL Certificate – 152 Hours	-	-	$1,400
English As an Additional Language (EAL/ESL) – REAL	-	-	$2,600
Undergraduate Communication Pathway – REAL			
(Intensive English + Concurrent Courses)			$2,600 + $6,320
Graduate Communication Pathway – REAL (Intensive English + Concurrent Courses)			$2,600 + $7,160

Sample Tuition (based upon average student enrollment)	**Cost**
Term Tuition for 2 Master Program courses (campus enrollment)	$4,050.00 USD
Student Tuition Recovery Fund (STRF) (non-refundable)	$2.50 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.

Schedule of Fees	Fee
Non-Refundable Application Fee (one time)	$50
Non-Refundable Registration Fee (per semester)	$25
Deferred Payment Plan – Processing Fee	$50
Late Tuition Fee – New Students	$50
Late Tuition Fee – Continuing Students	$35
Degree Diploma – Gold Embossed	$100
Degree Diploma Replacement	$125
Official Transcript (per transcript)	$10
Expedited Transcript Request (per additional transcript)	$25
Returned Check Fee	$35
Student ID Card	$10
Student ID Card Replacement	$15
Program Change Fee	$250
F-1 International Students – I-20 Processing (per dependent, if applicable)	$100
F-1 International Students – I-20 Deferral Fee	$100
CPE Exam (If applicable)	$50

Student ID Cards

Students are responsible for having their photographs taken during their first term at the University in order to obtain a student identification card bearing their name and photograph. ID cards should be carried at all times. Lost cards should be reported immediately to the administration office. A charge of $10 will be made to replace lost cards.

Alteration, lending, forgery, or misuse of university documents, or records, or furnishing false information to the University with intent to deceive is prohibited and will also result in disciplinary action.

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, 1747 North Market Blvd., Suite 225, Sacramento, California, 95834, (916) 574-8900 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 noncollection 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;

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 April 1, 2022, the Student Tuition Recovery Fund (STRF) assessment rate changed from fifty cents ($.50) per one thousand dollars ($1,000) of institutional charges to two dollars and fifty cents ($2.50) per one thousand dollars ($1,000) of institutional charges. (5, CCR Section 76120). For questions please visit: www.bppe.ca.gov.

FINANCIAL AID POLICIES

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

Students who *do not* have F-1 status 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.

Westcliff University Scholarship Program

Westcliff University is proud to offer a number of scholarships designed to support student success across all of our academic programs. These scholarships reflect Westcliff's priorities in developing a diverse and motivated student body looking to unlock their potential through higher education and reach their own academic and career goals.

To apply for Westcliff's scholarship, students only need to apply using one application. Below are different types of scholarships that are available:

1. Distinguished Scholarships

2. Giving Opportunities for Achievement and Learning (GOAL)

3. Building Leaders for Equity, Inclusion, and Diversity (BLEND) Scholarships

4. Humanitarian Scholarships

5. Warrior Scholarships

6. Athletic Scholarship

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.

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.

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:

3. 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.

4. 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.

5. 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.

6. 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.

7. 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.

8. 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.

3. 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.

4. **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.

5. **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.

6. **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 promoted 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 that 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, guarantee 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 a 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

Westcliff University proudly supports America's veterans and active-duty military personnel. We are committed to serving you with the same integrity with which you served your country. Our goal is to provide you with the education you need to help you to pursue and achieve the success you deserve. Below is a summary of the veteran's education benefits that are currently available to eligible service members.

VA pays benefits to eligible Service Members and Veterans pursuing an approved education or training program. There are education benefit programs that cover Active Duty, National Guard, and Reserve Service Members and Veterans:

1. Post-9/11 GI Bill (Chapter 33)
2. Montgomery GI Bill-Active Duty (Chapter 30)
3. Montgomery GI Bill-Selected Reserve (Chapter 1606)
4. Reserve Educational Assistance Program (REAP Chapter 1607)
5. Survivors and Dependents Assistance (Chapter 35)
6. Vocational Rehab (Chapter 31)
7. Yellow Ribbon Program

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.).

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 withdrawal is made prior to or on the first day of instruction, or the seventh day after enrollment, whichever is later. The request for withdrawal 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 prorated 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.

Return of Title IV Funds Process

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 percentage 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

Post-Withdrawal Disbursement of Loan Proceeds

When the R2T4 calculation results in the student being eligible to receive either Federal Direct Stafford Subsidized or Unsubsidized Loan proceeds, s/he will be contacted via e-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. Students have one week to provide any written authorization for post-withdrawal funds or remain ineligible.

Determination of Withdrawal Date

The withdrawal date used in the R2T4 calculation is the actual last date of attendance on the student information system, GAP, and/or communication from the Office of the Registrar.

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. The Return of Title IV funds calculation will not be needed if students complete over 60% of the payment period.

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 and return within 60 days of when Financial Aid was notified the student did not begin attendance.

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.

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 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.

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.

Typical Homestay Features

1. Meal Options: Breakfast/Dinner provided or No meals

2. Shared or private rooms

3. Utilities included

4. Fully furnished

5. Friendly American host family

6. Safe Community

7. Convenient distance to campus

Optional Homestay Plans (Third-Party)

1. HomestayMatch

2. 4stay Study Metro

3. StudentLink International

4. California English Homestay (CEH)

5. Universal Student Housing (USH)

6. Student International Housing, Inc. (SIH)

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 5:00 pm on Monday of the second week of instruction (or Tuesday if Monday is a holiday). 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** 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.

Leave of Absence Policy

Westcliff University recognizes that a student may be compelled to interrupt their enrollment and take a temporary break from their studies, which is formally recognized as a Leave of Absence (LOA). Students enrolled in an academic program may take an LOA and are not required to apply for readmission upon their return. LOAs are granted per semester.

Note: LOAs may be voluntary or involuntary, associated with a medical condition, and/or taken during good or bad academic standing.

Procedure to Submit an LOA Request

Students planning to submit an LOA request should immediately contact their Academic Advisor and should do so first. Their Academic Advisor discusses all of their options and informs them of all the requirements to take their LOA and the conditions under which they would resume their studies upon their return.

Students may apply for an LOA by submitting the Leave of Absence Request form, which they request from their Student Services Advisor (SSA). The deadline for all LOA requests is the end of the add/drop period of the semester prior to the semester in which the student seeks the LOA. An LOA from the university will only be granted to a student planning to return to their academic program at the end of the leave. A student may return from an LOA early and resume enrollment in the next available session's enrollment period.

Note: A student who fails to return from an LOA, or communicate the circumstances to the university, is dismissed from the university. If the student wishes to return after that, they are required to reapply for admission.

Successive LOAs

Students may not make more than one LOA request per academic year. Students who require an additional LOA per academic year will be withdrawn from their academic program.

Course Completion Options and Key Considerations

A student is expected to complete all courses in which they are currently enrolled (before their LOA) to begin at the start of the next term and continue in their academic program (after their LOA). If a student finds it too difficult (or is otherwise unable) to complete all courses and coursework in the current term, they may apply for an Incomplete, Incomplete for Special Circumstances, or Withdraw. This may require a recalculation of Return of Title IV.

Key facts concerning an LOA:

For the purposes of Title IV and since a student is not granted LOA partway through a semester, a student receiving Title IV benefits who is granted LOA is considered temporarily Withdrawn from the university during their LOA. Upon their return, an R2T4 (see p. 47) is completed and the student must reapply for admission.

A student is not eligible for federal student aid while on an LOA.

LOA: Medical Reasons

Students that require an LOA for medical reasons must provide supporting documentation where appropriate (i.e., medical verification or a letter from a doctor indicating a disability or medical issue, including one as a result of an illness or accident) that verifies the time necessary for the student to take a leave from school.

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. Students must clear all outstanding balances prior to filing a readmission application.

Students who have been dismissed or withdrawn from the university and have been readmitted based on eligibility requirements are required to sign a new Enrollment Agreement. Upon readmission to the university, students are subject to the current tuition rate and STRF fee at the time of readmission which is clearly indicated on the Enrollment Agreement.

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 by submitting an application, proof of payment, and all accompanying documents to readmissions@westcliff.edu.

2. 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).

3. All aspects of the student's case will be reviewed, such as grades, attendance, and conduct.

4. 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.).

5. Students may be interviewed by the Dean if warranted.

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, and financial aid (if utilizing financial aid) materials and official transcripts from all institutions they attended while absent from Westcliff University (if applicable).

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 one (1) term.

   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 have been readmitted (if determined eligible), after more than 180 days will pay an application fee and will have to sign a new Enrollment Agreement. Upon readmission to the university, students are subject to the current tuition rate and STRF fee at the time of readmission which is clearly indicated on the Enrollment Agreement.

All readmitted students will be evaluated by the Readmission Committee. All readmitted students must satisfy any delinquent payments prior to re-enrollment.

COLLEGE OF BUSINESS

College Mission Statement

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 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:

1. Differentiate and discuss the functional components of business - economics, marketing, accounting finance, law, and management.

2. Demonstrate effective presentation of business analyses and recommendations through written forms of communication appropriate to the intended audience

3. Demonstrate effective presentation of business analyses and recommendations through oral communication of conventions and forms appropriate to the intended audience

4. 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.

5. Illustrate the value of diversity when developing a global perspective.

6. Use independent, critical thinking and reasoning skills to identify problems and apply problem-solving abilities.

7. Employ a sense of ethics and values which can be applied in a personal and professional environment.

8. Construct and apply aspects of team development and construct for the purpose of solving business problems and attaining organizational goals.

9. Analyze business problems through quantitative reasoning and methods by obtaining, evaluating and interpreting the data.

Admission Requirements

For acceptance into an undergraduate **Bachelor of Business Administration** Degree program, applicants must satisfy **one** of the following criteria:

> High school diploma from a university-recognized high school with a minimum of a 2.0 cumulative G.P.A. or university-recognized high school equivalency, or successfully take and pass the relevant examination 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.

Integrative Studies

The Integrative Studies courses at Westcliff are structured to provide a coherent, integrative 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.

Westcliff University offers 19 Integrative Studies courses, which students may take to fulfill the 30 credit hours requirement.

Concentration Requirements

In addition to the core requirements, students may choose one or two concentrations within the Bachelor of Business Administration program. To graduate with a dual concentration, students would need to satisfy the requirements for two concentrations.

Graduation Requirements

The Bachelor of Business Administration program consists of a program requirement of 120 credit hours, including 60 credit hours of Core Business Courses, 30 credit hours of Integrative Studies Courses, and 30 credit hours of Concentration or Elective Courses. Students must complete 120 prescribed credit hours with a program grade point average of 2.0 or higher.

Students may transfer up to 60 Integrative Studies and elective credit hours to Westcliff from another accredited institution. Additionally, students may be granted course waivers for up to 30 credit hours of the Core Business Courses. Please refer to the Transfer Credit and Course Waiver Policies for more detailed information and requirements.

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

Practical Learning Experience (PLE) Requirement

Westcliff University requires all students enrolled in **undergraduate-level** degree or certificate programs in the College of Business to successfully complete a Practical Learning Experience (PLE) as a graduation requirement. Westcliff University degrees and certificates are designed to prepare students for the professional workforce, and the knowledge and skills learned throughout their program are directly applicable to the industries to which they are associated. Practical learning allows students to further refine the associated knowledge and skills through guidance, oversight, and feedback from industry experts and professionals while also building a stable network and gathering references to support their career needs. Students are encouraged to take full advantage of the opportunities afforded to them in practical learning and maximize their potential career placement or advancement upon graduation.

The **undergraduate** PLE requirement is satisfied by completing a credit-bearing internship course that is assessed on a Credit/No Credit basis. During practical learning, students engage in empirical experiences, in addition to participating in assigned course activities. This practice reflects Westcliff's commitment to a practical and relevant education and the value of applied, experiential learning. Students who have this experience demonstrate a more successful transition into a new career or career advancement. Students are encouraged to complete as many PLEs as their schedules will permit in pursuit of the completion of their program(s).

Undergraduate practical learning opportunities exist on- and off-campus. Off-campus practical learning requires prior University approval, and F-1 students must have Curricular Practical Training (CPT) authorization to participate in off-campus practical learning. Students are responsible for developing and demonstrating the skills necessary to be successful in a PLE. In addition to contemporary and growing industry knowledge, students should also be prepared to demonstrate professionalism, effective communication (written, oral and digital), and integrity while engaged in practical learning. The faculty facilitating internship courses associated with Practical Learning Experience assess these qualities and provide valuable feedback regarding their development to students throughout each experience. Students may reach out to Career Services with any questions about practical learning at the **undergraduate** level.

Bachelor of Business Administration Program Requirements – 120 Credit Hours Total

Core Course Requirement – 60 Credit Hours Total

ACC 300 Principles of Accounting	3 credit hours
BUS 300 Foundations of Business	3 credit hours
BUS 306 Introduction to Business Law	3 credit hours
DATA 100 Introduction to Data Analytics	3 credit hours
ECO 300 Principles of Microeconomics	3 credit hours
ECO 301 Principles of Macroeconomics	3 credit hours
ENT 300 Essentials of Entrepreneurship	3 credit hours
ENG 315 Business Communication	3 credit hours
FIN 300 Essentials of Corporate Finance	3 credit hours
LDR 300 Introduction to Leadership	3 credit hours
LDR 303 Foundations in Operations Management	3 credit hours
MGT 300 Fundamentals of Decision Making	3 credit hours
MGT 301 Introduction to Sales Management	3 credit hours
MKT 300 Principles of Marketing	3 credit hours
MKT 301 The Necessities of International Marketing & Culture	3 credit hours
MKT 302 Principles of Advertising	3 credit hours
ORG 300 Introduction to Organizational Behavior	3 credit hours
RES 300 Introduction to Business Research	3 credit hours
TECH 310 Management of Information Systems	3 credit hours

Capstone Course Requirement – 3 Credit Hours Total

CAP 400 Development of Business Strategy	3 credit hours

Integrative Studies Course Requirement - 30 Credit Hours Total

Communication	9 credit hours
Mathematics	3 credit hours
Humanities	3 credit hours
Social And Behavioral Sciences	3 credit hours
Physical & Biological Sciences	3 credit hours
Open Integrative Studies-	3 credit hours
Open Integrative Studies Upper Division	3 credit hours
Integrative Studies Capstone	3 credit hours

Elective Course Requirement - 30 Credit Hours Total

BUS 304 Business Ethics	3 credit hours
DCS 401 Query Design and Analysis	3 credit hours
DCS 404 Artificial Intelligence & Machine Learning	3 credit hours
ENT 400 Analytical Approach to Innovation-Driven Entrepreneurship	3 credit hours
ENT 401 Entrepreneurial Innovation Management	3 credit hours
ENT 402 Negotiation Theory and Skills for Entrepreneurs	3 credit hours
ENT 403 Feasibility Analysis for Sustainable Entrepreneurship	3 credit hours
ENT 404 New Product Development for Entrepreneurs	3 credit hours
ENT 401 Entrepreneurial Innovation Management	3 credit hours
FIN 400 Working Capital Management	3 credit hours
FIN 401 Financial Institutions and Markets	3 credit hours
FIN 402 Corporate Financial Decisions	3 credit hours
FIN 403 Financial Derivatives	3 credit hours
FIN 404 Investment Decisions	3 credit hours
HRM 400 Fundamentals of Human Resource Management	3 credit hours
HRM 401 Compensation and Reward Management	3 credit hours
HRM 402 Strategic Human Resource Planning	3 credit hours
LDR 301 Public Relations	3 credit hours
MGT 303 Online Business	3 credit hours
MGT 400 Performance Management	3 credit hours
MGT 401 Management of Labor Relations	3 credit hours
MGT 402 Customer Relationship Management	3 credit hours
MKT 303 The Psychology of Consumer Behavior	3 credit hours
MKT 304 Principles of Branding	3 credit hours
MKT 305 Mass Communication and Media	3 credit hours
MKT 400 Applied Marketing Analytics	3 credit hours
MKT 401 Social Media Strategy	3 credit hours
MKT 403 Digital Marketing Strategy	3 credit hours
MKT 404 Integrated Marketing Communication	3 credit hours
SPM 400 Contemporary Issues in Sports & Exercise Science	3 credit hours
SPM 401 Organizational Sports & Strategic Management	3 credit hours

SPM 402 Leadership Principles for Sports Management	3 credit hours
SPM 403 Sports Psychology	3 credit hours
SPM 404 Sports Facility & Events Management	3 credit hours
TECH 310 Management of Information Systems	3 credit hours

Bachelor of Business Administration Areas of Concentration

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.

To complete a Bachelor of Business Administration in Digital Marketing, students must complete *the five (5) courses listed below—15 credit hours total*.

MKT 400 Applied Marketing Analytics	3 credit hours
MKT 401 Social Media Strategy	3 credit hours
MKT 402 Applied Search Marketing	3 credit hours
MKT 403 Digital Marketing Strategy	3 credit hours
MKT 404 Integrated Marketing Communication	3 credit hours

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.

To complete a Bachelor of Business Administration in Entrepreneurship, students must complete *the five (5) courses listed below—15 credit hours total*.

ENT 400 Analytical Approach to Innovation-Driven Entrepreneurship	3 credit hours
ENT 401 Entrepreneurial Innovation Management	3 credit hours
ENT 402 Negotiation Theory and Skills for Entrepreneurs	3 credit hours
ENT 403 Feasibility Analysis for Sustainable Entrepreneurship	3 credit hours
ENT 404 New Product Development for Entrepreneurs	3 credit hours

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.

To complete a Bachelor of Business Administration in Entrepreneurship, students must complete *the five (5) courses listed below—15 credit hours total*.

FIN 400 Working Capital Management	3 credit hours
FIN 401 Financial Institutions and Markets	3 credit hours

FIN 402 Corporate Financial Decisions	3 credit hours
FIN 403 Financial Derivatives	3 credit hours
FIN 404 Investment Decisions	3 credit hours

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.

To complete a Bachelor of Business Administration in Entrepreneurship, students must complete *the five (5) courses listed below—15 credit hours total*.

HRM 400 Fundamentals of Human Resource Management	3 credit hours
HRM 401 Compensation and Reward Management	3 credit hours
HRM 402 Strategic Human Resource Planning	3 credit hours
MGT 400 Performance Management	3 credit hours
MGT 401 Management of Labor Relations	3 credit hours

Information Technology

The Information Technology concentration provides students the opportunity to learn aspects of Information Technology as they apply to the modern application of IT that utilizes data management, cloud technology, networking and security, and business intelligence for the attainment of organizational goals. Graduates from the IT certificate program will have a strong foundation in IT systems that will enable them to design, maintain, and continuously improve the efficacy of information systems that are aligned with strategic initiatives, and for the purpose of knowledge creation and the sustainability of competitive advantage.

To complete a Bachelor of Business Administration in Entrepreneurship, students must complete *the five (5) courses listed below—15 credit hours total*.

DATA 210 Database Design & Analytics	3 credit hours
DATA 300 Data Driven Decision Making	3 credit hours
DCS 402 Big Data Analytics and Visualization	3 credit hours
NET 100 Introduction to Networking	3 credit hours
NET 300 Cloud Computing	3 credit hours

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.

To complete a Bachelor of Business Administration in Entrepreneurship, students must complete *the five (5) courses listed below—15 credit hours total*.

| SPM 400 Contemporary Issues in Sports & Exercise Science | 3 credit hours |

SPM 401 Organizational Sports & Strategic Management	3 credit hours
SPM 402 Leadership Principles for Sports Management	3 credit hours
SPM 403 Sports Psychology	3 credit hours
SPM 404 Sports Facility & Events Management	3 credit hours

STEM Concentrations

In Bachelor of Business Administration degree program, students have the option to apply one or two undergraduate concentrations from the College of Technology and Engineering to satisfy the requirements for the concentration requirement.

To complete a Bachelor of Business Administration in AR/VR Mobile Game Development, Cybersecurity, Information Security or Web Development, students must complete _15 credit hours total_. To complete a Bachelor of Business Administration in AR/VR Mobile Game Development, Cybersecurity, Information Security or Web Development, students must complete _18 credit hours total_.

AR/VR Mobile Game Development

The Augmented Reality/Virtual Reality (AR/VR) Mobile Game Development concentration is designed to lead students in preparation for a certification in Unity game development. Topics include simple game design concepts and structure, AI and intelligent behavior in Unity, Unity game development fundamentals, and technologies associated with augmented and virtual reality systems.

To complete a Bachelor of Business Administration in AR/VR Mobile Game Development, students must complete _the five (5) courses listed below—15 credit hours total_.

AVR 400 Introduction to Unity and Simple Games	3 credit hours
AVR 401 2D Game Development in Unity I	3 credit hours
AVR 402 3D Game Development in Unity II	3 credit hours
AVR 403 Artificial Intelligence and Intelligent Behavior in Unity	3 credit hours
AVR 404 AR and VR Development in Unity	3 credit hours

Cybersecurity

The Cybersecurity Concentration is designed to advance the professional careers of technologists and computer scientists in the field of computer systems and information technology security. The certificate program is presented in a detailed and innovative approach that examines a variety of computer systems security topics, including cybersecurity essentials and network security; communications security techniques such as cryptography, computer forensics, threats and detection; information security management, and a proactive approach to designing cybersecurity for emerging technologies. Security policies on privacy and legal issues are also presented. Upon completion, graduates can design and implement cybersecurity measures and strategies across several sectors such as healthcare, manufacturing, research and development, education, banking and finance, and international business.

To complete a Bachelor of Business Administration in Cybersecurity, students must complete _the five (5) courses listed below—15 credit hours total_.

CYB 400 Threat and Vulnerability Management	3 credit hours
CYB 401 Software and Systems Security	3 credit hours

CYB 402 Cyber Operations and Monitoring	3 credit hours
CYB 403 Digital Forensics and Incident Response	3 credit hours
CYB 404 Compliance and Assessment	3 credit hours

Web Development

The Full Stack Coding Bootcamp offered by Westcliff University is a multidimensional concentration 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.

To complete a Bachelor of Business Administration in Web Development, students must complete *the three (3) courses listed below—18 credit hours total*.

WEB 401 Front End Web Development	6 credit hours
WEB 402 Back End Web Development	6 credit hours
WEB 403 Full Stack Web Development	6 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.

Undergraduate Certificate in Business Administration

Program Description

The Undergraduate Certificate in Business Administration teaches students core foundational concepts, preparing them to succeed in their professional careers. The program empowers students to use relevant business knowledge, think critically, solve problems, communicate, and make decisions ethically and professionally.

Program Learning Outcomes

1. Differentiate and discuss the functional components of business - economics, marketing, accounting, finance, law, and management.

2. Assess interrelationship between business and the external variables such as suppliers, social forces of government, and the community.

3. 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.

4. 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.

Admission Requirements

For acceptance into the *Undergraduate Certificate in Business Administration* program, applicants must satisfy the following criteria:

High school diploma from a university-recognized high school with a minimum of a 2.0 cumulative G.P.A. or university-recognized high school equivalency, or successfully take and pass the relevant examination such as GED, TASC, or HiSET.

Practical Learning Experience (PLE) Requirement

Westcliff University requires all students enrolled in **undergraduate-level** degree or certificate programs in the College of Business to successfully complete a Practical Learning Experience (PLE) as a graduation requirement. Westcliff University degrees and certificates are designed to prepare students for the professional workforce, and the knowledge and skills learned throughout their program are directly applicable to the industries to which they are associated. Practical learning allows students to further refine the associated knowledge and skills through guidance, oversight, and feedback from industry experts and professionals while also building a stable network and gathering references to support their career needs. Students are encouraged to take full advantage of the opportunities afforded to them in practical learning and maximize their potential career placement or advancement upon graduation.

The **undergraduate** PLE requirement is satisfied by completing a credit-bearing internship course that is assessed on a Credit/No Credit basis. During practical learning, students engage in empirical experiences, in addition to participating in assigned course activities. This practice reflects Westcliff's commitment to a practical and relevant education and the value of applied, experiential learning. Students who have this experience demonstrate a more successful transition into a new career or career advancement. Students are encouraged to complete as many PLEs as their schedules will permit in pursuit of the completion of their program(s).

Undergraduate practical learning opportunities exist on- and off-campus. Off-campus practical learning requires prior University approval, and F-1 students must have Curricular Practical Training (CPT) authorization to participate in off-campus practical learning. Students are responsible for developing and demonstrating the skills necessary to be successful in a PLE. In addition to contemporary and growing industry knowledge, students should also be prepared to demonstrate professionalism, effective communication (written, oral and digital), and integrity

while engaged in practical learning. The faculty facilitating internship courses associated with Practical Learning Experience assess these qualities and provide valuable feedback regarding their development to students throughout each experience. Students may reach out to Career Services with any questions about practical learning at the **undergraduate** level.

Program Requirements

To complete an Undergraduate Certificate in Business Administration, students must complete *the six (6) courses listed below—18 credit hours total*.

ACC 300 Principles of Accounting	3 credit hours
BUS 300 Foundations of Business	3 credit hours
BUS 306 Introduction to Business Law	3 credit hours
FIN 300 Essentials of Corporate Finance	3 credit hours
LDR 303 Foundations in Operations Management	3 credit hours
TECH 100 Introduction to Technology	3 credit hours

Undergraduate Certificate in Digital Marketing

Program Description

The Undergraduate Certificate in Digital Marketing 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.

Program Learning Outcomes

1. Assess the functional scope and conceptual process of managing digital marketing in different contexts.

2. Identify and apply different strategies applicable for digital marketing analytics to retain more cost-effective and profitable customers.

3. Design, communicate and implement the digital marketing programs to leverage the overall marketing of a firm.

4. Use available information communication technologies and modern approaches to initiate independent critical thinking and reasoning skills to measure and interpret the social media effectiveness and performance.

Admission Requirements

For acceptance into the *Undergraduate Certificate in Digital Marketing* program, applicants must satisfy the following criteria:

> High school diploma from a university-recognized high school with a minimum of a 2.0 cumulative G.P.A. or university-recognized high school equivalency, or successfully take and pass the relevant examination such as GED, TASC, or HiSET.

Practical Learning Experience (PLE) Requirement

Westcliff University requires all students enrolled in **undergraduate-level** degree or certificate programs in the College of Business to successfully complete a Practical Learning Experience (PLE) as a graduation requirement. Westcliff University degrees and certificates are designed to prepare students for the professional workforce, and the knowledge and skills learned throughout their program are directly applicable to the industries to which they are associated. Practical learning allows students to further refine the associated knowledge and skills through guidance, oversight, and feedback from industry experts and professionals while also building a stable network and gathering references to support their career needs. Students are encouraged to take full advantage of the opportunities afforded to them in practical learning and maximize their potential career placement or advancement upon graduation.

The **undergraduate** PLE requirement is satisfied by completing a credit-bearing internship course that is assessed on a Credit/No Credit basis. During practical learning, students engage in empirical experiences, in addition to participating in assigned course activities. This practice reflects Westcliff's commitment to a practical and relevant education and the value of applied, experiential learning. Students who have this experience demonstrate a more successful transition into a new career or career advancement. Students are encouraged to complete as many PLEs as their schedules will permit in pursuit of the completion of their program(s).

Undergraduate practical learning opportunities exist on- and off-campus. Off-campus practical learning requires prior University approval, and F-1 students must have Curricular Practical Training (CPT) authorization to participate in off-campus practical learning. Students are responsible for developing and demonstrating the skills

necessary to be successful in a PLE. In addition to contemporary and growing industry knowledge, students should also be prepared to demonstrate professionalism, effective communication (written, oral and digital), and integrity while engaged in practical learning. The faculty facilitating internship courses associated with Practical Learning Experience assess these qualities and provide valuable feedback regarding their development to students throughout each experience. Students may reach out to Career Services with any questions about practical learning at the **undergraduate** level.

Program Requirements

To complete an Undergraduate Certificate in Digital Marketing, students must complete _the six (6) courses listed below—18 credit hours total_.

MGT 402 Customer Relationship Management	3 credit hours
MKT 300 Principles of Marketing	3 credit hours
MKT 400 Applied Marketing Analytics	3 credit hours
MKT 401 Social Media Strategy	3 credit hours
MKT 403 Digital Marketing Strategy	3 credit hours
MKT 404 Integrated Marketing Communication	3 credit hours

Undergraduate Certificate in Entrepreneurship

Program Description

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 Undergraduate Certificate 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.

Program Learning Outcomes

1. Describe the basic concepts of entrepreneurship, market opportunity recognition, and new venture creation. Understand the entrepreneurial process at work in businesses other than traditional startups: corporate entrepreneurship, lifestyle businesses, franchises, non-profits.

2. Understand the innovative mindset; distinguish between innovation, creativity, and entrepreneurship; identify different categories of innovation; understand misconceptions of innovation, and examine similarities and differences of individual and corporate innovation.

3. Explore the opportunity identification process, define and illustrate the sources of innovative ideas for entrepreneurs, examine the role of creativity and the creative process, introduce the four major types of innovation, explain the challenge of new-venture start-ups, present critical factors involved in new-venture development, and study certain factors that underlie venture success.

4. Understand the basic elements of distributive bargaining including the strategy and tactics of distributive Bargaining. Explore factors that determine how ethics affect negotiation processes.

Admission Requirements

For acceptance into the *Undergraduate Certificate in Entrepreneurship* program, applicants must satisfy the following criteria:

> High school diploma from a university-recognized high school with a minimum of a 2.0 cumulative G.P.A. or university-recognized high school equivalency, or successfully take and pass the relevant examination such as GED, TASC, or HiSET.

Practical Learning Experience (PLE) Requirement

Westcliff University requires all students enrolled in **undergraduate-level** degree or certificate programs in the College of Business to successfully complete a Practical Learning Experience (PLE) as a graduation requirement. Westcliff University degrees and certificates are designed to prepare students for the professional workforce, and the knowledge and skills learned throughout their program are directly applicable to the industries to which they are associated. Practical learning allows students to further refine the associated knowledge and skills through guidance, oversight, and feedback from industry experts and professionals while also building a stable network and gathering references to support their career needs. Students are encouraged to take full advantage of the opportunities afforded to them in practical learning and maximize their potential career placement or advancement upon graduation.

The **undergraduate** PLE requirement is satisfied by completing a credit-bearing internship course that is assessed on a Credit/No Credit basis. During practical learning, students engage in empirical experiences, in addition to participating in assigned course activities. This practice reflects Westcliff's commitment to a practical and relevant education and the value of applied, experiential learning. Students who have this experience demonstrate a more

successful transition into a new career or career advancement. Students are encouraged to complete as many PLEs as their schedules will permit in pursuit of the completion of their program(s).

Undergraduate practical learning opportunities exist on- and off-campus. Off-campus practical learning requires prior University approval, and F-1 students must have Curricular Practical Training (CPT) authorization to participate in off-campus practical learning. Students are responsible for developing and demonstrating the skills necessary to be successful in a PLE. In addition to contemporary and growing industry knowledge, students should also be prepared to demonstrate professionalism, effective communication (written, oral and digital), and integrity while engaged in practical learning. The faculty facilitating internship courses associated with Practical Learning Experience assess these qualities and provide valuable feedback regarding their development to students throughout each experience. Students may reach out to Career Services with any questions about practical learning at the **undergraduate** level.

Program Requirements

To complete an Undergraduate Certificate in Entrepreneurship, students must complete *the six (6) courses listed below—18 credit hours total*.

LDR 300 Introduction to Leadership	3 credit hours
ENT 400 Analytical Approach to Innovation-Driven Entrepreneurship	3 credit hours
ENT 401 Entrepreneurial Innovation Management	3 credit hours
ENT 402 Negotiation Theory and Skills for Entrepreneurs	3 credit hours
ENT 403 Feasibility Analysis for Sustainable Entrepreneurship	3 credit hours
ENT 404 New Product Development for Entrepreneurs	3 credit hours

Undergraduate Certificate in Finance

Program Description

The Undergraduate Certificate in Finance 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.

Program Learning Outcomes

1. Interpret stockholders' reports and basic financial statements, including income statements, balance sheets, statements of retained earnings, and cash flow statements.

2. Examine the role and interactions of banks, including the central bank, and other financial institutions in the modern dynamic financial system.

3. Discuss the various sources of long-term the firm's financial policy. Discuss short-term financial planning and management.

4. Explain various risks faced by financial institutions in general, as well the volatility in markets and various securities.

Admission Requirements

For acceptance into the ***Undergraduate Certificate in Finance*** program, applicants must satisfy the following criteria:

> High school diploma from a university-recognized high school with a minimum of a 2.0 cumulative G.P.A. or university-recognized high school equivalency, or successfully take and pass the relevant examination such as GED, TASC, or HiSET.

Practical Learning Experience (PLE) Requirement

Westcliff University requires all students enrolled in **undergraduate-level** degree or certificate programs in the College of Business to successfully complete a Practical Learning Experience (PLE) as a graduation requirement. Westcliff University degrees and certificates are designed to prepare students for the professional workforce, and the knowledge and skills learned throughout their program are directly applicable to the industries to which they are associated. Practical learning allows students to further refine the associated knowledge and skills through guidance, oversight, and feedback from industry experts and professionals while also building a stable network and gathering references to support their career needs. Students are encouraged to take full advantage of the opportunities afforded to them in practical learning and maximize their potential career placement or advancement upon graduation.

The **undergraduate** PLE requirement is satisfied by completing a credit-bearing internship course that is assessed on a Credit/No Credit basis. During practical learning, students engage in empirical experiences, in addition to participating in assigned course activities. This practice reflects Westcliff's commitment to a practical and relevant education and the value of applied, experiential learning. Students who have this experience demonstrate a more successful transition into a new career or career advancement. Students are encouraged to complete as many PLEs as their schedules will permit in pursuit of the completion of their program(s).

Undergraduate practical learning opportunities exist on- and off-campus. Off-campus practical learning requires prior University approval, and F-1 students must have Curricular Practical Training (CPT) authorization to participate in off-campus practical learning. Students are responsible for developing and demonstrating the skills necessary to be successful in a PLE. In addition to contemporary and growing industry knowledge, students should also be prepared to demonstrate professionalism, effective communication (written, oral and digital), and integrity

while engaged in practical learning. The faculty facilitating internship courses associated with Practical Learning Experience assess these qualities and provide valuable feedback regarding their development to students throughout each experience. Students may reach out to Career Services with any questions about practical learning at the **undergraduate** level.

Program Requirements

To complete an Undergraduate Certificate in Finance, students must complete _the six (6) courses listed below—18 credit hours total_.

FIN 300 Essentials of Corporate Finance	3 credit hours
FIN 400 Working Capital Management	3 credit hours
FIN 401 Financial Institutions and Markets	3 credit hours
FIN 402 Corporate Financial Decisions	3 credit hours
FIN 403 Financial Derivatives	3 credit hours
FIN 404 Investment Decisions	3 credit hours

Undergraduate Certificate in Human Resources

Program Description

The Undergraduate Certificate Human Resources 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

Program Learning Outcomes

1. Employ critical thinking and intellectual rigor in developing analytically appropriate actions, solutions, or responses to complex issues in managing the Human Capital.

2. Link the value of compensation and reward management to leverage the other functional aspects of human resource management in an organization.

3. Identify the different methods, concepts, and instruments of performance measurement applicable in different organizational settings.

4. Develop knowledge of legal requirements within the HR functions.

Admission Requirements

For acceptance into the *Undergraduate Certificate in Human Resources* program, applicants must satisfy the following criteria:

> High school diploma from a university-recognized high school with a minimum of a 2.0 cumulative G.P.A. or university-recognized high school equivalency, or successfully take and pass the relevant examination such as GED, TASC, or HiSET.

Practical Learning Experience (PLE) Requirement

Westcliff University requires all students enrolled in **undergraduate-level** degree or certificate programs in the College of Business to successfully complete a Practical Learning Experience (PLE) as a graduation requirement. Westcliff University degrees and certificates are designed to prepare students for the professional workforce, and the knowledge and skills learned throughout their program are directly applicable to the industries to which they are associated. Practical learning allows students to further refine the associated knowledge and skills through guidance, oversight, and feedback from industry experts and professionals while also building a stable network and gathering references to support their career needs. Students are encouraged to take full advantage of the opportunities afforded to them in practical learning and maximize their potential career placement or advancement upon graduation.

The **undergraduate** PLE requirement is satisfied by completing a credit-bearing internship course that is assessed on a Credit/No Credit basis. During practical learning, students engage in empirical experiences, in addition to participating in assigned course activities. This practice reflects Westcliff's commitment to a practical and relevant education and the value of applied, experiential learning. Students who have this experience demonstrate a more successful transition into a new career or career advancement. Students are encouraged to complete as many PLEs as their schedules will permit in pursuit of the completion of their program(s).

Undergraduate practical learning opportunities exist on- and off-campus. Off-campus practical learning requires prior University approval, and F-1 students must have Curricular Practical Training (CPT) authorization to participate in off-campus practical learning. Students are responsible for developing and demonstrating the skills necessary to be successful in a PLE. In addition to contemporary and growing industry knowledge, students should

also be prepared to demonstrate professionalism, effective communication (written, oral and digital), and integrity while engaged in practical learning. The faculty facilitating internship courses associated with Practical Learning Experience assess these qualities and provide valuable feedback regarding their development to students throughout each experience. Students may reach out to Career Services with any questions about practical learning at the **undergraduate** level.

Program Requirements

To complete an Undergraduate Certificate in Human Resources, students must complete _the six (6) courses listed below—18 credit hours total_.

HRM 400 Fundamentals of Human Resource Management	3 credit hours
HRM 401 Compensation and Reward Management	3 credit hours
HRM 402 Strategic Human Resources Planning	3 credit hours
MGT 400 Performance Management	3 credit hours
MGT 401 Management of Labor Relations	3 credit hours
ORG 300 Introduction to Organizational Behavior	3 credit hours

Undergraduate Certificate in Leadership

Program Description

The Undergraduate Certificate in Leadership provides students with the skills and practical and theoretical concepts that will assist them to understand their leadership styles, apply them appropriately to create and develop their workforce teams and prepare them for leadership positions. This program seeks to prepare students to prepare for and drive change.

Program Learning Outcomes

1. Demonstrate comprehension of leadership, and leadership principles as they are related to the operation and management of the functional components of business.

2. 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.

3. Explain and disseminate processes and strategies for decision-making and examine the implications of decisions on organizational behavior and leadership style.

4. 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.

Admission Requirements

For acceptance into the *Undergraduate Certificate in Leadership* program, applicants must satisfy the following criteria:

> High school diploma from a university-recognized high school with a minimum of a 2.0 cumulative G.P.A. or university-recognized high school equivalency, or successfully take and pass the relevant examination such as GED, TASC, or HiSET.

Practical Learning Experience (PLE) Requirement

Westcliff University requires all students enrolled in **undergraduate-level** degree or certificate programs in the College of Business to successfully complete a Practical Learning Experience (PLE) as a graduation requirement. Westcliff University degrees and certificates are designed to prepare students for the professional workforce, and the knowledge and skills learned throughout their program are directly applicable to the industries to which they are associated. Practical learning allows students to further refine the associated knowledge and skills through guidance, oversight, and feedback from industry experts and professionals while also building a stable network and gathering references to support their career needs. Students are encouraged to take full advantage of the opportunities afforded to them in practical learning and maximize their potential career placement or advancement upon graduation.

The **undergraduate** PLE requirement is satisfied by completing a credit-bearing internship course that is assessed on a Credit/No Credit basis. During practical learning, students engage in empirical experiences, in addition to participating in assigned course activities. This practice reflects Westcliff's commitment to a practical and relevant education and the value of applied, experiential learning. Students who have this experience demonstrate a more successful transition into a new career or career advancement. Students are encouraged to complete as many PLEs as their schedules will permit in pursuit of the completion of their program(s).

Undergraduate practical learning opportunities exist on- and off-campus. Off-campus practical learning requires prior University approval, and F-1 students must have Curricular Practical Training (CPT) authorization to participate in off-campus practical learning. Students are responsible for developing and demonstrating the skills necessary to be successful in a PLE. In addition to contemporary and growing industry knowledge, students should

also be prepared to demonstrate professionalism, effective communication (written, oral and digital), and integrity while engaged in practical learning. The faculty facilitating internship courses associated with Practical Learning Experience assess these qualities and provide valuable feedback regarding their development to students throughout each experience. Students may reach out to Career Services with any questions about practical learning at the **undergraduate** level.

Program Requirements

To complete an Undergraduate Certificate in Leadership, students must complete *the six (6) courses listed below—18 credit hours total*.

ENG 315 Business Communication	3 credit hours
ENT 300 Essentials of Entrepreneurship	3 credit hours
LDR 300 Introduction to Leadership	3 credit hours
MGT 300 Fundamentals of Decision Making	3 credit hours
MKT 300 Principles of Marketing	3 credit hours
ORG 300 Introduction to Organizational Behavior	3 credit hours

Undergraduate Certificate in Sports Management

Program Description

The purpose of the Undergraduate Certificate 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.

Program Learning Outcomes

1. Analyze and connect leadership and management principles and knowledge of the sports industry to support strategic decisions and organizational goals.

2. Identify the means by which organizations create competitive advantages (business models, local resources, analytics, etc.) and the policies/operations that allow their competitive advantage to be sustainable.

3. Understand the various professions in the field of exercise science and the ways in which professionals in sport and sport management work in cooperation.

4. Understand, describe and articulate how psychological variables influence sport behavior, participation, and performance.

Admission Requirements

For acceptance into the ***Undergraduate Certificate in Sports Management*** program, applicants must satisfy the following criteria:

High school diploma from a university-recognized high school with a minimum of a 2.0 cumulative G.P.A. or university-recognized high school equivalency, or successfully take and pass the relevant examination such as GED, TASC, or HiSET.

Practical Learning Experience (PLE) Requirement

Westcliff University requires all students enrolled in **undergraduate-level** degree or certificate programs in the College of Business to successfully complete a Practical Learning Experience (PLE) as a graduation requirement. Westcliff University degrees and certificates are designed to prepare students for the professional workforce, and the knowledge and skills learned throughout their program are directly applicable to the industries to which they are associated. Practical learning allows students to further refine the associated knowledge and skills through guidance, oversight, and feedback from industry experts and professionals while also building a stable network and gathering references to support their career needs. Students are encouraged to take full advantage of the opportunities afforded to them in practical learning and maximize their potential career placement or advancement upon graduation.

The **undergraduate** PLE requirement is satisfied by completing a credit-bearing internship course that is assessed on a Credit/No Credit basis. During practical learning, students engage in empirical experiences, in addition to participating in assigned course activities. This practice reflects Westcliff's commitment to a practical and relevant education and the value of applied, experiential learning. Students who have this experience demonstrate a more successful transition into a new career or career advancement. Students are encouraged to complete as many PLEs as their schedules will permit in pursuit of the completion of their program(s).

Undergraduate practical learning opportunities exist on- and off-campus. Off-campus practical learning requires prior University approval, and F-1 students must have Curricular Practical Training (CPT) authorization to participate in off-campus practical learning. Students are responsible for developing and demonstrating the skills necessary to be successful in a PLE. In addition to contemporary and growing industry knowledge, students should also be prepared to demonstrate professionalism, effective communication (written, oral and digital), and integrity

while engaged in practical learning. The faculty facilitating internship courses associated with Practical Learning Experience assess these qualities and provide valuable feedback regarding their development to students throughout each experience. Students may reach out to Career Services with any questions about practical learning at the **undergraduate** level.

Program Requirements

To complete an Undergraduate Certificate in Sports Management, students must complete *the six (6) courses listed below—18 credit hours total.*

ORG 300 Introduction to Organizational Behavior	3 credit hours
SPM 400 Contemporary Issues in Sports & Exercise Science	3 credit hours
SPM 401 Organizational Sports & Strategic Management	3 credit hours
SPM 402 Leadership Principles for Sports Management	3 credit hours
SPM 403 Sports Psychology	3 credit hours
SPM 404 Sports Facility & Events Management	3 credit hours

Graduate Programs

Master of Business Administration

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:

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

2. Demonstrate effective presentation of business analyses and recommendations through written forms of communication appropriate to the intended audience

3. Demonstrate effective presentation of business analyses and recommendations through oral communication of conventions and forms appropriate to the intended audience.

4. Appraise current information technology effectively to support business decision making.

5. Value and integrate diversity and a global perspective in business decisions.

6. Compile independent, critical thinking, and reasoning skills to critique problems and develop problem solving and decision-making abilities.

7. Integrate ethical issues in a business context and formulate alternatives that demonstrate ethical values.

8. 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.

9. Evaluate, analyze, and communicate quantitative data to improve and sustain strategic business initiatives.

Admission Requirements

For acceptance into a *Master of Business Administration* degree, applicants must satisfy the following criteria:

An applicant with a Bachelor-level degree and a 2.5 GPA from a regionally or nationally accredited institution can apply to 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 with 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.

Graduation Requirements

Students must complete thirty-six (36) prescribed credit hours with a program GPA of 3.0 or higher, including 8 core courses (24 credit hours) and 4 concentration courses (12 credit hours). Students may complete all 36 credits at Westcliff University. Alternatively, students may apply for 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.

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

Practical Learning Experience (PLE) Requirement

Westcliff University requires all students enrolled in **graduate-level** degree or certificate programs in the College of Business to successfully complete a Practical Learning Experience (PLE) as a graduation requirement. Westcliff University degrees and certificates are designed to prepare students for the professional workforce, and the knowledge and skills learned throughout their program are directly applicable to the industries to which they are associated. Practical learning allows students to further refine the associated knowledge and skills through guidance, oversight, and feedback from industry experts and professionals while also building a stable network and gathering references to support their career needs. Students are encouraged to take full advantage of the opportunities afforded to them in practical learning and maximize their potential career placement or advancement upon graduation.

The **graduate** PLE requirement is satisfied by completing a credit-bearing internship course that is assessed on a Credit/No Credit basis. During practical learning, students engage in empirical experiences, in addition to participating in assigned course activities. This practice reflects Westcliff's commitment to a practical and relevant education and the value of applied, experiential learning. Students who have this experience demonstrate a more successful transition into a new career or career advancement. Students are encouraged to complete as many PLEs as their schedules will permit in pursuit of the completion of their program(s).

Graduate practical learning opportunities exist on- and off-campus. Off-campus practical learning requires prior University approval, and F-1 students must have Curricular Practical Training (CPT) authorization to participate in off-campus practical learning. Students are responsible for developing and demonstrating the skills necessary to be successful in a PLE. In addition to contemporary and growing industry knowledge, students should also be prepared to demonstrate professionalism, effective communication (written, oral and digital), and integrity while engaged in practical learning. The faculty facilitating internship courses associated with Practical Learning Experience assess these qualities and provide valuable feedback regarding their development to students throughout each experience. Students may reach out to Career Services with any questions about practical learning at the **graduate** level.

Master of Business Administration Core Required Courses – 36 Credit Hours Total

ECO 500 Managerial Economics	3 credit hours
FIN 500 Financial & Accounting Skills for Managers	3 credit hours
LDR 500 Organizational Leadership	3 credit hours
MGT 500 Strategic Management in a Globalized Economy	3 credit hours
MIS 500 Managing Information Systems & Technology	3 credit hours
MKT 500 Marketing Management	3 credit hours

ORG 500 Organizational Behavior   3 credit hours

CAP 600 Applied Methods Capstone   3 credit hours

Master of Business Administration Areas of Concentration – 12 Credit Hours Total

In addition to the core requirements, students may choose a concentration within the Master of Business Administration program. To graduate with a concentration, students must take four (4) courses, totaling 12 credit hours, in the area of their chosen concentration while at Westcliff University.

Web Development

The Web Development concentration 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.

To complete a Master of Business Administration in Web Development, students must complete *the three (3) courses listed below—12 credit hours total.*

WEB 601 Front End Web Development	4 credit hours
WEB 602 Back End Web Development	4 credit hours
WEB 603 Advanced Full Stack Web Development	4 credit hours

Data Driven Decision Making

This Master of Business Administration in Data Drive Decision Making focuses on data science and organizational management, facilitating the exploration of how data and technology impact and interact with culture. Emphasis is placed on the relationship between these forces and how they are evolving amid current events and an increasingly data-driven landscape.

To complete a Master of Business Administration in Data Driven Decision Making students must complete *the four (4) courses listed below—12 credit hours total.*

MGT 605 Managerial Decision Making	3 credit hours
MIS 550 Big Data Analytics and Visualization	3 credit hours
MTH 600 Descriptive Statistical Inference for Business	3 credit hours
RES 600 Business Research Methodology	3 credit hours

Digital and Strategic Marketing

The Master of Business Administration in Digital and Strategic Marketing introduces students to topics such as marketing strategy, development, research, and consumer behavior. Students will learn to develop and implement contemporary digital marketing campaigns for any type of organization and learn to make data-driven decisions using social media metrics and business intelligence.

To complete a Master of Business Administration in Digital and Strategic Marketing, students must complete *the four (4) courses listed below—12 credit hours total.*

MKT 600 Consumer Behavior & the Decision-Making Process	3 credit hours
MKT 601 Digital Marketing Metrics & Management	3 credit hours
MKT 602 Market Research	3 credit hours
MKT 604 New Product Development & Launch	3 credit hours

Entrepreneurship

Innovation and flexibility are the secrets to success in today's business marketplace. The Master of Business Administration in Entrepreneurship 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.

To complete a Master of Business Administration in Entrepreneurship, students must complete *the four (4) courses listed below—12 credit hours total.*

ENT 601 Entrepreneurship and New Ventures	3 credit hours
ENT 602 Online Business Entrepreneurship	3 credit hours
FIN 601 Entrepreneurial Finance	3 credit hours
MKT 604 New Product Development & Launch	3 credit hours

Financial Management

The Master of Business Administration in Financial Management is designed to provide a theoretical and practical framework on managing money in public and private organizations. It encompasses a wide array of theory, concepts, applications, and analytical tools needed for effective decision-making. Students will explore how organizations and individual investors make decisions in accessing and deploying capital.

To complete a Master of Business Administration in Financial Management, students must complete *the four (4) courses listed below—12 credit hours total.*

FIN 601 Entrepreneurial Finance	3 credit hours
FIN 602 Analyzing & Visualizing Data for Finance	3 credit hours
FIN 605 Financial Regulation & Ethics	3 credit hours
FIN 606 Investment Analysis & Portfolio Management	3 credit hours

Global Business

The Master of Business Administration in Global Business focuses on the complex global business environment and the knowledge and skills needed to compete domestically as well as in international markets. Students will explore industry structures and competitive dynamics in global markets.

To complete a Master of Business Administration in Global Business, students must complete *the four (4) courses listed below—12 credit hours total.*

BUS 625 Global Procurement & Sourcing Strategies	3 credit hours
FIN 600 International Finance	3 credit hours
HRM 601 Diversity, Equity, & Inclusion in Management & Organizations	3 credit hours
MKT 605 International Marketing	3 credit hours

Healthcare Administration

The Master of Business Administration in Healthcare Administration teaches students the important aspects of managing a healthcare facility. Business management, managed care, and health care policies are covered with a focus on quality assurance and decision making in managed care.

To complete a Master of Business Administration in Healthcare Administration, students must complete *the four (4) courses listed below—12 credit hours total.*

HCM 600 Healthcare Systems	3 credit hours
HCM 602 Healthcare Strategic Management	3 credit hours
HIT 600 Health Informatics	3 credit hours
HIT 630 Compliance, Governance, and Standards	3 credit hours

Information Technology Management

The Master of Business Administration in Information Technology Management provides students the opportunity to learns 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, data science, and big data and informatics will be investigated.

To complete a Master of Business Administration in Information Technology Management, students must complete *the four (4) courses listed below—12 credit hours total.*

CLD 600 Virtualization and Storage	3 credit hours
ITM 640 Issues in Business and IT	3 credit hours
MIS 510 Information Technology Project Management	3 credit hours
MIS 550 Big Data Analytics and Visualization	3 credit hours

Information Technology Project Management

The Master of Business Administration in Information Technology Project Management is designed to provide students with a foundation in IT Project Management based on the Project Management Book of Knowledge and Project Management Professional certification. This program is ideal for professionals who are interested in the field of project management and who many have experience but who do not have formal training. Students will learn common methodologies used by project managers today focusing on project integration, scope, time, cost, leadership, risk, quality, and communications management.

To complete a Master of Business Administration in Information Technology Project Management, students must complete *the five (5) courses listed below—15 credit hours total.*

ITPM 600 PMP Integration, Scope, Time, and Cost Management	3 credit hours
ITPM 601 Project Leadership	3 credit hours
ITPM 602 Project Schedule Management	3 credit hours
ITPM 603 Project Risk & Quality Management	3 credit hours
ITPM 604 Project Communications Management	3 credit hours

*This concentration has an embedded industry certificate, which requires it to be five courses.

Organizational Management

The Master of Business Administration in 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.

To complete a Master of Business Administration in Organizational Management, students must complete *the four (4) courses listed below—12 credit hours total.*

LDR 600 Leading Strategic Change Within Organizations	3 credit hours
LDR 601 Managing Workplace and Conflict Resolution	3 credit hours
LDR 604 Creating and Leading Effective Teams	3 credit hours
MGT 605 Managerial Decision Making	3 credit hours

Strategic and Innovative Leadership

The Master of Business Administration in Strategic and Innovative Leadership is for those who desire to lead with integrity and innovative perspective. Students explore the skills and capacity needed to influence others, manage change, set strategic direction, build teams and support networks, and navigate the complex dimensions within leadership roles.

To complete a Master of Business Administration in Strategic and Innovative Leadership, students must complete *the four (4) courses listed below—12 credit hours total.*

LDR 602 Strategy and Innovation	3 credit hours
LDR 603 Leading Across Boundaries	3 credit hours
MGT 600 Influential & Impactful Communication	3 credit hours
MIS 550 Big Data Analytics and Visualization	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

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

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

3. 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.

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

Admission Requirements

The minimum academic requirements to apply to the *Graduate Certificate in Business Administration* program are:

An applicant with a Bachelor-level degree and a 2.5 GPA from a regionally or nationally accredited institution can apply to 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 with 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.

Practical Learning Experience (PLE) Requirement

Westcliff University requires all students enrolled in **graduate-level** degree or certificate programs in the College of Business to successfully complete a Practical Learning Experience (PLE) as a graduation requirement. Westcliff University degrees and certificates are designed to prepare students for the professional workforce, and the knowledge and skills learned throughout their program are directly applicable to the industries to which they are associated. Practical learning allows students to further refine the associated knowledge and skills through guidance, oversight, and feedback from industry experts and professionals while also building a stable network and gathering references to support their career needs. Students are encouraged to take full advantage of the opportunities afforded to them in practical learning and maximize their potential career placement or advancement upon graduation.

The **graduate** PLE requirement is satisfied by completing a credit-bearing internship course that is assessed on a Credit/No Credit basis. During practical learning, students engage in empirical experiences, in addition to participating in assigned course activities. This practice reflects Westcliff's commitment to a practical and relevant education and the value of applied, experiential learning. Students who have this experience demonstrate a more successful transition into a new career or career advancement. Students are encouraged to complete as many PLEs as their schedules will permit in pursuit of the completion of their program(s).

Graduate practical learning opportunities exist on- and off-campus. Off-campus practical learning requires prior University approval, and F-1 students must have Curricular Practical Training (CPT) authorization to participate in

off-campus practical learning. Students are responsible for developing and demonstrating the skills necessary to be successful in a PLE. In addition to contemporary and growing industry knowledge, students should also be prepared to demonstrate professionalism, effective communication (written, oral and digital), and integrity while engaged in practical learning. The faculty facilitating internship courses associated with Practical Learning Experience assess these qualities and provide valuable feedback regarding their development to students throughout each experience. Students may reach out to Career Services with any questions about practical learning at the **graduate** level.

Program Requirements

To complete a Graduate Certificate in Business Administration, students must complete *the three (3) courses listed below—nine (9) credit hours total*.

LDR 500 Organizational Leadership	3 credit hours
MKT 500 Marketing Management	3 credit hours
ORG 500 Organizational Behavior	3 credit hours

Graduate Certificate in Executive Management

Program Description

The Graduate Certificate in Executive Management is designed to provide students with the skills needed to ensure organizational quality through collaboration, strategic decision making and creative motivational action planning. Through a series of carefully scaffolded courses, students will build their own service excellence and coaching skills.

Program Learning Outcomes

1. Develop mastery of functional components of business: data analysis, strategy, marketing, and organizational change.

2. 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.

3. 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.

4. Construct strategic initiatives to manage and sustain change, including implementing change management of organizational growth into global and international markets.

Admission Requirements

The minimum academic requirements to apply to the *Graduate Certificate in Executive Management* program are:

An applicant with a Bachelor-level degree and a 2.5 GPA from a regionally or nationally accredited institution can apply to 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 with 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.

Practical Learning Experience (PLE) Requirement

Westcliff University requires all students enrolled in **graduate-level** degree or certificate programs in the College of Business to successfully complete a Practical Learning Experience (PLE) as a graduation requirement. Westcliff University degrees and certificates are designed to prepare students for the professional workforce, and the knowledge and skills learned throughout their program are directly applicable to the industries to which they are associated. Practical learning allows students to further refine the associated knowledge and skills through guidance, oversight, and feedback from industry experts and professionals while also building a stable network and gathering references to support their career needs. Students are encouraged to take full advantage of the opportunities afforded to them in practical learning and maximize their potential career placement or advancement upon graduation.

The **graduate** PLE requirement is satisfied by completing a credit-bearing internship course that is assessed on a Credit/No Credit basis. During practical learning, students engage in empirical experiences, in addition to participating in assigned course activities. This practice reflects Westcliff's commitment to a practical and relevant education and the value of applied, experiential learning. Students who have this experience demonstrate a more successful transition into a new career or career advancement. Students are encouraged to complete as many PLEs as their schedules will permit in pursuit of the completion of their program(s).

Graduate practical learning opportunities exist on- and off-campus. Off-campus practical learning requires prior University approval, and F-1 students must have Curricular Practical Training (CPT) authorization to participate in off-campus practical learning. Students are responsible for developing and demonstrating the skills necessary to be

successful in a PLE. In addition to contemporary and growing industry knowledge, students should also be prepared to demonstrate professionalism, effective communication (written, oral and digital), and integrity while engaged in practical learning. The faculty facilitating internship courses associated with Practical Learning Experience assess these qualities and provide valuable feedback regarding their development to students throughout each experience. Students may reach out to Career Services with any questions about practical learning at the **graduate** level.

Program Requirements

To complete a Graduate Certificate in Executive Management, students must complete *the three (3) courses listed below—nine (9) credit hours total*.

HRM 601 Diversity, Equity, & Inclusion in Management & Organizations	3 credit hours
MGT 500 Strategic Management in a Globalized Economy	3 credit hours
MIS 550 Big Data Analytics and Visualization	3 credit hours

Graduate Certificate in Marketing

Program Description

The Graduate Certificate in Marketing is designed to support students in creating successful marketing strategies through the use of industry recognized tools and technologies. Students will learn about digital advertising, campaign development, user acquisition, SEO, brand communication and more and come to understand how they can best support their organization's business strategy through the marketing function.

Program Learning Outcomes

1. 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.

2. Have the ability to assess test marketing concepts and evaluate their application in marketing research.

3. Employ internal marketing as an effective method for small and medium-sized enterprises and evaluate challenges to international entrepreneurship.

Admission Requirements

The minimum academic requirements to apply to the *Graduate Certificate in Marketing* Program are:

An applicant with a Bachelor-level degree and a 2.5 GPA from a regionally or nationally accredited institution can apply to 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 with 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.

Practical Learning Experience (PLE) Requirement

Westcliff University requires all students enrolled in **graduate-level** degree or certificate programs in the College of Business to successfully complete a Practical Learning Experience (PLE) as a graduation requirement. Westcliff University degrees and certificates are designed to prepare students for the professional workforce, and the knowledge and skills learned throughout their program are directly applicable to the industries to which they are associated. Practical learning allows students to further refine the associated knowledge and skills through guidance, oversight, and feedback from industry experts and professionals while also building a stable network and gathering references to support their career needs. Students are encouraged to take full advantage of the opportunities afforded to them in practical learning and maximize their potential career placement or advancement upon graduation.

The **graduate** PLE requirement is satisfied by completing a credit-bearing internship course that is assessed on a Credit/No Credit basis. During practical learning, students engage in empirical experiences, in addition to participating in assigned course activities. This practice reflects Westcliff's commitment to a practical and relevant education and the value of applied, experiential learning. Students who have this experience demonstrate a more successful transition into a new career or career advancement. Students are encouraged to complete as many PLEs as their schedules will permit in pursuit of the completion of their program(s).

Graduate practical learning opportunities exist on- and off-campus. Off-campus practical learning requires prior University approval, and F-1 students must have Curricular Practical Training (CPT) authorization to participate in off-campus practical learning. Students are responsible for developing and demonstrating the skills necessary to be successful in a PLE. In addition to contemporary and growing industry knowledge, students should also be prepared to demonstrate professionalism, effective communication (written, oral and digital), and integrity while engaged in

practical learning. The faculty facilitating internship courses associated with Practical Learning Experience assess these qualities and provide valuable feedback regarding their development to students throughout each experience. Students may reach out to Career Services with any questions about practical learning at the **graduate** level.

Program Requirements

To complete a Graduate Certificate in Marketing students, students must complete *the four (4) courses listed below—12 credit hours total*.

MKT 500 Marketing Management	3 credit hours
MKT 600 Consumer Behavior*	3 credit hours
MKT 601 Digital Marketing Metrics & Management*	3 credit hours
MKT 602 Market Research*	3 credit hours
MKT 604 New Product Development & Launch*	3 credit hours

Must select 3 of 4 options

Graduate Certificate in Organizational Leadership

Program Description

The Graduate Certificate in Organizational Leadership provides students with insight into and tools for creating highly functional teams within their organizations. They will learn how to leverage effective leadership to transform productivity, employee morale and manage change. Through this certificate students will enhance their own innate leadership skills and increase their confidence to inspire others.

Program Learning Outcomes

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

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

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

4. 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.

Admission Requirements

The minimum academic requirements to apply to the *Graduate Certificate in Organizational Leadership* Program are:

An applicant with a Bachelor-level degree and a 2.5 GPA from a regionally- or nationally accredited institution can apply 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 with 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.

Practical Learning Experience (PLE) Requirement

Westcliff University requires all students enrolled in **graduate-level** degree or certificate programs in the College of Business to successfully complete a Practical Learning Experience (PLE) as a graduation requirement. Westcliff University degrees and certificates are designed to prepare students for the professional workforce, and the knowledge and skills learned throughout their program are directly applicable to the industries to which they are associated. Practical learning allows students to further refine the associated knowledge and skills through guidance, oversight, and feedback from industry experts and professionals while also building a stable network and gathering references to support their career needs. Students are encouraged to take full advantage of the opportunities afforded to them in practical learning and maximize their potential career placement or advancement upon graduation.

The **graduate** PLE requirement is satisfied by completing a credit-bearing internship course that is assessed on a Credit/No Credit basis. During practical learning, students engage in empirical experiences, in addition to participating in assigned course activities. This practice reflects Westcliff's commitment to a practical and relevant education and the value of applied, experiential learning. Students who have this experience demonstrate a more successful transition into a new career or career advancement. Students are encouraged to complete as many PLEs as their schedules will permit in pursuit of the completion of their program(s).

Graduate practical learning opportunities exist on- and off-campus. Off-campus practical learning requires prior University approval, and F-1 students must have Curricular Practical Training (CPT) authorization to participate in off-campus practical learning. Students are responsible for developing and demonstrating the skills necessary to be successful in a PLE. In addition to contemporary and growing industry knowledge, students should also be prepared to demonstrate professionalism, effective communication (written, oral and digital), and integrity while engaged in practical learning. The faculty facilitating internship courses associated with Practical Learning Experience assess these qualities and provide valuable feedback regarding their development to students throughout each experience. Students may reach out to Career Services with any questions about practical learning at the **graduate** level.

Program Requirements

To complete a Graduate Certificate in Organizational Leadership, students must complete *the three (3) courses listed below—nine (9) credit hours total*.

LDR 500 Organizational Leadership	3 credit hours
LDR 600 Leading Strategic Change with Organizations	3 credit hours
ORG 500 Organizational Behavior	3 credit hours

Doctor of Business Administration

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. 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 doctoral 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:

1. Develop effective presentation of business analyses, research, and recommendations through written forms of communication with specificity and appropriate to the intended audience.

2. Develop effective presentation of business analyses, research, and recommendations through oral communication of conventions and forms with specificity and appropriate to the intended audience.

3. Critique how a broader understanding of cultural differences results in personal competencies that positively impact business strategies (Diversity).

4. Formulate how transformational leadership can improve the implementation of business objectives no matter the location of the business (Team).

5. 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).

6. 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).

7. Justify the ethical choices related to societal issues, so as to optimize organization effectiveness in a global setting (Ethics).

8. Evaluate the essence of business knowledge in existing literature to produce new, meaningful ideas that have practical application (Research).

9. Integrate the innovative principles in business operations that contribute to the advancement of business management and leadership.

10. Create strategic opportunities by providing innovative solutions to complex business problems using quantitative reasoning and methodologies that contribute to organizational sustainability.

Admission Requirements

The minimum academic requirements to apply to the *Doctor of Business Administration* Degree Program:

> An applicant with a Master-level degree and a 2.5 GPA from a regionally or nationally accredited institution can apply to Westcliff University. Master's degrees obtained outside of the United States will only be accepted if they have been evaluated by a member in good standing with 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.

Graduate Writing Assessment

After acceptance into a Doctoral program at Westcliff University, each student will take a writing specific placement test. Based on the results of the placement test, students will either move directly into their first program course or will be enrolled in the EDU 701 writing support course that will be taken in tandem with the first program course. This course is focused on helping students develop the academic writing skills necessary to excel in their coursework at the graduate level.

Practical Learning Experience (PLE) Requirement

Westcliff University requires all students enrolled in **doctoral-level** degree or certificate programs in the College of Business to successfully complete a Practical Learning Experience (PLE) as a graduation requirement. Westcliff University degrees and certificates are designed to prepare students for the professional workforce, and the knowledge and skills learned throughout their program are directly applicable to the industries to which they are associated. Practical learning allows students to further refine the associated knowledge and skills through guidance, oversight, and feedback from industry experts and professionals while also building a stable network and gathering references to support their career needs. Students are encouraged to take full advantage of the opportunities afforded to them in practical learning and maximize their potential career placement or advancement upon graduation.

The **doctoral** PLE requirement is satisfied by completing a credit-bearing internship course that is assessed on a Credit/No Credit basis. During practical learning, students engage in empirical experiences, in addition to participating in assigned course activities. This practice reflects Westcliff's commitment to a practical and relevant education and the value of applied, experiential learning. Students who have this experience demonstrate a more successful transition into a new career or career advancement. Students are encouraged to complete as many PLEs as their schedules will permit in pursuit of the completion of their program(s).

Doctoral practical learning opportunities exist on- and off-campus. Off-campus practical learning requires prior University approval, and F-1 students must have Curricular Practical Training (CPT) authorization to participate in off-campus practical learning. Students are responsible for developing and demonstrating the skills necessary to be successful in a PLE. In addition to contemporary and growing industry knowledge, students should also be prepared to demonstrate professionalism, effective communication (written, oral and digital), and integrity while engaged in practical learning. The faculty facilitating internship courses associated with Practical Learning Experience assess these qualities and provide valuable feedback regarding their development to students throughout each experience. Students may reach out to Career Services with any questions about practical learning at the **doctoral** level.

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 to its foundation. This report is commonly and collectively referred to as the Dissertation and is indicative of high academic integrity and rigor, congruent with Doctor's level studies. The doctoral dissertation can result in a 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.

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.

Dissertation Onboarding Program

All doctoral students are required to participate in the Dissertation Onboarding Program at the onset of their studies. This program establishes a solid foundation for student understanding of the dissertation process at WU, helps build momentum toward a topic of study, and provides opportunities for students to connect with their cohort of peers for support. The Dissertation Onboarding Program is offered at no additional cost to students. It is not credit-bearing.

Benchmark Courses in the Doctor of Business Administration

RES 721 Doctoral Prospectus and RES 751 Doctoral Literature Review are benchmark courses in the DBA program. They are taken at the end of the first and second years of the program, respectively. While most courses in the DBA program allow students three total attempts to successfully complete, benchmark courses only allow for two total attempts.

Students who do not pass RES 701 Dissertation Prospectus in the first attempt are required to retake the course while concurrently taking EDU 780 Writing for Research and Scholarly Publications I before progressing further in their program. Students who do not pass RES 701 Dissertation Prospectus in the second attempt results in dismissal from the Doctor of Business Administration program. Similarly, students who do not pass RES 703 Doctoral Literature Review in the first attempt are required to retake the course while concurrently taking EDU 781 Writing for Research and Scholarly Publications II before progressing further in their program. Students who do not pass in the second attempt results in dismissal from the program.

Graduation Requirements[1]

Student must complete sixty (60) prescribed credit hours with a program GPA of 3.0 or higher. Students have the option to request to waive up to a maximum of thirty (30) transferrable credit hours, which includes six (6) prior experiential learning credits hours. Of the second 30 semester credit hours (i.e., 31 to 60) awarded toward a student's doctoral degree program, no more than three (3) may be awarded for prior experiential learning. Please refer to the Transfer of Credit Policy for more detailed information and requirements.

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

Doctor of Business Administration Core Required Courses – 60 Credit Hours Total

Students must complete the following required courses by the end of Year 1 – 19.5 Credit Hours Total

FIN 700 Financial Risk Management	3 credit hours
LDR 700 Leadership and Creative Solutions Implementation	3 credit hours
MGT 700 Managing People and Organizations	3 credit hours

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

MKT 700 Marketing Strategy & Consumer Behavior	3 credit hours
RES 700 Business Research Methods I	4.5 credit hours
RES 701 Doctoral Prospectus	3 credit hours

Students must complete the following required courses by the end of Year 2 – 19.5 Credit Hours Total

Concentration Course I	3 credit hours
ECO 700 Business in a Global Economy	3 credit hours
ORG 700 Corporate Social Responsibility and Organizational Development	3 credit hours
Concentration Course II	3 credit hours
RES 702 Business Research Methods II	4.5 credit hours
RES 703 Doctoral Literature Review	3 credit hours

Students must complete the following required courses by the end of Year 3 – 21 Credit Hours Total

Concentration Course III	3 credit hours
Concentration Course IV	3 credit hours
DIS 900 Doctoral Dissertation Course I	3 credit hours
DIS 901 Doctoral Dissertation Course II	4.5 credit hours
DIS 902 Doctoral Dissertation Course III	3 credit hours
DIS 903 Doctoral Dissertation Course IV	4.5 credit hours

Doctor of Business Administration Areas of Concentration

In addition to the core requirements, students choose a concentration within the Doctor of Business Administration 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 Doctor of Business Administration core course requirements.

Applied Computer Science

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).

To complete a Doctor of Business Administration in Applied Computer Science, students must complete *the four (4) courses listed below—12 credit hours total.*

DATA 801 BI, Analytics, & Decision Support	3 credit hours
TECH 830 Enterprise Software Engineering Concepts	3 credit hours
TECH 831 Security in Software Design & Development	3 credit hours
TECH 832 Human Computer Interaction (HCI) Design & Intelligent User Interfaces (IUI) 3 credit hours

Business Intelligence & Data Analytics (BIDA)

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.

To complete a Doctor of Business Administration in Business & Data Analytics (BIDA), students must complete _the four (4) courses listed below—12 credit hours total._

DATA 800 Foundations in Analytics for Executives	3 credit hours
DATA 801 BI, Analytics, & Decision Support	3 credit hours
DATA 802 Time Series & Predictive Analysis for Business	3 credit hours
DATA 803 Artificial Intelligence & Prescriptive Analytics	3 credit hours

Information Technology Management

The Doctor of Business Administration Concentration in Information Technology Management 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.

To complete a Doctor of Business Administration in Information Technology Management, students must complete _the four (4) courses listed below—12 credit hours total._

TECH 820 Business Intelligence & Information Technology	3 credit hours
TECH 821 Management Information Systems & Advanced IT	3 credit hours
TECH 822 Information Technology Project & Portfolio Management	3 credit hours
TECH 823 Governance of Enterprise IT	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.

To complete a Doctor of Business Administration in Strategic Leadership for the 21st Century, students must complete *the four (4) courses listed below—12 credit hours total.*

LDR 800 Building Positive Relationships in a Multigenerational Workforce	3 credit hours
LDR 801 Leading with Emotional Intelligence	3 credit hours
LDR 802 Emerging Technology for Effective Leadership	3 credit hours
LDR 803 Augmented Global Leadership	3 credit hours

Web Development

The Full Stack Coding Bootcamp offered by Westcliff University is a multidimensional concentration 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.

To complete a Doctor of Business Administration in Web Development, students must complete *the three (3) courses listed below—12 credit hours total*.

WEB 601 Front End Web Development	4 credit hours
WEB 602 Back End Web Development	4 credit hours
WEB 603 Full Stack Web Development	4 credit hours

Doctoral Certificate in Applied Computer Science

Program Description

The Doctoral Certificate in Applied Computer Science (ACS) prepares students with the knowledge and acumen required to attain roles as senior directors and executives, leading functional computer science, software, information systems, and technology business-related divisions and/or units. The ACS curriculum is designed to enable technology administrators to lead enterprise-wide initiatives in software engineering and computer science that incorporate relevant, current, and emerging technologies for the purpose of sustaining competitive advantage, while expanding and adapting new computer science and industry standards, frameworks, and best practices.

Program Learning Outcomes

1. Develop effective presentation of applied computer science, research, and recommendations through written forms of communication with specificity and appropriate to the intended audiences.

2. Develop effective presentation of applied computer science, research, and recommendations through oral communication of conventions and forms with specificity and appropriate to the intended audience.

3. Critique how a broader understanding of cultural differences, through the lens of applied computer science, results in personal competencies that positively impact business strategies.

4. Formulate how transformational leadership can improve the implementation of business objectives, regarding applied computer science, no matter the location of the business.

5. Evaluate how the relationship between vision and tactics can result in meaningful and successful strategies in a complex business environment through the lens of applied computer science.

6. Judge and measure how the internal and external criteria, regarding applied computer science, for an organization may be used to maximize both efficiency and effectiveness of a business operation (Ethics).

7. Evaluate the essence of applied computer science in existing literature to produce new, meaningful ideas that have practical application.

Admission Requirements

The minimum academic requirements to apply to the *Doctoral Certificate in Applied Computer Science* Program are:

An applicant with a Master-level degree and a 2.5 GPA from a regionally or nationally accredited institution can apply to Westcliff University. Master degrees obtained outside of the United States will only be accepted if they have been evaluated by a member in good standing with 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.

Practical Learning Experience (PLE) Requirement

Westcliff University requires all students enrolled in **doctoral-level** degree or certificate programs in the College of Business to successfully complete a Practical Learning Experience (PLE) as a graduation requirement. Westcliff University degrees and certificates are designed to prepare students for the professional workforce, and the knowledge and skills learned throughout their program are directly applicable to the industries to which they are associated. Practical learning allows students to further refine the associated knowledge and skills through guidance, oversight, and feedback from industry experts and professionals while also building a stable network and gathering references to support their career needs. Students are encouraged to take full advantage of the

opportunities afforded to them in practical learning and maximize their potential career placement or advancement upon graduation.

The **doctoral** PLE requirement is satisfied by completing a credit-bearing internship course that is assessed on a Credit/No Credit basis. During practical learning, students engage in empirical experiences, in addition to participating in assigned course activities. This practice reflects Westcliff's commitment to a practical and relevant education and the value of applied, experiential learning. Students who have this experience demonstrate a more successful transition into a new career or career advancement. Students are encouraged to complete as many PLEs as their schedules will permit in pursuit of the completion of their program(s).

Doctoral practical learning opportunities exist on- and off-campus. Off-campus practical learning requires prior University approval, and F-1 students must have Curricular Practical Training (CPT) authorization to participate in off-campus practical learning. Students are responsible for developing and demonstrating the skills necessary to be successful in a PLE. In addition to contemporary and growing industry knowledge, students should also be prepared to demonstrate professionalism, effective communication (written, oral and digital), and integrity while engaged in practical learning. The faculty facilitating internship courses associated with Practical Learning Experience assess these qualities and provide valuable feedback regarding their development to students throughout each experience. Students may reach out to Career Services with any questions about practical learning at the **doctoral** level.

Program Requirements

To complete a Doctoral Certificate in Applied Computer Science, students must complete *the four (4) courses listed below—12 credit hours total*.

DATA 801 BI, Analytics, & Decision Support	3 credit hours
TECH 830 Enterprise Software Engineering Concepts	3 credit hours
TECH 831 Security in Software Design & Development	3 credit hours
TECH 832 Human-Computer Interaction (HCI) Design & Intelligent User Interfaces (IUI)	3 credit hours

Doctoral Certificate in Business Administration

Program Description

In a fast-evolving business world we are required to react quickly, decisively and accurately. In the Doctoral Certificate in Business Administration, students will learn how to integrate business theory with business fact to create a dynamic and responsive organization with vision and the ability to execute. Students will consider such critical business factors as strategic planning, financial threat, innovative decision making and motivational leadership to underpin organizational success.

Program Learning Outcomes

1. Analyze a business challenge and provide justification for a proposed solution.

2. Evaluate organizational communication styles and efficacy for success.

3. Create a culture of open communication and creative solutions to address internal and external opportunities and threats.

4. Identify key employees for strategic and communication roles.

5. Design organizational opportunities that invite stakeholder input and creativity.

6. Analyze the financial risk to the organization and propose fully justified solutions.

7. Prioritize organizational challenges and identify personnel to address.

8. Create a human resource plan that identifies the differences in communication and rewards preferences across departments.

9. Compare the leadership styles of the organization to the leadership preferences of its teams.

Admission Requirements

The minimum academic requirements to apply to the ***Doctoral Certificate in Business Administration*** Program are:

An applicant with a Master-level degree and a 2.5 GPA from a regionally or nationally accredited institution can apply to Westcliff University. Master's degrees obtained outside of the United States will only be accepted if they have been evaluated by a member in good standing with 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.

Practical Learning Experience (PLE) Requirement

Westcliff University requires all students enrolled in **doctoral-level** degree or certificate programs in the College of Business to successfully complete a Practical Learning Experience (PLE) as a graduation requirement. Westcliff University degrees and certificates are designed to prepare students for the professional workforce, and the knowledge and skills learned throughout their program are directly applicable to the industries to which they are associated. Practical learning allows students to further refine the associated knowledge and skills through guidance, oversight, and feedback from industry experts and professionals while also building a stable network and gathering references to support their career needs. Students are encouraged to take full advantage of the opportunities afforded to them in practical learning and maximize their potential career placement or advancement upon graduation.

The **doctoral** PLE requirement is satisfied by completing a credit-bearing internship course that is assessed on a Credit/No Credit basis. During practical learning, students engage in empirical experiences, in addition to participating in assigned course activities. This practice reflects Westcliff's commitment to a practical and relevant

education and the value of applied, experiential learning. Students who have this experience demonstrate a more successful transition into a new career or career advancement. Students are encouraged to complete as many PLEs as their schedules will permit in pursuit of the completion of their program(s).

Doctoral practical learning opportunities exist on- and off-campus. Off-campus practical learning requires prior University approval, and F-1 students must have Curricular Practical Training (CPT) authorization to participate in off-campus practical learning. Students are responsible for developing and demonstrating the skills necessary to be successful in a PLE. In addition to contemporary and growing industry knowledge, students should also be prepared to demonstrate professionalism, effective communication (written, oral and digital), and integrity while engaged in practical learning. The faculty facilitating internship courses associated with Practical Learning Experience assess these qualities and provide valuable feedback regarding their development to students throughout each experience. Students may reach out to Career Services with any questions about practical learning at the **doctoral** level.

Program Requirements

To complete a Doctoral Certificate in Business Administration, students must complete *the six (6) courses listed below—18 credit hours total*.

ECO 700 Business in a Global Economy	3 credit hours
FIN 700 Financial Risk Management	3 credit hours
LDR 700 Leadership and Creative Solutions Implementation	3 credit hours
MGT 700 Managing People and Organizations	3 credit hours
MKT 700 Marketing Strategy & Consumer Behavior	3 credit hours
ORG 700 Corporate Social Responsibility	3 credit hours

Doctoral Certificate in Business Intelligence & Data Analytics (BIDA)

Program Description

The doctoral certificate 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, students will gain valuable insights about customers, competitors, internal operations, and external variables that influence organizational strategy, and will enhance their ability to make better strategic decisions.

Program Learning Outcomes

1. Develop effective presentation of business intelligence (BI) and data analysis, research, and recommendations through written forms of communication with specificity and appropriate to the intended audiences.

2. Develop effective presentation of business intelligence (BI) and data analysis, research, and recommendations through oral communication of conventions and forms with specificity and appropriate to the intended audience.

3. Critique how a broader understanding of cultural differences, through the lens of business intelligence (BI) and data analysis, results in personal competencies that positively impact business strategies.

4. Formulate how transformational leadership can improve the implementation of business objectives, regarding business intelligence (BI) and data analysis, no matter the location of the business.

5. Evaluate how the relationship between vision and tactics can result in meaningful and successful strategies in a complex business environment through the lens of business intelligence (BI) and data analysis.

6. Judge and measure how the internal and external criteria, regarding business intelligence (BI) and data analysis, for an organization may be used to maximize both efficiency and effectiveness of a business operation.

7. Evaluate the essence of business intelligence (BI) and data analysis in existing literature to produce new, meaningful ideas that have practical application.

8. Integrate the innovative principles in business operations, through the lens of business intelligence (BI) and data analysis, that contribute to the advancement of business management and leadership.

9. Create strategic opportunities by providing innovative solutions to complex business problems, regarding business intelligence (BI) and data analysis, using quantitative reasoning and methodologies that contribute to organizational sustainability.

Admission Requirements

The minimum academic requirements to apply to the **Doctoral Certificate in Business Intelligence & Data Analytics** Program are:

An applicant with a Master-level degree and a 2.5 GPA from a regionally or nationally accredited institution can apply to Westcliff University. Master's degrees obtained outside of the United States will only be accepted if they have been evaluated by a member in good standing with 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.

Practical Learning Experience (PLE) Requirement

Westcliff University requires all students enrolled in **doctoral-level** degree or certificate programs in the College of Business to successfully complete a Practical Learning Experience (PLE) as a graduation requirement. Westcliff University degrees and certificates are designed to prepare students for the professional workforce, and the knowledge and skills learned throughout their program are directly applicable to the industries to which they are associated. Practical learning allows students to further refine the associated knowledge and skills through guidance, oversight, and feedback from industry experts and professionals while also building a stable network and gathering references to support their career needs. Students are encouraged to take full advantage of the opportunities afforded to them in practical learning and maximize their potential career placement or advancement upon graduation.

The **doctoral** PLE requirement is satisfied by completing a credit-bearing internship course that is assessed on a Credit/No Credit basis. During practical learning, students engage in empirical experiences, in addition to participating in assigned course activities. This practice reflects Westcliff's commitment to a practical and relevant education and the value of applied, experiential learning. Students who have this experience demonstrate a more successful transition into a new career or career advancement. Students are encouraged to complete as many PLEs as their schedules will permit in pursuit of the completion of their program(s).

Doctoral practical learning opportunities exist on- and off-campus. Off-campus practical learning requires prior University approval, and F-1 students must have Curricular Practical Training (CPT) authorization to participate in off-campus practical learning. Students are responsible for developing and demonstrating the skills necessary to be successful in a PLE. In addition to contemporary and growing industry knowledge, students should also be prepared to demonstrate professionalism, effective communication (written, oral and digital), and integrity while engaged in practical learning. The faculty facilitating internship courses associated with Practical Learning Experience assess these qualities and provide valuable feedback regarding their development to students throughout each experience. Students may reach out to Career Services with any questions about practical learning at the **doctoral** level.

Program Requirements

To complete a Doctoral Certificate in Business Intelligence & Data Analytics (BIDA), students must complete *the four (4) courses listed below—12 credit hours total*.

BUS 800 Foundations in Analytics for Executives	3 credit hours
BUS 802 Time Series & Predictive Analysis for Business	3 credit hours
DATA 801 BI, Analytics, & Decision Support	3 credit hours
DATA 803 Artificial Intelligence & Prescriptive Analytics	3 credit hours

Doctoral Certificate in Information Technology Management

Program Description

The Doctoral Certificate in Information Technology Management (ITM) prepares students with the knowledge and acumen required to attain roles as senior directors and executives, leading functional information technology systems and business-related technology divisions and/or units. The ITM curriculum is designed to enable business and technology administrators to lead and manage enterprise-wide IT projects and to solve complex business and IT problems. Emphasis is placed on projects that ensure digital assets security as well as on developing the expertise to implement a governance and management enterprise IT infrastructure.

Program Learning Outcomes

1. Create strategic plans that implement information technology requirements and specifications of complex technology systems.

2. Evaluate computer systems and improve the overall efficiency and effectiveness by incorporating value computing methodologies.

3. Analyze, design, develop, and maintain information technology infrastructure to allow for the implementation of strategic initiatives that incorporate emerging technologies

4. Compare and contrast various methodologies of computer systems design for the purpose of creating efficacy in computer-related business functions.

5. Conduct in-depth research, independently or within the enterprise in a broad range of information technology.

Admission Requirements

The minimum academic requirements to apply to the ***Doctoral Certificate in Information Technology Management*** Program are:

> An applicant with a Master-level degree and a 2.5 GPA from a regionally or nationally accredited institution can apply to Westcliff University. Master's degrees obtained outside of the United States will only be accepted if they have been evaluated by a member in good standing with 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.

Practical Learning Experience (PLE) Requirement

Westcliff University requires all students enrolled in **doctoral-level** degree or certificate programs in the College of Business to successfully complete a Practical Learning Experience (PLE) as a graduation requirement. Westcliff University degrees and certificates are designed to prepare students for the professional workforce, and the knowledge and skills learned throughout their program are directly applicable to the industries to which they are associated. Practical learning allows students to further refine the associated knowledge and skills through guidance, oversight, and feedback from industry experts and professionals while also building a stable network and gathering references to support their career needs. Students are encouraged to take full advantage of the opportunities afforded to them in practical learning and maximize their potential career placement or advancement upon graduation.

The **doctoral** PLE requirement is satisfied by completing a credit-bearing internship course that is assessed on a Credit/No Credit basis. During practical learning, students engage in empirical experiences, in addition to participating in assigned course activities. This practice reflects Westcliff's commitment to a practical and relevant education and the value of applied, experiential learning. Students who have this experience demonstrate a more

successful transition into a new career or career advancement. Students are encouraged to complete as many PLEs as their schedules will permit in pursuit of the completion of their program(s).

Doctoral practical learning opportunities exist on- and off-campus. Off-campus practical learning requires prior University approval, and F-1 students must have Curricular Practical Training (CPT) authorization to participate in off-campus practical learning. Students are responsible for developing and demonstrating the skills necessary to be successful in a PLE. In addition to contemporary and growing industry knowledge, students should also be prepared to demonstrate professionalism, effective communication (written, oral and digital), and integrity while engaged in practical learning. The faculty facilitating internship courses associated with Practical Learning Experience assess these qualities and provide valuable feedback regarding their development to students throughout each experience. Students may reach out to Career Services with any questions about practical learning at the **doctoral** level.

Program Requirements

To complete a Doctoral Certificate in Information Technology Management, students must complete *the four (4) courses listed below—12 credit hours total*.

TECH 820 Business Intelligence & Information Technology	3 credit hours
TECH 821 Management Information Systems & Advanced IT	3 credit hours
TECH 822 Information Technology Project & Portfolio Management	3 credit hours
TECH 823 Governance of Enterprise IT	3 credit hours

Doctoral Certificate in Strategic Leadership for the 21st Century

Program Description

As companies struggle to make sense of our post pandemic world, the Doctoral Certificate in Strategic Leadership for the 21st Century prepares students to rebuild, reorganize and create sustainable businesses through its people. Students will consider the importance of the workforce and individual and team contributions to the execution of visionary and innovative strategies for growth.

Program Learning Outcomes

1. Identify the key requirements of a sustainable business.

2. Evaluate the strengths and challenges of employees and create a development strategy to enhance employee retention.

3. Create a culture that understands the importance of differing ideals and ideas and how they can meld into a strong organizational strategy.

4. Identify key opportunities for organizational policy and procedure improvement.

5. Prioritize organizational challenges and identify personnel to address.

6. Create a human resource plan that identifies the differences in communication and rewards preferences across departments.

7. Prioritize organizational communication strategies.

Admission Requirements

The minimum academic requirements to apply to the *Doctoral Certificate in Strategic Leadership for the 21st Century* Program are:

> An applicant with a Master-level degree and a 2.5 GPA from a regionally- or nationally accredited institution can apply to Westcliff University. Master's degrees obtained outside of the United States will only be accepted if they have been evaluated by a member in good standing with 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.

Practical Learning Experience (PLE) Requirement

Westcliff University requires all students enrolled in **doctoral-level** degree or certificate programs in the College of Business to successfully complete a Practical Learning Experience (PLE) as a graduation requirement. Westcliff University degrees and certificates are designed to prepare students for the professional workforce, and the knowledge and skills learned throughout their program are directly applicable to the industries to which they are associated. Practical learning allows students to further refine the associated knowledge and skills through guidance, oversight, and feedback from industry experts and professionals while also building a stable network and gathering references to support their career needs. Students are encouraged to take full advantage of the opportunities afforded to them in practical learning and maximize their potential career placement or advancement upon graduation.

The **doctoral** PLE requirement is satisfied by completing a credit-bearing internship course that is assessed on a Credit/No Credit basis. During practical learning, students engage in empirical experiences, in addition to participating in assigned course activities. This practice reflects Westcliff's commitment to a practical and relevant education and the value of applied, experiential learning. Students who have this experience demonstrate a more successful transition into a new career or career advancement. Students are encouraged to complete as many PLEs as their schedules will permit in pursuit of the completion of their program(s).

Doctoral practical learning opportunities exist on- and off-campus. Off-campus practical learning requires prior University approval, and F-1 students must have Curricular Practical Training (CPT) authorization to participate in off-campus practical learning. Students are responsible for developing and demonstrating the skills necessary to be successful in a PLE. In addition to contemporary and growing industry knowledge, students should also be prepared to demonstrate professionalism, effective communication (written, oral and digital), and integrity while engaged in practical learning. The faculty facilitating internship courses associated with Practical Learning Experience assess these qualities and provide valuable feedback regarding their development to students throughout each experience. Students may reach out to Career Services with any questions about practical learning at the **doctoral** level.

Program Requirements

To complete a Doctoral Certificate in Strategic Leadership for the 21st Century, students must complete *the four (4) courses listed below—12 credit hours total*.

LDR 800 Building Positive Relationships in a Multigenerational Workforce	3 credit hours
LDR 801 Leading with Emotional Intelligence	3 credit hours
LDR 802 Emerging Technology for Effective Leadership	3 credit hours
LDR 803 Augmented Global Leadership	3 credit hours

COLLEGE OF TECHNOLOGY AND ENGINEERING

Mission Statement

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 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:

1. Evaluate current and emerging technologies.

2. Identify and gather user requirements to design user-friendly interfaces.

3. Apply, configure, and manage IT technologies

4. Utilize data to help businesses gain insights to help them make better decisions.

5. Access IT impact on individuals, organization, and the environment.

6. Apply IT concepts and strategies to solve real world problems.

7. Conduct research in the field of information technology and related fields.

Admission Requirements

For acceptance into an undergraduate *Bachelor of Science in Information Technology* Degree program, applicants must satisfy **one** of the following criteria:

> High school diploma from a university-recognized high school with a minimum of a 2.0 cumulative G.P.A. or university-recognized high school equivalency, or successfully take and pass the relevant examination 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.

Integrative Studies

The Integrative Studies courses at Westcliff are structured to provide a coherent, integrative 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.

Westcliff University offers 19 Integrative Studies courses, which students may take to fulfill the 30 credit hours requirement.

Graduation Requirements

The Bachelor of Science in Information Technology program consists of a program requirement of 120 credit hours, including 45 credit hours of Core Information Technology courses, 30 credit hours of Concentration courses, 30 credit hours of Integrative Studies courses, 6 credit hours of Core Business courses, 6 credit hours of Internship courses, and a 3-credit hour Capstone course.

Students may complete their entire 120-credit Bachelor of Science in Information Technology program by taking all 45 credit hours of Core Information Technology courses, 30 credit hours of Concentration courses, 30 credit hours of Integrative Studies courses, 6 credit hours of Core Business courses and 3 credit hours of a Capstone course at Westcliff University. Alternatively, students may transfer up to 30 Integrative Studies credit hours to the University from another accredited school. In any option, 54 of the 60 Integrative Studies 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.

Practical Learning Experience (PLE) Requirement

Westcliff University requires all students enrolled in Bachelor of Science in Information Technology in the College of Technology and Engineering to successfully complete Practical Learning Experiences (PLEs) as part of the completion of their degree. Practical learning at Westcliff is a key component of the university's approach to teaching, learning, and student success as these experiences reinforce what students are learning in the classroom and promote the relevant application of this content in a real-world context. This practice reflects Westcliff's commitment to a practical and relevant education and the value of applied, experiential learning. Students who have this experience demonstrate a more successful transition into a new career or career advancement.

Practical learning experiences are satisfied by the completion of six (6) credits of internship course as a requirement for the program. During each internship course, students engage in direct work experience relevant to their studies in addition to participating in the assigned classroom activities. Internship 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 the internship courses assess these qualities and provide valuable feedback to students throughout the course.

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

Information Technology Core Course Requirement - 45 Credit Hours Total

DATA 100 Introduction to Data Analytics	3 credit hours
DATA 200 Applied Statistical Analytics	3 credit hours
DATA 210 Database Design & Analytics	3 credit hours
MTH 150 Discrete Mathematics	3 credit hours
NET 100 Introduction to Networking	3 credit hours
NET 200 Network Routing and Switching	3 credit hours
NET 300 Cloud Computing	3 credit hours
TECH 100 Introduction to Technology	3 credit hours
TECH 110 Technology and Systems	3 credit hours
TECH 220 Information Security	3 credit hours
TECH 250 Technical Documentation and Communication	3 credit hours
TECH 300 Internet of Things (IoT)	3 credit hours
TECH 310 Management of Information Systems	3 credit hours
TECH 320 Authorization and Access Control Management	3 credit hours
TECH 330 Emerging Technologies	3 credit hours

Business Core Courses Requirement - 6 Credit Hours Total

LDR 300 Introduction to Leadership	3 credit hours
LDR 303 Foundations in Operations Management	3 credit hours

Capstone Required Course- 3 Credit Hours Total

CAP 490 Capstone Project	3 credit hours

Integrative Studies Required Courses - 30 Credit Hours

Communication	9 credit hours
Mathematics	3 credit hours
Humanities	3 credit hours
Social and Behavioral Sciences	3 credit hours
Physical & Biological Sciences	3 credit hours

Open Integrative Studies	3 credit hours
Open Integrative Studies Upper Division	3 credit hours
Integrative Studies Capstone	3 credit hours

Internship Courses Requirement - 6 Credit Hours Total

Bachelor of Science in Information Technology Areas of Concentration

Advanced Programming

This concentration will provide students with a solid foundation in the fundamentals, techniques, and best practices in programming. Topics covered include advanced Python, Java, Object-Oriented programming, mobile programming applications, security in programming, and software testing and quality assurance.

To complete a Bachelor of Science in Information Technology in Advanced Programming, students must complete *the five (5) courses listed below—15 credit hours total*.

PRG 400 Advanced Python	3 credit hours
PRG 401 JAVA	3 credit hours
PRG 402 Mobile Programming Applications	3 credit hours
PRG 403 Programming Security	3 credit hours
PRG 404 Software Testing and Quality Assurance	3 credit hours

AR/VR Mobile Game Development

The Augmented Reality/Virtual Reality (AR/VR) Mobile Game Development concentration is designed to lead students in preparation for a certification in Unity game development. Topics include simple game design concepts and structure, AI and intelligent behavior in Unity, Unity game development fundamentals, and technologies associated with augmented and virtual reality systems.

To complete a Bachelor of Science in Information Technology in AR/VR Mobile Game Development, students must complete *the five (5) courses listed below—15 credit hours total*.

AVR 400 Introduction to Unity and Simple Games	3 credit hours
AVR 401 2D Game Development in Unity I	3 credit hours
AVR 402 3D Game Development in Unity II	3 credit hours
AVR 403 Artificial Intelligence and Intelligent Behavior in Unity	3 credit hours
AVR 404 AR and VR Development in Unity	3 credit hours

Cloud Computing

The Cloud Computing program is designed to provide students with a foundation in cloud computing technologies for business. This program is ideal for professionals who are interested in the field of cloud computing and who may have experience but do not have formal training. Students will learn technologies, processes, and management of systems including virtualization and storage, APIs and scripting, AWS and Azure, cloud security and disaster recovery, and strategic cloud implementation concepts for business applications.

To complete a Bachelor of Science in Information Technology in Cloud Computing, students must complete *the five (5) courses listed below—15 credit hours total*.

CLD 400 Virtualization and Storage	3 credit hours

CLD 401 APIs and Scripting	3 credit hours
CLD 402 AWS and Azure	3 credit hours
CLD 403 Cloud Security and Disaster Recovery	3 credit hours
CLD 404 Strategic Cloud	3 credit hours

Cybersecurity

The Cybersecurity Concentration is designed to advance the professional careers of technologists and computer scientists in the field of computer systems and information technology security. The certificate program is presented in a detailed and innovative approach that examines a variety of computer systems security topics, including cybersecurity essentials and network security; communications security techniques such as cryptography, computer forensics, threats and detection; information security management, and a proactive approach to designing cybersecurity for emerging technologies. Security policies on privacy and legal issues are also presented. Upon completion, graduates can design and implement cybersecurity measures and strategies across several sectors such as healthcare, manufacturing, research and development, education, banking and finance, and international business.

To complete a Bachelor of Science in Information Technology in Cybersecurity, students must complete *the five (5) courses listed below—15 credit hours total*.

CYB 400 Threat and Vulnerability Management	3 credit hours
CYB 401 Software and Systems Security	3 credit hours
CYB 402 Cyber Operations and Monitoring	3 credit hours
CYB 403 Digital Forensics and Incident Response	3 credit hours
CYB 404 Compliance and Assessment	3 credit hours

Data Analytics

Provides an overview of quantitative methods essential for analyzing data, with an emphasis on business applications. Topics include identification of appropriate metrics and measurement methods, descriptive and inferential statistics, experimental design, parametric and non-parametric tests, simulation, and linear and logistic regression, categorical data analysis, and select unsupervised learning techniques. Standard and open-source statistical packages are used to apply techniques to real-world problems.

To complete a Bachelor of Science in Information Technology in Data Analytics, students must complete *the five (5) courses listed below—15 credit hours total*.

DCS 400 Applied Statistics for Optimization	3 credit hours
DCS 401 Query Design and Analysis	3 credit hours
DCS 402 Big Data Analytics and Visualization	3 credit hours
DCS 403 Data Structure & Algorithms Design	3 credit hours
DCS 404 Artificial Intelligence & Machine Learning	3 credit hours

IT Project Management

The IT Project Management program is designed to provide students with a foundation in IT Project management based on the Project Management Book of Knowledge and Project Management Professional certification. This program is ideal for professionals who are interested in the field of project management and who may have

experience but do not have formal training. Students will learn common methodologies used by project managers today focusing on project integration, scope, time, cost, leadership, schedule, risk, quality, and communications management. Graduate students will complete one additional graduate level assignment in each course.

To complete a Bachelor of Science in Information Technology in IT Project Management students must complete _the five (5) courses listed below—15 credit hours total_.

ITPM 400 PMP Integration, Scope, Time, and Cost	3 credit hours
ITPM 401 Project Leadership	3 credit hours
ITPM 402 Project Schedule Management	3 credit hours
ITPM 403 Project Risk and Quality Management	3 credit hours
ITPM 404 Project Communications Management	3 credit hours

Web Development

The Full Stack Coding Bootcamp offered by Westcliff University is a multidimensional concentration 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.

To complete a Bachelor of Science in Information Technology in Web Development, students must complete _the three (3) courses listed below—18 credit hours total_.

WEB 401 Front End Web Development	6 credit hours
WEB 402 Back End Web Development	6 credit hours
WEB 403 Full Stack Web Development	6 credit hours

Bachelor of Science in Computer Science

Program Description

The Bachelor of Science in Computer Science (BSCS) program at WU will be offered as an interdisciplinary program and from a holistic perspective, with an emphasis on Computer Science. The program will be designed to provide guided career pathways within the Computer Science industry. It will also focus on addressing business challenges in the 21st century globalized economy by solving complex business problems and creating new opportunities with technology. Students pursuing this program will gain the necessary skills to solve challenges through data analysis and information technology. Successful students will graduate with the technical acumen and ingenuity needed to solve business problems and remain competitive in the workplace.

Program Learning Outcomes

1. Evaluate current and emerging technologies.

2. Identify and gather user requirements to design user-friendly interfaces.

3. Apply, configure, and manage Computer Science technologies.

4. Utilize data to help businesses gain insights to help them make better decisions.

5. Access Computer Science impact on individuals, organization, and the environment.

6. Apply Computer Science concepts and strategies to solve real world problems.

7. Conduct research in the field of computer science and related fields.

Admission Requirements

For acceptance into an undergraduate **Bachelor of Science in Computer Science** Degree 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.

Integrative Studies

The Integrative Studies courses at Westcliff are structured to provide a coherent, integrative 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.

Westcliff University offers 19 Integrative Studies courses, which students may take to fulfill the 30 credit hours requirement.

Graduation Requirements

The Bachelor of Science in Computer Science program consists of a program requirement of 120 credit hours, including 48 credit hours of Core Information Technology courses, 30 credit hours of Concentration courses, 30 credit hours of Integrative Studies courses, 6 credit hours of Core Business courses, a 3-credit hour Capstone course, and 3 credit hours of Internship courses.

Students may complete their entire 120-credit Bachelor of Science in Computer Science program by taking all 48 credit hours of Core Computer Science courses, 30 credit hours of Concentration courses, 30 credit hours of Integrative Studies courses, 6 credit hours of Core Business courses, a 3-credit hour Capstone course, and 3 credit hours of Internship courses at Westcliff University. Alternatively, students may transfer up to 30 Integrative Studies 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 Integrative Studies 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.

Practical Learning Experience (PLE) Requirement

Westcliff University requires all students enrolled in Bachelor of Science in Computer Science in the College of Technology and Engineering to successfully complete Practical Learning Experiences (PLEs) as part of the completion of their degree. Practical learning at Westcliff is a key component of the university's approach to teaching, learning, and student success as these experiences reinforce what students are learning in the classroom and promote the relevant application of this content in a real-world context. This practice reflects Westcliff's commitment to a practical and relevant education and the value of applied, experiential learning. Students who have this experience demonstrate a more successful transition into a new career or career advancement.

Practical learning experiences are satisfied by the completion of six (6) credits of internship course as a requirement for the program. During each internship course, students engage in direct work experience relevant to their studies in addition to participating in the assigned classroom activities. Internship 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 the internship courses assess these qualities and provide valuable feedback to students throughout the course.

Bachelor of Science in Computer Science Program Requirements – 120 Credit Hours Total

Core Course Requirements - 48 Credit Hours

DATA 100 Introduction to Data Analytics	3 credit hours
DATA 200 Applied Statistical Analytics	3 credit hours
DATA 210 Database Design & Analytics	3 credit hours
DATA 300 Data Driven Decision Making	3 credit hours
MTH 150 Discrete Mathematics	3 credit hours
PRG 100 System Analysis and Design	3 credit hours
PRG 200 Programming in the Cloud	3 credit hours
PRG 300 Software Quality, Architecture, and Documentation	3 credit hours
PRG 310 DevOps and Agile	3 credit hours
PRG 320 C# Programming	3 credit hours
PRG 330 Python Programming	3 credit hours
TECH 110 Technology and Systems	3 credit hours
TECH 250 Technical Documentation and Communication	3 credit hours
TECH 300 Internet of Things (IoT)	3 credit hours
TECH 330 Emerging Technologies	3 credit hours

Business Core Course Requirements- 6 Credit Hours

LDR 300 Introduction to Leadership	3 credit hours
LDR 303 Foundations in Operations Management	3 credit hours

Integrative Studies Required Courses - 30 Credit Hours

Communication	9 credit hours
Mathematics	3 credit hours
Humanities	3 credit hours
Social and Behavioral Sciences	3 credit hours
Physical & Biological Sciences	3 credit hours
Open Integrative Studies	3 credit hours
Open Integrative Studies Upper Division	3 credit hours
Integrative Studies Capstone	3 credit hours

Capstone Required Courses – 3 Credit Hours Total

CAP 490 Capstone Project	3 credit hours

Internship Courses Requirement - 6 Credit Hours Total

Bachelor of Science in Computer Science Areas of Concentration

Advanced Programming

This concentration will provide students with a solid foundation in the fundamentals, techniques, and best practices in programming. Topics covered include advanced Python, Java, Object-Oriented programming, mobile programming applications, security in programming, and software testing and quality assurance.

To complete a Bachelor of Science in Computer Science in Advanced Programming, students must complete *the five (5) courses listed below—15 credit hours total*.

PRG 400 Advanced Python	3 credit hours
PRG 401 JAVA	3 credit hours
PRG 402 Mobile Programming Applications	3 credit hours
PRG 403 Programming Security	3 credit hours
PRG 404 Software Testing and Quality Assurance	3 credit hours

AR/VR Mobile Game Development

The Augmented Reality/Virtual Reality (AR/VR) Mobile Game Development concentration is designed to lead students in preparation for a certification in Unity game development. Topics include simple game design concepts and structure, AI and intelligent behavior in Unity, Unity game development fundamentals, and technologies associated with augmented and virtual reality systems.

To complete a Bachelor of Science in Computer Science in AR/VR Mobile Game Development, students must complete *the five (5) courses listed below—15 credit hours total*.

AVR 400 Introduction to Unity and Simple Games	3 credit hours
AVR 401 2D Game Development in Unity I	3 credit hours
AVR 402 3D Game Development in Unity II	3 credit hours
AVR 403 Artificial Intelligence and Intelligent Behavior in Unity	3 credit hours
AVR 404 AR and VR Development in Unity	3 credit hours

Cloud Computing

The Cloud Computing program is designed to provide students with a foundation in cloud computing technologies for business. This program is ideal for professionals who are interested in the field of cloud computing and who may have experience but do not have formal training. Students will learn technologies, processes, and management of systems including virtualization and storage, APIs and scripting, AWS and Azure, cloud security and disaster recovery, and strategic cloud implementation concepts for business applications.

To complete a Bachelor of Science in Computer Science in Cloud Computing, students must complete *the five (5) courses listed below—15 credit hours total*.

CLD 400 Virtualization and Storage	3 credit hours
CLD 401 APIs and Scripting	3 credit hours
CLD 402 AWS and Azure	3 credit hours
CLD 403 Cloud Security and Disaster Recovery	3 credit hours

CLD 404 Strategic Cloud   3 credit hours

Cybersecurity

The Cybersecurity Concentration is designed to advance the professional careers of technologists and computer scientists in the field of computer systems and information technology security. The certificate program is presented in a detailed and innovative approach that examines a variety of computer systems security topics, including cybersecurity essentials and network security; communications security techniques such as cryptography, computer forensics, threats and detection; information security management, and a proactive approach to designing cybersecurity for emerging technologies. Security policies on privacy and legal issues are also presented. Upon completion, graduates can design and implement cybersecurity measures and strategies across several sectors such as healthcare, manufacturing, research and development, education, banking and finance, and international business.

To complete a Bachelor of Science in Computer Science in Cybersecurity, students must complete *the five (5) courses listed below—15 credit hours total*.

CYB 400 Threat and Vulnerability Management   3 credit hours

CYB 401 Software and Systems Security   3 credit hours

CYB 402 Cyber Operations and Monitoring   3 credit hours

CYB 403 Digital Forensics and Incident Response   3 credit hours

CYB 404 Compliance and Assessment   3 credit hours

Data Analytics

Provides an overview of quantitative methods essential for analyzing data, with an emphasis on business applications. Topics include identification of appropriate metrics and measurement methods, descriptive and inferential statistics, experimental design, parametric and non-parametric tests, simulation, and linear and logistic regression, categorical data analysis, and select unsupervised learning techniques. Standard and open-source statistical packages are used to apply techniques to real-world problems.

To complete a Bachelor of Science in Computer Science in Data Analytics, students must complete *the five (5) courses listed below—15 credit hours total*.

DCS 400 Applied Statistics for Optimization   3 credit hours

DCS 401 Query Design and Analysis   3 credit hours

DCS 402 Big Data Analytics and Visualization   3 credit hours

DCS 403 Data Structure & Algorithms Design   3 credit hours

DCS 404 Artificial Intelligence & Machine Learning   3 credit hours

IT Project Management

The IT Project Management program is designed to provide students with a foundation in IT Project management based on the Project Management Book of Knowledge and Project Management Professional certification. This program is ideal for professionals who are interested in the field of project management and who may have experience but do not have formal training. Students will learn common methodologies used by project managers today focusing on project integration, scope, time, cost, leadership, schedule, risk, quality, and communications management. Graduate students will complete one additional graduate level assignment in each course.

To complete a Bachelor of Science in Computer Science in IT Project Management students must complete _the five (5) courses listed below—15 credit hours total_.

ITPM 400 PMP Integration, Scope, Time, and Cost	3 credit hours
ITPM 401 Project Leadership	3 credit hours
ITPM 402 Project Schedule Management	3 credit hours
ITPM 403 Project Risk and Quality Management	3 credit hours
ITPM 404 Project Communications Management	3 credit hours

Web Development

The Full Stack Coding Bootcamp offered by Westcliff University is a multidimensional concentration 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.

To complete a Bachelor of Science in Computer Science in Web Development, students must complete _the three (3) courses listed below—18 credit hours total_.

WEB 401 Front End Web Development	6 credit hours
WEB 402 Back End Web Development	6 credit hours
WEB 403 Full Stack Web Development	6 credit hours

Coding Bootcamp Undergraduate Certificate

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

1. Create a strong portfolio of applications and projects to display proficiency.

2. Design and innovate web pages using fundamental development concepts.

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

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

5. Understand API interaction and deployment/command-line fundamentals.

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

Admission Requirements

For acceptance into the *Coding Bootcamp Undergraduate Certificate* program, applicants must satisfy the following criteria:

> High school diploma from a university-recognized high school or university-recognized high school equivalency or successfully take and pass the relevant examination such as GED, TASC, or HiSET.

Practical Learning Experience (PLE) Requirement

Westcliff University requires all students enrolled in **undergraduate-level** degree or certificate programs in the College of Technology and Engineering to successfully complete a Practical Learning Experience (PLE) as a graduation requirement. Westcliff University degrees and certificates are designed to prepare students for the professional workforce, and the knowledge and skills learned throughout their program are directly applicable to the industries to which they are associated. Practical learning allows students to further refine the associated knowledge and skills through guidance, oversight, and feedback from industry experts and professionals while also building a stable network and gathering references to support their career needs. Students are encouraged to take full advantage of the opportunities afforded to them in practical learning and maximize their potential career placement or advancement upon graduation.

The **undergraduate** PLE requirement is satisfied by completing a credit-bearing internship course that is assessed on a Credit/No Credit basis. During practical learning, students engage in empirical experiences, in addition to participating in assigned course activities. This practice reflects Westcliff's commitment to a practical and relevant education and the value of applied, experiential learning. Students who have this experience demonstrate a more successful transition into a new career or career advancement. Students are encouraged to complete as many PLEs as their schedules will permit in pursuit of the completion of their program(s).

Undergraduate practical learning opportunities exist on- and off-campus. Off-campus practical learning requires prior University approval, and F-1 students must have Curricular Practical Training (CPT) authorization to participate in off-campus practical learning. Students are responsible for developing and demonstrating the skills necessary to be successful in a PLE. In addition to contemporary and growing industry knowledge, students should also be prepared to demonstrate professionalism, effective communication (written, oral and digital), and integrity while engaged in practical learning. The faculty facilitating internship courses associated with Practical Learning

Experience assess these qualities and provide valuable feedback regarding their development to students throughout each experience. Students may reach out to Career Services with any questions about practical learning at the **undergraduate** level.

Program Requirements

To complete a *Coding Bootcamp Undergraduate Certificate*, students must complete *the three (3) courses listed below—18 credit hours total*.

WEB 401 Front End Web Development	6 credit hours
WEB 402 Back End Web Development	6 credit hours
WEB 403 Full Stack Web Development	6 credit hours

Undergraduate Certificate in Cybersecurity

Program Description

The Undergraduate Certificate in Cybersecurity will cover in detail the different cyber-threats in today's digital age and how we can implement the best technical and business security practices to mitigate and counter these risks. Cyber security can be defined in a nutshell, as follows: It is the set of technologies, processes, and practices, designed to protect networks, computers, programs, and data from attack, damage or unauthorized access. Cybersecurity knowledge becomes a cornerstone in the development of individuals and teams that are prepared to protect government, military, and commercial institutions from cyber-attacks.

Program Learning Outcomes

1. Explore common cyber threats and attacks.

2. Describe how social engineering attacks take place and how to mitigate them.

3. Identify common threats to physical and logical security.

4. Explore and utilize common information-gathering tools and techniques.

5. Evaluate appropriate technologies and tools to assess, protect against, and resolve security issues.

Admission Requirements

For acceptance into the ***Undergraduate Certificate in Cybersecurity*** program, applicants must satisfy the following criteria:

> High school diploma from a university-recognized high school with a minimum of a 2.0 cumulative G.P.A. or university-recognized high school equivalency, or successfully take and pass the relevant examination such as GED, TASC, or HiSET.

Practical Learning Experience (PLE) Requirement

Westcliff University requires all students enrolled in **undergraduate-level** degree or certificate programs in the College of Technology and Engineering to successfully complete a Practical Learning Experience (PLE) as a graduation requirement. Westcliff University degrees and certificates are designed to prepare students for the professional workforce, and the knowledge and skills learned throughout their program are directly applicable to the industries to which they are associated. Practical learning allows students to further refine the associated knowledge and skills through guidance, oversight, and feedback from industry experts and professionals while also building a stable network and gathering references to support their career needs. Students are encouraged to take full advantage of the opportunities afforded to them in practical learning and maximize their potential career placement or advancement upon graduation.

The **undergraduate** PLE requirement is satisfied by completing a credit-bearing internship course that is assessed on a Credit/No Credit basis. During practical learning, students engage in empirical experiences, in addition to participating in assigned course activities. This practice reflects Westcliff's commitment to a practical and relevant education and the value of applied, experiential learning. Students who have this experience demonstrate a more successful transition into a new career or career advancement. Students are encouraged to complete as many PLEs as their schedules will permit in pursuit of the completion of their program(s).

Undergraduate practical learning opportunities exist on- and off-campus. Off-campus practical learning requires prior University approval, and F-1 students must have Curricular Practical Training (CPT) authorization to participate in off-campus practical learning. Students are responsible for developing and demonstrating the skills necessary to be successful in a PLE. In addition to contemporary and growing industry knowledge, students should also be prepared to demonstrate professionalism, effective communication (written, oral and digital), and integrity while engaged in practical learning. The faculty facilitating internship courses associated with Practical Learning Experience assess these qualities and provide valuable feedback regarding their development to students throughout each experience. Students may reach out to Career Services with any questions about practical learning at the **undergraduate** level.

Program Requirements

To complete an Undergraduate Certificate in Cybersecurity, students must complete *the six (6) courses listed below— 18 credit hours total*.

CYB 400 Threat and Vulnerability Management	3 credit hours
CYB 401 Software and Systems Security	3 credit hours
CYB 402 Cyber Operations and Monitoring	3 credit hours
CYB 403 Digital Forensics and Incident Response	3 credit hours
CYB 404 Compliance and Assessment	3 credit hours
TECH 100 Introduction to Technology	3 credit hours

Undergraduate Certificate in Data Analytics

Program Description

Provides an overview of quantitative methods essential for analyzing data, with an emphasis on business applications. Topics include identification of appropriate metrics and measurement methods, descriptive and inferential statistics, experimental design, parametric and non-parametric tests, simulation, and linear and logistic regression, categorical data analysis, and select unsupervised learning techniques. Standard and open-source statistical packages to apply techniques to real-world problems.

Program Learning Outcomes

1. Select, apply, and interpret appropriate statistical analyses and data mining methods for real-world data problems.

2. Apply knowledge and skills to real-world business challenges in advertising, sports, health, media and emerging technologies.

3. Detect algorithms and identify, categorize, and store data from multiple seemingly dissimilar sources.

4. Analyze and model complex datasets and draw insights from the information available to solve problems for an organization or support its direction.

Admission Requirements

For acceptance into the ***Undergraduate Certificate in Data Analytics*** program, applicants must satisfy the following criteria:

> High school diploma from a university-recognized high school with a minimum of a 2.0 cumulative G.P.A. or university-recognized high school equivalency, or successfully take and pass the relevant examination such as GED, TASC, or HiSET.

Practical Learning Experience (PLE) Requirement

Westcliff University requires all students enrolled in **undergraduate-level** degree or certificate programs in the College of Technology and Engineering to successfully complete a Practical Learning Experience (PLE) as a graduation requirement. Westcliff University degrees and certificates are designed to prepare students for the professional workforce, and the knowledge and skills learned throughout their program are directly applicable to the industries to which they are associated. Practical learning allows students to further refine the associated knowledge and skills through guidance, oversight, and feedback from industry experts and professionals while also building a stable network and gathering references to support their career needs. Students are encouraged to take full advantage of the opportunities afforded to them in practical learning and maximize their potential career placement or advancement upon graduation.

The **undergraduate** PLE requirement is satisfied by completing a credit-bearing internship course that is assessed on a Credit/No Credit basis. During practical learning, students engage in empirical experiences, in addition to participating in assigned course activities. This practice reflects Westcliff's commitment to a practical and relevant education and the value of applied, experiential learning. Students who have this experience demonstrate a more successful transition into a new career or career advancement. Students are encouraged to complete as many PLEs as their schedules will permit in pursuit of the completion of their program(s).

Undergraduate practical learning opportunities exist on- and off-campus. Off-campus practical learning requires prior University approval, and F-1 students must have Curricular Practical Training (CPT) authorization to participate in off-campus practical learning. Students are responsible for developing and demonstrating the skills necessary to be successful in a PLE. In addition to contemporary and growing industry knowledge, students should

also be prepared to demonstrate professionalism, effective communication (written, oral and digital), and integrity while engaged in practical learning. The faculty facilitating internship courses associated with Practical Learning Experience assess these qualities and provide valuable feedback regarding their development to students throughout each experience. Students may reach out to Career Services with any questions about practical learning at the **undergraduate** level.

Program Requirements

To complete an Undergraduate Certificate in Data Analytics, students must complete *the six (6) courses listed below—18 credit hours total*.

DCS 400 Applied Statistics for Optimization	3 credit hours
DCS 401 Query Design and Analysis	3 credit hours
DCS 402 Big Data Analytics and Visualization	3 credit hours
DCS 403 Data Structures & Algorithms Design	3 credit hours
DCS 404 Artificial Intelligence & Machine Learning	3 credit hours
TECH 100 Introduction to Technology	3 credit hours

Undergraduate Certificate in Information Technology

Program Description

The Undergraduate Certificate in Information Technology (IT) provides students the opportunity to learn aspects of Information Technology as they apply to the modern application of IT that utilizes data management, cloud technology, networking and security, and business intelligence for the attainment of organizational goals. Graduates from the IT certificate program will have a strong foundation in IT systems that will enable them to design, maintain, and continuously improve the efficacy of information systems that are aligned with strategic initiatives, and for the purpose of knowledge creation and the sustainability of competitive advantage.

Program Learning Outcomes

1. Create strategic plans that implement information technology requirements and specifications of complex technology systems.

2. Evaluate computer systems and improve the overall efficiency and effectiveness by incorporating value computing methodologies.

3. Analyze, design, develop, and maintain information technology infrastructure to allow for the implementation of strategic initiatives that incorporate emerging technologies

4. Analyze and construct database management systems to meet the needs of business and technology decision-makers.

Admission Requirements

For acceptance into the *Undergraduate Certificate in Information Technology* program, applicants must satisfy the following criteria:

> High school diploma from a university-recognized high school with a minimum of a 2.0 cumulative G.P.A. or university-recognized high school equivalency, or successfully take and pass the relevant examination such as GED, TASC, or HiSET.

Practical Learning Experience (PLE) Requirement

Westcliff University requires all students enrolled in **undergraduate-level** degree or certificate programs in the College of Technology and Engineering to successfully complete a Practical Learning Experience (PLE) as a graduation requirement. Westcliff University degrees and certificates are designed to prepare students for the professional workforce, and the knowledge and skills learned throughout their program are directly applicable to the industries to which they are associated. Practical learning allows students to further refine the associated knowledge and skills through guidance, oversight, and feedback from industry experts and professionals while also building a stable network and gathering references to support their career needs. Students are encouraged to take full advantage of the opportunities afforded to them in practical learning and maximize their potential career placement or advancement upon graduation.

The **undergraduate** PLE requirement is satisfied by completing a credit-bearing internship course that is assessed on a Credit/No Credit basis. During practical learning, students engage in empirical experiences, in addition to participating in assigned course activities. This practice reflects Westcliff's commitment to a practical and relevant education and the value of applied, experiential learning. Students who have this experience demonstrate a more successful transition into a new career or career advancement. Students are encouraged to complete as many PLEs as their schedules will permit in pursuit of the completion of their program(s).

Undergraduate practical learning opportunities exist on- and off-campus. Off-campus practical learning requires prior University approval, and F-1 students must have Curricular Practical Training (CPT) authorization to

participate in off-campus practical learning. Students are responsible for developing and demonstrating the skills necessary to be successful in a PLE. In addition to contemporary and growing industry knowledge, students should also be prepared to demonstrate professionalism, effective communication (written, oral and digital), and integrity while engaged in practical learning. The faculty facilitating internship courses associated with Practical Learning Experience assess these qualities and provide valuable feedback regarding their development to students throughout each experience. Students may reach out to Career Services with any questions about practical learning at the **undergraduate** level.

Program Requirements

To complete an Undergraduate Certificate in Information Technology, students must complete *the six (6) courses listed below—18 credit hours total*.

DATA 210 Database Design & Analytics	3 credit hours
DCS 401 Query Design and Analysis	3 credit hours
DCS 404 Artificial Intelligence & Machine Learning	3 credit hours
NET 300 Cloud Computing	3 credit hours
TECH 100 Introduction to Technology	3 credit hours
TECH 220 Information Security	3 credit hours

Graduate Programs

Master of Science in Computer Science

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.

Program Learning Outcomes

1. Collaboratively determine software requirements and specifications in the design and development of complex software systems. .

2. Research and present software systems and improve the overall efficiency and effectiveness through data gathering and analysis.

3. Collaboratively analyze, design and develop database structures and solutions that can be readily implemented.

4. Compare and contrast data structures best suited for data management and retrieval.

5. Create, innovate, design, and improve algorithms for exceptional data processing and analysis.

6. Evaluate the application of legal, regulatory, and ethical solutions in protecting data and information technologies.

Admission Requirements

The minimum academic requirements to apply to the *Master of Science in Computer Science Degree* Program are:

An applicant with a Computer Science or Information Technology Bachelor-level degree from a regionally or nationally accredited institution and a minimum GPA of 2.5 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.

Without a technology BS degree, the student must take TECH 100 as a prerequisite.

Practical Learning Experience (PLE) Requirement

Westcliff University requires all students enrolled in **graduate-level** degree or certificate programs in the College of Technology and Engineering to successfully complete a Practical Learning Experience (PLE) as a graduation requirement. Westcliff University degrees and certificates are designed to prepare students for the professional workforce, and the knowledge and skills learned throughout their program are directly applicable to the industries to which they are associated. Practical learning allows students to further refine the associated knowledge and skills through guidance, oversight, and feedback from industry experts and professionals while also building a stable network and gathering references to support their career needs. Students are encouraged to take full advantage of

the opportunities afforded to them in practical learning and maximize their potential career placement or advancement upon graduation.

The **graduate** PLE requirement is satisfied by completing a credit-bearing internship course that is assessed on a Credit/No Credit basis. During practical learning, students engage in empirical experiences, in addition to participating in assigned course activities. This practice reflects Westcliff's commitment to a practical and relevant education and the value of applied, experiential learning. Students who have this experience demonstrate a more successful transition into a new career or career advancement. Students are encouraged to complete as many PLEs as their schedules will permit in pursuit of the completion of their program(s).

Graduate practical learning opportunities exist on- and off-campus. Off-campus practical learning requires prior University approval, and F-1 students must have Curricular Practical Training (CPT) authorization to participate in off-campus practical learning. Students are responsible for developing and demonstrating the skills necessary to be successful in a PLE. In addition to contemporary and growing industry knowledge, students should also be prepared to demonstrate professionalism, effective communication (written, oral and digital), and integrity while engaged in practical learning. The faculty facilitating internship courses associated with Practical Learning Experience assess these qualities and provide valuable feedback regarding their development to students throughout each experience. Students may reach out to Career Services with any questions about practical learning at the **graduate** level.

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.

Master of Science in Computer Science Program Requirements – 36 Credit Hours Total

Core Course Requirement – 18 Credit Hours

MIS 500 Managing Information Systems & Technology	3 credit hours
MIS 510 Information Technology Project Management	3 credit hours
MIS 520 Leading Strategic Change with Technology	3 credit hours
MIS 540 Management of Information Security	3 credit hours
MIS 545 Business Architecture and Organizational Transformation	3 credit hours
MIS 550 Big Data Analytics and Visualization	3 credit hours

Capstone Course Requirement – 3 Credit Hours

CAP 690 Masters Applied Capstone	3 credit hours

Master of Science in Computer Science Program Areas of Concentration – 15 Credit Hours

AR/VR Mobile Game Development

The Augmented Reality/Virtual Reality (AR/VR) Mobile Game Development concentration is designed to lead students in preparation for a certification in Unity game development. Topics include simple game design concepts and structure, AI and intelligent behavior in Unity, Unity game development fundamentals, and technologies associated with augmented and virtual reality systems.

To complete a Master of Science of Computer Science in AR/VR Mobile Game Development, students must complete *the five (5) courses listed below—15 credit hours total*.

AVR 600 Introduction to Unity and Simple Games	3 credit hours
AVR 601 2D Game Development in Unity I	3 credit hours
AVR 602 3D Game Development in Unity II	3 credit hours
AVR 603 Artificial Intelligence and Intelligent Behavior in Unity	3 credit hours
AVR 604 AR and VR Development in Unity	3 credit hours

Data Analytics (DATA)

The Data Analytics (DATA) concentration is designed to provide students with the skills necessary for business analytics. Students will be presented the basic skills with information management tools and cloud databases to store, analyze, and extract business-relevant information. Students will use data visualization to understand and communicate data analyses and report data findings effectively to diverse audiences.

To complete a Master of Science of Computer Science in Data Analytics (DATA), students must complete *the five (5) courses listed below—15 credit hours total*.

DATA 600 Principles of Data Management	3 credit hours
DATA 610 Database Design and Management	3 credit hours
DATA 620 Data in Artificial Intelligence and Machine Learning	3 credit hours
DATA 630 Artificial Intelligence and Prescriptive Analytics in Business	3 credit hours
DATA 640 Cloud Data Visualization	3 credit hours

Health Informatics (HIT)

The healthcare industry relies heavily on technology and data. The concentration in Health Informatics (HIT) provides students with a foundational understanding of healthcare technologies and data management within the United States healthcare system and regulations. Topics include principles of data management, health informatics, healthcare technologies, compliance, governance and standards, tele-medicine and networking.

To complete a Master of Science of Computer Science in Health Informatics (HIT), students must complete *the five (5) courses listed below—15 credit hours total*.

DATA 600 Principles of Data Management	3 credit hours
HIT 600 Health Informatics	3 credit hours
HIT 610 Integrated Healthcare Technologies	3 credit hours
HIT 630 Compliance, Governance and Standards	3 credit hours
HIT 640 Tele-Medicine and Networking	3 credit hours

Software Development (DEV)

The Software Development (DEV) concentration is designed to instruct students in the programming process and focuses on best practices in web interface design and development. Topics include systems analysis and design, web application development, user interface design, and web programming.

To complete a Master of Science of Computer Science in Software Development (DEV), students must complete *the five (5) courses listed below—15 credit hours total*.

DEV 600 Systems Analysis and Design	3 credit hours

DEV 610 Web Application Development   3 credit hours

DEV 620 User Interface Design   3 credit hours

DEV 630 Web Programming I   3 credit hours

DEV 640 Web Programming II   3 credit hours

Web Development

The Full Stack Coding Bootcamp offered by Westcliff University is a multidimensional concentration 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.

To complete a Master of Science of Computer Science in Web Development, students must complete _the three (3) courses listed below—12 credit hours total_.

WEB 601 Front End Web Development   4 credit hours

WEB 602 Back End Web Development   4 credit hours

WEB 603 Full Stack Web Development   4 credit hours

Master of Science in Engineering Management

Program Description

The Master of Science in 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.

Program Learning Outcomes

1. Describe and communicate the functions of Engineering Management such as planning, organizing, leading, and controlling projects.

2. Collaboratively design strategic plans to improve the overall efficiency and effectiveness by incorporating value chain-based methodologies to engineering processes.

3. Analyze, design, and develop processes for increasing the efficacy of manufacturing and production systems through engineering management.

4. 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.

5. Formulate strategies to manage and motivate a diverse workforce of engineers and technologists towards the attainment of organizational goals.

6. Create, develop, and present in-depth research, independently or within the enterprise in a broad range of engineering, project management, and information and emerging technologies.

7. Create, innovate, design, and improve engineering management in an ethical and socially responsible way.

Admission Requirements

The minimum academic requirements to apply to the *Master of Science in Engineering Management Degree* Program are:

> An applicant with a Computer Science or Information Technology Bachelor-level degree from a regionally or nationally accredited institution and a minimum GPA of 2.5 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.

Without a technology BS degree, the student must take TECH 100 as a prerequisite.

Practical Learning Experience (PLE) Requirement

Westcliff University requires all students enrolled in **graduate-level** degree or certificate programs in the College of Technology and Engineering to successfully complete a Practical Learning Experience (PLE) as a graduation requirement. Westcliff University degrees and certificates are designed to prepare students for the professional workforce, and the knowledge and skills learned throughout their program are directly applicable to the industries to which they are associated. Practical learning allows students to further refine the associated knowledge and skills through guidance, oversight, and feedback from industry experts and professionals while also building a stable network and gathering references to support their career needs. Students are encouraged to take full advantage of

the opportunities afforded to them in practical learning and maximize their potential career placement or advancement upon graduation.

The **graduate** PLE requirement is satisfied by completing a credit-bearing internship course that is assessed on a Credit/No Credit basis. During practical learning, students engage in empirical experiences, in addition to participating in assigned course activities. This practice reflects Westcliff's commitment to a practical and relevant education and the value of applied, experiential learning. Students who have this experience demonstrate a more successful transition into a new career or career advancement. Students are encouraged to complete as many PLEs as their schedules will permit in pursuit of the completion of their program(s).

Graduate practical learning opportunities exist on- and off-campus. Off-campus practical learning requires prior University approval, and F-1 students must have Curricular Practical Training (CPT) authorization to participate in off-campus practical learning. Students are responsible for developing and demonstrating the skills necessary to be successful in a PLE. In addition to contemporary and growing industry knowledge, students should also be prepared to demonstrate professionalism, effective communication (written, oral and digital), and integrity while engaged in practical learning. The faculty facilitating internship courses associated with Practical Learning Experience assess these qualities and provide valuable feedback regarding their development to students throughout each experience. Students may reach out to Career Services with any questions about practical learning at the **graduate** level.

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.

Master of Science in Engineering Management Program Requirements – 36 Credit Hours Total

Core Course Requirement – 18 Credit Hours

MIS 500 Managing Information Systems & Technology	3 credit hours
MIS 510 Information Technology Project Management	3 credit hours
MIS 520 Leading Strategic Change with Technology	3 credit hours
MIS 540 Management of Information Security	3 credit hours
MIS 545 Business Architecture and Organizational Transformation	3 credit hours
MIS 550 Big Data Analytics and Visualization	3 credit hours

Capstone Course Requirement – 3 Credit Hours Total

CAP 690 Masters Applied Capstone	3 credit hours

Master of Science in Engineering Management Program Area of Concentration

Technology Engineering Management (TEM)

The Technology Engineering Management program is designed to provide students with a foundation in systems engineering management processes and techniques. This program is ideal for professionals who are interested in management roles within the systems engineering field and who may have experience but do not have formal training. Students will learn information systems engineering processes and techniques, strategic engineering technology management, and reliability engineering. Graduate students will complete one additional graduate level assignment in each course.

To complete a Master of Science in Engineering Management in Technology Engineering Management (TEM), students must complete *the five (5) courses listed below—15 credit hours total*.

TEM 600 Introduction to Systems Engineering	3 credit hours
TEM 610 Information Systems Engineering	3 credit hours
TEM 620 Engineering Administration	3 credit hours
TEM 630 Strategic Technology Management	3 credit hours
TEM 640 Reliability Engineering	3 credit hours

Master of Science in Information Technology

Program Description

The Master of Science in 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.

Program Learning Outcomes

1. Create and present strategic plans that implement information technology requirements and specifications of complex technology systems.

2. Research and evaluate computer systems and improve the overall efficiency and effectiveness through data gathering and analysis.

3. Collaboratively analyze, design, develop, and maintain information technology infrastructure to allow for implementation of strategic initiatives that incorporate emerging technologies.

4. Collaboratively analyze and construct technology management systems to meet the needs of business decision makers.

5. Evaluate the application of legal, regulatory, and ethical solutions in protecting data and information technologies.

Admission Requirements

The minimum academic requirements to apply to the *Master of Science in Information Technology Degree* Program are:

> An applicant with a Computer Science or Information Technology Bachelor-level degree from a regionally or nationally accredited institution and a minimum GPA of 2.5 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.

Without a technology BS degree, the student must take TECH 100 as a prerequisite.

Practical Learning Experience (PLE) Requirement

Westcliff University requires all students enrolled in **graduate-level** degree or certificate programs in the College of Technology and Engineering to successfully complete a Practical Learning Experience (PLE) as a graduation requirement. Westcliff University degrees and certificates are designed to prepare students for the professional workforce, and the knowledge and skills learned throughout their program are directly applicable to the industries to which they are associated. Practical learning allows students to further refine the associated knowledge and skills through guidance, oversight, and feedback from industry experts and professionals while also building a stable network and gathering references to support their career needs. Students are encouraged to take full advantage of the opportunities afforded to them in practical learning and maximize their potential career placement or advancement upon graduation.

The **graduate** PLE requirement is satisfied by completing a credit-bearing internship course that is assessed on a Credit/No Credit basis. During practical learning, students engage in empirical experiences, in addition to participating in assigned course activities. This practice reflects Westcliff's commitment to a practical and relevant education and the value of applied, experiential learning. Students who have this experience demonstrate a more successful transition into a new career or career advancement. Students are encouraged to complete as many PLEs as their schedules will permit in pursuit of the completion of their program(s).

Graduate practical learning opportunities exist on- and off-campus. Off-campus practical learning requires prior University approval, and F-1 students must have Curricular Practical Training (CPT) authorization to participate in off-campus practical learning. Students are responsible for developing and demonstrating the skills necessary to be successful in a PLE. In addition to contemporary and growing industry knowledge, students should also be prepared to demonstrate professionalism, effective communication (written, oral and digital), and integrity while engaged in practical learning. The faculty facilitating internship courses associated with Practical Learning Experience assess these qualities and provide valuable feedback regarding their development to students throughout each experience. Students may reach out to Career Services with any questions about practical learning at the **graduate** level.

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.

Master of Science in Information Technology Program Requirements – 36 Credit Hours Total

Core Course Requirement – 18 Credit Hours

MIS 500 Managing Information Systems & Technology	3 credit hours
MIS 510 Information Technology Project Management	3 credit hours
MIS 520 Leading Strategic Change with Technology	3 credit hours
MIS 540 Management of Information Security	3 credit hours
MIS 545 Business Architecture and Organizational Transformation	3 credit hours
MIS 550 Big Data Analytics and Visualization	3 credit hours

Capstone Course Requirement – 3 Credit Hours

CAP 690 Masters Applied Capstone	3 credit hours

Master of Science in Information Technology Program Areas of Concentration – 15 Credit Hours

Information Technology Management (ITM)

The IT Project Management program is designed to provide students with a foundation in IT Project management based on the Project Management Book of Knowledge and Project Management Professional certification. This program is ideal for professionals who are interested in the field of project management and who may have experience but do not have formal training. Students will learn common methodologies used by project managers today focusing on project integration, scope, time, cost, leadership, schedule, risk, quality, and communications management. Graduate students will complete one additional graduate level assignment in each course.

To complete a Master of Science in Information Technology in Information Technology Management (ITM), students must complete *the five (5) courses listed below—15 credit hours total*.

CLD 600 Virtualization and Storage	3 credit hours
ITM 600 Modern Operations Systems	3 credit hours
ITM 610 Networking Management	3 credit hours
ITM 630 Cyber Forensics	3 credit hours
ITM 640 Issues in Business and IT	3 credit hours

Operations Management (OPM)

Businesses rely heavily on technology and systems to operate in today's competitive world. This program provides students with fundamental understanding of how to effectively and efficiently manage IT operations within an organization. Topics include operations management fundamentals and best practices, Enterprise Resource Planning (ERP) systems, data center management, disaster recovery and business continuity planning, and operational excellence.

To complete a Master of Science in Information Technology in Operations Management (OPM), students must complete _the five (5) courses listed below—15 credit hours total_.

OPM 600 Operations Management	3 credit hours
OPM 610 Enterprise Resource Planning Systems	3 credit hours
OPM 620 Data Center Management	3 credit hours
OPM 630 Disaster Recovery and Business Continuity	3 credit hours
OPM 640 Operational Excellence	3 credit hours

Emerging Technologies (EMT)

Our technological world continues to expand at a rapid pace, and emerging technologies are driving business and our connected world. This program introduces students to several emerging technologies and students will explore how each function and their applications and impacts in the business world. Topics include Artificial Intelligence and Machine Learning (AI and ML), the Metaverse, blockchain technologies, Industry 4.0, and identity management in the virtual world.

To complete a Master of Science in Information Technology in Emerging Technologies (EMT), students must complete _the five (5) courses listed below—15 credit hours total_.

EMT 600 Artificial Intelligence and Machine Learning	3 credit hours
EMT 610 Metaverse	3 credit hours
EMT 620 Blockchain	3 credit hours
EMT 630 Industry 4.0	3 credit hours
EMT 640 Identity Management in the Virtual World	3 credit hours

Cloud Computing

The Cloud Computing concentration is designed to provide students with a foundation in cloud computing technologies for business. This program is ideal for professionals who are interested in the field of cloud computing and who may have experience but do not have formal training. Students will learn technologies, processes, and management of systems including virtualization and storage, APIs and scripting, AWS and Azure, cloud security and disaster recovery, and strategic cloud implementation concepts for business applications. Graduate students will complete one additional graduate level assignment in each course.

To complete a Master of Science in Information Technology in Cloud Computing, students must complete *the five (5) courses listed below—15 credit hours total*.

CLD 600 Virtualization and Storage	3 credit hours
CLD 601 APIs and Scripting	3 credit hours
CLD 602 AWS and Azure	3 credit hours
CLD 603 Cloud Security and Disaster Recovery	3 credit hours
CLD 604 Strategic Cloud	3 credit hours

Cybersecurity

The Cybersecurity Concentration is designed to advance the professional careers of technologists and computer scientists in the field of computer systems and information technology security. The certificate program is presented in a detailed and innovative approach that examines a variety of computer systems security topics, including cybersecurity essentials and network security; communications security techniques such as cryptography, computer forensics, threats and detection; information security management, and a proactive approach to designing cybersecurity for emerging technologies. Security policies on privacy and legal issues are also presented. Upon completion, graduates can design and implement cybersecurity measures and strategies across several sectors such as healthcare, manufacturing, research and development, education, banking and finance, and international business.

To complete a Master of Science in Information Technology in Cybersecurity, students must complete *the five (5) courses listed below—15 credit hours total*.

CYB 600 Threat and Vulnerability Management	3 credit hours
CYB 601 Software and Systems Security	3 credit hours
CYB 602 Cyber Operations and Monitoring	3 credit hours
CYB 603 Digital Forensics and Incident Response	3 credit hours
CYB 604 Compliance and Assessment	3 credit hours

IT Project Management

The IT Project Management program is designed to provide students with a foundation in IT Project management based on the Project Management Book of Knowledge and Project Management Professional certification. This program is ideal for professionals who are interested in the field of project management and who may have experience but do not have formal training. Students will learn common methodologies used by project managers today focusing on project integration, scope, time, cost, leadership, schedule, risk, quality, and communications management. Graduate students will complete one additional graduate level assignment in each course.

To complete a Master of Science in Information Technology in IT Project Management, students must complete *the five (5) courses listed below—15 credit hours total*.

ITPM 600 PMP Integration, Scope, Time, and Cost	3 credit hours
ITPM 601 Project Leadership	3 credit hours
ITPM 602 Project Schedule Management	3 credit hours
ITPM 603 Project Risk and Quality Management	3 credit hours
ITPM 604 Project Communications Management	3 credit hours

Coding Bootcamp Graduate Certificate

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

1. Create a strong portfolio of applications and projects to display proficiency.

2. Design and innovate web pages using fundamental development concepts.

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

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

5. Understand API interaction and deployment/command-line fundamentals.

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

Admission Requirements

The minimum academic requirements to apply to the *Coding Bootcamp Graduate Certificate* Program are:

> An applicant with a Bachelor-level degree from a regionally or nationally accredited institution with a minimum of 2.5 cumulative G.P.A. 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.

Practical Learning Experience (PLE) Requirement

Westcliff University requires all students enrolled in **graduate-level** degree or certificate programs in the College of Technology and Engineering to successfully complete a Practical Learning Experience (PLE) as a graduation requirement. Westcliff University degrees and certificates are designed to prepare students for the professional workforce, and the knowledge and skills learned throughout their program are directly applicable to the industries to which they are associated. Practical learning allows students to further refine the associated knowledge and skills through guidance, oversight, and feedback from industry experts and professionals while also building a stable network and gathering references to support their career needs. Students are encouraged to take full advantage of the opportunities afforded to them in practical learning and maximize their potential career placement or advancement upon graduation.

The **graduate** PLE requirement is satisfied by completing a credit-bearing internship course that is assessed on a Credit/No Credit basis. During practical learning, students engage in empirical experiences, in addition to participating in assigned course activities. This practice reflects Westcliff's commitment to a practical and relevant education and the value of applied, experiential learning. Students who have this experience demonstrate a more successful transition into a new career or career advancement. Students are encouraged to complete as many PLEs as their schedules will permit in pursuit of the completion of their program(s).

Graduate practical learning opportunities exist on- and off-campus. Off-campus practical learning requires prior University approval, and F-1 students must have Curricular Practical Training (CPT) authorization to participate in off-campus practical learning. Students are responsible for developing and demonstrating the skills necessary to be

successful in a PLE. In addition to contemporary and growing industry knowledge, students should also be prepared to demonstrate professionalism, effective communication (written, oral and digital), and integrity while engaged in practical learning. The faculty facilitating internship courses associated with Practical Learning Experience assess these qualities and provide valuable feedback regarding their development to students throughout each experience. Students may reach out to Career Services with any questions about practical learning at the **graduate** level.

Program Requirements

To complete a Coding Bootcamp Graduate Certificate, students must complete *the three (3) courses listed below—12 credit hours total*.

WEB 600 Front End Web Development	4 credit hours
WEB 601 Back End Web Development	4 credit hours
WEB 602 Full Stack Web Development	4 credit hours

Graduate Certificate in Cybersecurity

Program Description

The Graduate Certificate in Cybersecurity will cover in detail the different cyber-threats in today's digital age and how we can implement the best technical and business security practices to mitigate and counter these risks. Cyber security can be defined in a nutshell, as follows: It is the set of technologies, processes, and practices designed to protect networks, computers, programs, and data from attack, damage or unauthorized access. Cybersecurity knowledge becomes a cornerstone in the development of individuals and teams that are prepared to protect governmental, military, and commercial institutions from cyber-attacks. Graduate students will complete one additional graduate level assignment in each course.

Program Learning Outcomes

1. Explore common cyber threats and attacks.

2. Describe how social engineering attacks take place and how to mitigate them.

3. Identify common threats to physical and logical security.

4. Explore and utilize common information-gathering tools and techniques.

5. Evaluate appropriate technologies and tools to assess, protect against, and resolve security issues.

Admission Requirements

The minimum academic requirements to apply to the *Graduate Certificate in Cybersecurity* Program are:

An applicant with a Bachelor-level degree from a regionally or nationally accredited institution with a minimum of 2.5 cumulative G.P.A. 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.

Practical Learning Experience (PLE) Requirement

Westcliff University requires all students enrolled in **graduate-level** degree or certificate programs in the College of Technology and Engineering to successfully complete a Practical Learning Experience (PLE) as a graduation requirement. Westcliff University degrees and certificates are designed to prepare students for the professional workforce, and the knowledge and skills learned throughout their program are directly applicable to the industries to which they are associated. Practical learning allows students to further refine the associated knowledge and skills through guidance, oversight, and feedback from industry experts and professionals while also building a stable network and gathering references to support their career needs. Students are encouraged to take full advantage of the opportunities afforded to them in practical learning and maximize their potential career placement or advancement upon graduation.

The **graduate** PLE requirement is satisfied by completing a credit-bearing internship course that is assessed on a Credit/No Credit basis. During practical learning, students engage in empirical experiences, in addition to participating in assigned course activities. This practice reflects Westcliff's commitment to a practical and relevant education and the value of applied, experiential learning. Students who have this experience demonstrate a more successful transition into a new career or career advancement. Students are encouraged to complete as many PLEs as their schedules will permit in pursuit of the completion of their program(s).

Graduate practical learning opportunities exist on- and off-campus. Off-campus practical learning requires prior University approval, and F-1 students must have Curricular Practical Training (CPT) authorization to participate in

off-campus practical learning. Students are responsible for developing and demonstrating the skills necessary to be successful in a PLE. In addition to contemporary and growing industry knowledge, students should also be prepared to demonstrate professionalism, effective communication (written, oral and digital), and integrity while engaged in practical learning. The faculty facilitating internship courses associated with Practical Learning Experience assess these qualities and provide valuable feedback regarding their development to students throughout each experience. Students may reach out to Career Services with any questions about practical learning at the **graduate** level.

Program Requirements

To complete a Graduate Certificate in Cybersecurity, students must complete *the five (5) courses listed below—15 credit hours total*.

CYB 600 Threat and Vulnerability Management	3 credit hours
CYB 601 Software and Systems Security	3 credit hours
CYB 602 Cyber Operations and Monitoring	3 credit hours
CYB 603 Digital Forensics and Incident Response	3 credit hours
CYB 604 Compliance and Assessment	3 credit hours

Graduate Certificate in Data Analytics

Program Description

This course is designed to provide students with the skills necessary for business analytics. Students will be presented the basic skills with information management tools and cloud databases to store, analyze, and extract business-relevant information. Students will use data visualization to understand and communicate data analyses and report data findings effectively to diverse audiences.

Program Learning Outcomes

1. Select, apply, and interpret appropriate statistical analyses and data mining methods for real-world data problems.

2. Apply knowledge and skills to real-world business challenges in advertising, sports, health, media and emerging technologies.

3. Detect algorithms and identify, categorize, and store data from multiple seemingly dissimilar sources.

4. Analyze and model complex datasets and draws insights from the information available to solve problems for an organization or support its direction.

Admission Requirements

For acceptance into the ***Graduate Certificate in Data Analytics*** program, applicants must satisfy the following criteria:

> An applicant with a Bachelor-level degree from a regionally or nationally accredited institution with a minimum of 2.5 cumulative G.P.A. 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.

Practical Learning Experience (PLE) Requirement

Westcliff University requires all students enrolled in **graduate-level** degree or certificate programs in the College of Technology and Engineering to successfully complete a Practical Learning Experience (PLE) as a graduation requirement. Westcliff University degrees and certificates are designed to prepare students for the professional workforce, and the knowledge and skills learned throughout their program are directly applicable to the industries to which they are associated. Practical learning allows students to further refine the associated knowledge and skills through guidance, oversight, and feedback from industry experts and professionals while also building a stable network and gathering references to support their career needs. Students are encouraged to take full advantage of the opportunities afforded to them in practical learning and maximize their potential career placement or advancement upon graduation.

The **graduate** PLE requirement is satisfied by completing a credit-bearing internship course that is assessed on a Credit/No Credit basis. During practical learning, students engage in empirical experiences, in addition to participating in assigned course activities. This practice reflects Westcliff's commitment to a practical and relevant education and the value of applied, experiential learning. Students who have this experience demonstrate a more successful transition into a new career or career advancement. Students are encouraged to complete as many PLEs as their schedules will permit in pursuit of the completion of their program(s).

Graduate practical learning opportunities exist on- and off-campus. Off-campus practical learning requires prior University approval, and F-1 students must have Curricular Practical Training (CPT) authorization to participate in off-campus practical learning. Students are responsible for developing and demonstrating the skills necessary to be

successful in a PLE. In addition to contemporary and growing industry knowledge, students should also be prepared to demonstrate professionalism, effective communication (written, oral and digital), and integrity while engaged in practical learning. The faculty facilitating internship courses associated with Practical Learning Experience assess these qualities and provide valuable feedback regarding their development to students throughout each experience. Students may reach out to Career Services with any questions about practical learning at the **graduate** level.

Program Requirements

To complete a Graduate Certificate in Data Analytics, students must complete *the five (5) courses listed below—15 credit hours total*.

DATA 600 Principles of Data Management	3 credit hours
DATA 610 Database Design and Management	3 credit hours
DATA 620 Data in Artificial Intelligence and Machine Learning	3 credit hours
DATA 630 Artificial Intelligence and prescriptive Analytics in Business	3 credit hours
DATA 640 Cloud Data Visualization	3 credit hours

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 Description

The Bachelor of Arts in Education (BAEd) degree prepares students to seek employment in entry-level positions in elementary or secondary education. Students learn to adapt curriculum to the needs of children from diverse backgrounds and ability levels. Classes are taught by experienced and respected faculty who bring knowledge and expertise into the classroom.

Program Learning Outcomes

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

1. Apply research, assessment, and written skills in creating and maintaining a safe and engaging learning environment.
2. Defend key concepts and theories related to curriculum and instruction through oral presentations.
3. Actively associate and collaborate with members of the education profession and the wider community.
4. Employ an ability to recognize and critically analyze appropriate classroom management skills, continually improving upon professional knowledge and practice.
5. Apply values, theories, and best practices to educational issues in education.
6. Extrapolate information from research uncovering inequities in educational access, opportunities, and practices.
7. Diagnose the needs of students and use quantitative and qualitative data to respond to those needs using appropriate methods.

Admission Requirements

For acceptance into an undergraduate *Bachelor of Arts in Education* degree program, applicants must satisfy **one** of the following criteria:

> High school diploma from a university-recognized high school with a minimum of a 2.0 cumulative G.P.A. or university-recognized high school equivalency, or successfully take and pass the relevant examination 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.

Integrative Studies

The Integrative Studies courses at Westcliff are structured to provide a coherent, integrative 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.

Westcliff University offers 19 Integrative Studies courses, which students may take to fulfill the 30 credit hours requirement.

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 Integrative Studies Courses.

Students may complete their entire 120 credit Bachelor of Arts in Education program by taking all 60 Integrative Studies and 60 Core Education Course credits at Westcliff University. Alternatively, students may transfer up to 60 Integrative Studies 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 Integrative Studies 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.

Practical Learning Experience (PLE) Requirement

Westcliff University requires all students enrolled in **undergraduate-level** degree or certificate programs in the College of Education to successfully complete a Practical Learning Experience (PLE) as a graduation requirement. Westcliff University degrees and certificates are designed to prepare students for the professional workforce, and the knowledge and skills learned throughout their program are directly applicable to the industries to which they are associated. Practical learning allows students to further refine the associated knowledge and skills through guidance, oversight, and feedback from industry experts and professionals while also building a stable network and gathering references to support their career needs. Students are encouraged to take full advantage of the opportunities afforded to them in practical learning and maximize their potential career placement or advancement upon graduation.

The **undergraduate** PLE requirement is satisfied by completing a credit-bearing internship course that is assessed on a Credit/No Credit basis. During practical learning, students engage in empirical experiences, in addition to participating in assigned course activities. This practice reflects Westcliff's commitment to a practical and relevant education and the value of applied, experiential learning. Students who have this experience demonstrate a more successful transition into a new career or career advancement. Students are encouraged to complete as many PLEs as their schedules will permit in pursuit of the completion of their program(s).

Undergraduate practical learning opportunities exist on- and off-campus. Off-campus practical learning requires prior University approval, and F-1 students must have Curricular Practical Training (CPT) authorization to participate in off-campus practical learning. Students are responsible for developing and demonstrating the skills necessary to be successful in a PLE. In addition to contemporary and growing industry knowledge, students should also be prepared to demonstrate professionalism, effective communication (written, oral and digital), and integrity while engaged in practical learning. The faculty facilitating internship courses associated with Practical Learning Experience assess these qualities and provide valuable feedback regarding their development to students throughout each experience. Students may reach out to Career Services with any questions about practical learning at the **undergraduate** level.

Bachelor of Arts in Education Program Requirements – 120 Credit Hours Total

Core Course Requirement - 60 Credit Hours

EDU 301 Introduction to Education	3 credit hours
EDU 305 Educational Psychology	3 credit hours
EDU 311 Unit Design	3 credit hours
EDU 315 Education 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 Foundation 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

Integrative Studies Course Requirements - 30 Credit Hours

Communication	9 credit hours
Mathematics	3 credit hours
Humanities	3 credit hours

Social & Behavioral Sciences	3 credit hours
Physical & Biological Sciences	3 credit hours
Open Integrative Studies	3 credit hours
Open Integrative Studies Upper Division	3 credit hours
Integrative Studies Capstone	3 credit hours

Elective Course Requirement - 15 Credit Hours

Students may choose to fulfill the elective requirement by selecting one or two concentration(s) or completing additional Integrative Studies courses.

Bachelor of Arts in Education Areas of Concentration

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.

To complete a Bachelor of Arts in Education in Coding for Education, students must complete *the three (3) courses listed below—18 credit hours total*.

WEB 401 Front End Web Development	6 Credit Hours
WEB 402 Back End Web Development	6 Credit Hours
WEB 403 Advanced Full Stack Web Development	6 Credit Hours

Teaching English to Speakers of Other Languages (TESOL)

The College of Education offers an internationally recognized certificate in Teaching English to Speakers of Other Languages (TESOL) for pre-service as well as in-service classroom teachers. This certificate provides students with an innovative methodology for English pedagogy with proven success at English language schools worldwide. Whether teaching in an ESL or EFL setting, students are prepared to deliver engaging and interactive language classes, while discussing the latest research trends in the English language teaching field. Students analyze, reflect, and integrate the foundations of TESOL and language acquisition into their teaching practices.

To complete a Bachelor of Arts in Education in Coding for Teaching English to Speakers of Other Languages (TESOL), students must complete *the five (5) courses listed below—15 credit hours total*.

EDU 431 Foundations of TESOL and Second Language Acquisition	3 credit hours
EDU 432 Lesson Planning and Classroom Management	3 credit hours
EDU 433 Teaching Vocabulary and Grammar	3 credit hours
EDU 434 Teaching Receptive Skills: Listening and Reading	3 credit hours
EDU 435 Teaching Productive Skills: Speaking, Pronunciation, and Writing	3 credit hours

Early Childhood Education – Administration

The Certificate in Early Childhood Education (ECE) – Administration prepares students to be leaders in the field of Early Childhood Education. Students work, research, and learn from early childhood education teachers with diverse

backgrounds and real-world experience. This certificate meets the State of California Community Care Licensing Title 22 Administrative Requirements to be a fully qualified director for a Title 22 (private) childcare (infant toddler, preschool, and school age) program as well as the Title 5 Administrative Requirements needed to apply for a Child Development Master Teacher/Site Supervisor/Program Director permit for a Title 5 (public) childcare (infant toddler, preschool, and school age) program.

To complete a Bachelor of Arts in Education in Early Childhood Education – Administration, students must complete *the five (5) courses listed below—15 credit hours total*.

EDU 451 ECE Administration I – Programs	3 credit hours
EDU 452 ECE Administration II - Leadership and Supervision	3 credit hours
EDU 453 Adult Supervision and Mentoring	3 credit hours
EDU 454 Professionalism	3 credit hours
Integrative Studies Elective	3 credit hours

Early Childhood Education - Teaching Preparation

The Certificate in Early Childhood Education (ECE) Teaching prepares students to be educators in the field of Early Childhood Education. Students consider, research, and learn to teach children with diverse backgrounds and ability levels. Students create a professional portfolio, partake in mock interviews, and are connected to leading Early Childhood Education agencies in the area. The certificate meets State of California Community Care Licensing Title 22 requirements to be a fully qualified teacher for a Title 22 (private) childcare (preschool, and school age) program.

To complete a Bachelor of Arts in Education in Early Childhood Education – Teaching Preparation, students must complete *the five (5) courses listed below—15 credit hours total*.

EDU 441 Child Growth and Development	3 credit hours
EDU 442 Child, Family, and Community	3 credit hours
EDU 443 Principles and Practices of ECE	3 credit hours
EDU 444 Introduction to Curriculum	3 credit hours
Integrative Studies Elective	3 credit hours

Educational Technology (EdTech)

The Educational Technology (EdTech) undergraduate certificate is a practical, innovative program that examines the history, current practices, and future possibilities of integrating technology into classrooms. Students learn how to navigate and best engage their students in online and blended educational settings. By discussing the latest trends in EdTech research, learning theories, and practical hands-on experience, students analyze the ways in which technology can enhance the learning experience. This certificate enables pre-service and in-service teachers to design and develop an online/blended learning experience. Students enrolled in this program complete the following courses.

To complete a Bachelor of Arts in Education in Early Childhood Education – Education Technology (EdTech), students must complete *the five (5) courses listed below—15 credit hours total*.

EDU 421 Foundations of Educational Technology	3 credit hours
EDU 422 Best Practices in Educational Technology	3 credit hours
EDU 423 Online Assessment and Evaluation	3 credit hours

EDU 424 Adaptive Technology for Differentiated Instruction   3 credit hours

EDU 425 Blended Learning and Teaching   3 credit hours

Undergraduate Certificate in Early Childhood Education – Administration

Program Description

The Certificate in Early Childhood Education (ECE) – Administration prepares students to be the next leaders in the field of Early Childhood Education. Students will work, research, and learn from early childhood education teachers with diverse backgrounds and real-world experience. This certificate meets the State of California Community Care Licensing, Title 22 Administrative Requirements to be a fully qualified director for a title 22 (private) childcare (infant toddler, preschool, and school age) program as well as the Title 5 Administrative Requirements needed to apply for a Child Development Master Teacher/Site Supervisor/Program Director permit for a Title 5 (public) childcare (infant toddler, preschool, and school age) program.

Program Learning Outcomes

1. Create safe learning environments through interactions with children's families, and communities with effective communication about the physical, cognitive, social, and emotional needs.

2. Identify the differences in learning theories and curriculum and use it to enhance and develop appropriate care and education.

3. Develop positive guidance and mentorship strategies to use when working with diverse groups of children, families, teachers, and staff.

4. Employ skills based on qualified criteria for selecting and evaluating personnel and developing interpersonal relationships.

5. Understand licensing, permits, and regulations for the state of California to create safe, caring, and effective learning environment.

6. Demonstrate proficiency in the core skills and knowledge required for employment as a Supervisor/Administrator in a Title 22 licensed center in the field of Early Childhood.

Admission Requirements

For acceptance into the ***Undergraduate Certificate in Early Childhood Education – Administration*** program, applicants must satisfy the following criteria:

> High school diploma from a university-recognized high school with a minimum of a 2.0 cumulative G.P.A. or university-recognized high school equivalency, or successfully take and pass the relevant examination such as GED, TASC, or HiSET.

Practical Learning Experience (PLE) Requirement

Westcliff University requires all students enrolled in **undergraduate-level** degree or certificate programs in the College of Education to successfully complete a Practical Learning Experience (PLE) as a graduation requirement. Westcliff University degrees and certificates are designed to prepare students for the professional workforce, and the knowledge and skills learned throughout their program are directly applicable to the industries to which they are associated. Practical learning allows students to further refine the associated knowledge and skills through guidance, oversight, and feedback from industry experts and professionals while also building a stable network and gathering references to support their career needs. Students are encouraged to take full advantage of the opportunities afforded to them in practical learning and maximize their potential career placement or advancement upon graduation.

The **undergraduate** PLE requirement is satisfied by completing a credit-bearing internship course that is assessed on a Credit/No Credit basis. During practical learning, students engage in empirical experiences, in addition to

participating in assigned course activities. This practice reflects Westcliff's commitment to a practical and relevant education and the value of applied, experiential learning. Students who have this experience demonstrate a more successful transition into a new career or career advancement. Students are encouraged to complete as many PLEs as their schedules will permit in pursuit of the completion of their program(s).

Undergraduate practical learning opportunities exist on- and off-campus. Off-campus practical learning requires prior University approval, and F-1 students must have Curricular Practical Training (CPT) authorization to participate in off-campus practical learning. Students are responsible for developing and demonstrating the skills necessary to be successful in a PLE. In addition to contemporary and growing industry knowledge, students should also be prepared to demonstrate professionalism, effective communication (written, oral and digital), and integrity while engaged in practical learning. The faculty facilitating internship courses associated with Practical Learning Experience assess these qualities and provide valuable feedback regarding their development to students throughout each experience. Students may reach out to Career Services with any questions about practical learning at the **undergraduate** level.

Program Requirements

To complete an Undergraduate Certificate in Early Childhood Education - Administration, students must complete _the six (6) courses listed below—18 credit hours total_.

EDU 451 ECE Administration I - Programs	3 credit hours
EDU 452 ECE Administration II - Leadership and Supervision	3 credit hours
EDU 453 Adult Supervision and Mentoring	3 credit hours
EDU 454 Professionalism	3 credit hours
EDU 450 Directed Field Experience	3 credit hours
Elective (Any other class from BAEd)	3 credit hours

Undergraduate Certificate in Early Childhood Education – Teaching Preparation

Program Description

The Undergraduate Certificate in Early Childhood Education (ECE) – Teaching Preparation at Westcliff University prepares students to be the next educators in the field of Early Childhood Education. Students will consider, research, and learn to teach children with diverse backgrounds and ability levels. Students will create a professional portfolio, partake in mock interviews, and will be connected to leading Early Childhood Education agencies in the area. Meets State of California Community Care Licensing, Title 22 requirements to be a fully qualified teacher for a title 22 (private) childcare (preschool, and school age) program.

Program Learning Outcomes

1. Demonstrate knowledge of a variety of programs for young children as well as the history of programs in the US.

2. Articulate and describe the developmental stages of young children from birth.

3. Develop strategies that fosters partnerships between programs, teachers, families, and communities and understand the impact of family structure on children.

4. Demonstrate commitment to the ethical standards and professional behaviors of the Early Childhood Education profession.

5. Demonstrate proficiency in the core skills and knowledge required for employment as an Early Childhood Master Teacher in a Title 5 program.

Admission Requirements

For acceptance into the *Undergraduate Certificate in Early Childhood Education – Teaching Preparation* program, applicants must satisfy the following criteria:

High school diploma from a university-recognized high school with a minimum of a 2.0 cumulative G.P.A. or university-recognized high school equivalency, or successfully take and pass the relevant examination such as GED, TASC, or HiSET.

Practical Learning Experience (PLE) Requirement

Westcliff University requires all students enrolled in **undergraduate-level** degree or certificate programs in the College of Education to successfully complete a Practical Learning Experience (PLE) as a graduation requirement. Westcliff University degrees and certificates are designed to prepare students for the professional workforce, and the knowledge and skills learned throughout their program are directly applicable to the industries to which they are associated. Practical learning allows students to further refine the associated knowledge and skills through guidance, oversight, and feedback from industry experts and professionals while also building a stable network and gathering references to support their career needs. Students are encouraged to take full advantage of the opportunities afforded to them in practical learning and maximize their potential career placement or advancement upon graduation.

The **undergraduate** PLE requirement is satisfied by completing a credit-bearing internship course that is assessed on a Credit/No Credit basis. During practical learning, students engage in empirical experiences, in addition to participating in assigned course activities. This practice reflects Westcliff's commitment to a practical and relevant education and the value of applied, experiential learning. Students who have this experience demonstrate a more successful transition into a new career or career advancement. Students are encouraged to complete as many PLEs as their schedules will permit in pursuit of the completion of their program(s).

Undergraduate practical learning opportunities exist on- and off-campus. Off-campus practical learning requires prior University approval, and F-1 students must have Curricular Practical Training (CPT) authorization to participate in off-campus practical learning. Students are responsible for developing and demonstrating the skills necessary to be successful in a PLE. In addition to contemporary and growing industry knowledge, students should also be prepared to demonstrate professionalism, effective communication (written, oral and digital), and integrity while engaged in practical learning. The faculty facilitating internship courses associated with Practical Learning Experience assess these qualities and provide valuable feedback regarding their development to students throughout each experience. Students may reach out to Career Services with any questions about practical learning at the **undergraduate** level.

Program Requirements

To complete an Undergraduate Certificate in Early Childhood Education – Teaching Preparation, students must complete *the six (6) courses listed below—18 credit hours total*.

EDU 441 Child Growth and Development	3 credit hours
EDU 442 Home, School, and Community Collaboration	3 credit hours
EDU 443 Principles and Practices of ECE	3 credit hours
EDU 444 Introduction to Curriculum	3 credit hours
EDU 445 Practicum	3 credit hours
Elective (Any other class from BAEd)	3 credit hours

Undergraduate Certificate in Educational Technology (EdTech)

Program Description

The Educational Technology (EdTech) undergraduate certificate is a practical, innovative program that examines the history, current practices, and future possibilities for integrating technology into classrooms. Students learn how to navigate and best engage their students in online and blended educational settings. By discussing the latest trends in EdTech research, learning theories, and practical hands-on experience, students analyze how technology enhances the learning experience. This certificate enables pre-service and classroom teachers to design and develop an online/blended learning experience.

Program Learning Outcomes

1. Apply foundational instructional design principles for integrating technology within educational settings.

2. Apply, manage, and evaluate theories, standards, technologies, and techniques within the classroom.

3. Design, develop, and evaluate technological tools in a variety of educational environments.

4. Develop a plan for increase technology in the classroom for effective instruction that engages and impact student learning, satisfaction, and achievement.

Admission Requirements

For acceptance into the Undergraduate *Certificate in Educational Technology* program, applicants must satisfy the following criteria:

> High school diploma from a university-recognized high school with a minimum of a 2.0 cumulative G.P.A. or university-recognized high school equivalency, or successfully take and pass the relevant examination such as GED, TASC, or HiSET.

Practical Learning Experience (PLE) Requirement

Westcliff University requires all students enrolled in **undergraduate-level** degree or certificate programs in the College of Education to successfully complete a Practical Learning Experience (PLE) as a graduation requirement. Westcliff University degrees and certificates are designed to prepare students for the professional workforce, and the knowledge and skills learned throughout their program are directly applicable to the industries to which they are associated. Practical learning allows students to further refine the associated knowledge and skills through guidance, oversight, and feedback from industry experts and professionals while also building a stable network and gathering references to support their career needs. Students are encouraged to take full advantage of the opportunities afforded to them in practical learning and maximize their potential career placement or advancement upon graduation.

The **undergraduate** PLE requirement is satisfied by completing a credit-bearing internship course that is assessed on a Credit/No Credit basis. During practical learning, students engage in empirical experiences, in addition to participating in assigned course activities. This practice reflects Westcliff's commitment to a practical and relevant education and the value of applied, experiential learning. Students who have this experience demonstrate a more successful transition into a new career or career advancement. Students are encouraged to complete as many PLEs as their schedules will permit in pursuit of the completion of their program(s).

Undergraduate practical learning opportunities exist on- and off-campus. Off-campus practical learning requires prior University approval, and F-1 students must have Curricular Practical Training (CPT) authorization to participate in off-campus practical learning. Students are responsible for developing and demonstrating the skills necessary to be successful in a PLE. In addition to contemporary and growing industry knowledge, students should also be prepared to demonstrate professionalism, effective communication (written, oral and digital), and integrity

while engaged in practical learning. The faculty facilitating internship courses associated with Practical Learning Experience assess these qualities and provide valuable feedback regarding their development to students throughout each experience. Students may reach out to Career Services with any questions about practical learning at the **undergraduate** level.

Program Requirement

To complete a Undergraduate Certificate in Education Technology (EdTech), students must complete *the six (6) courses listed below—18 credit hours total*.

EDU 421 Foundations of Educational Technology	3 credit hours
EDU 422 Best Practices in Educational Psychology	3 credit hours
EDU 423 Online Assessment and Evaluation	3 credit hours
EDU 424 Adaptive Technology for Differentiated Instruction	3 credit hours
EDU 425 Blended Learning and Teaching	3 credit hours
EDU 426 Capstone Course	3 credit hours

Undergraduate Certificate in Teaching English to Speakers of Other Languages (TESOL)

Program Description

The College of Education offers an internationally recognized certificate in Teaching English to Speakers of Other Languages (TESOL) for pre-service and classroom teachers. This certificate provides students with an innovative methodology of English pedagogy with proven success at English instructional schools around the world. Whether teaching in an ESL or EFL setting, students will be prepared to deliver engaging and interactive English language classes, while discussing the latest research trends in the English language teaching field. Students analyze, reflect, and integrate the foundations of TESOL and language acquisition into their teaching practices

Program Learning Outcomes

1. Discuss research influencing language teaching methodology.

2. Create instructional units of study that include lesson plans and assessments that are linked to learning outcomes.

3. Demonstrate a variety of techniques for teaching listening, speaking, reading, writing, pronunciation, and grammar.

4. Understand cultural patterns at the linguistic, behavior, and content levels, and discuss how cross-cultural (mis)communication occurs.

5. Understand how to apply to different differentiation of instruction to varied student populations and instructional settings.

6. Develop classroom management strategies, plans, and procedures for safe and effective learning environment.
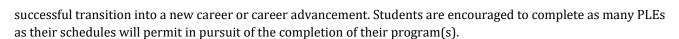
Admission Requirements

For acceptance into the *Undergraduate Certificate in Teaching English to Speakers of Other Languages*, applicants must satisfy the following criteria:

> High school diploma from a university-recognized high school with a minimum of a 2.0 cumulative G.P.A. or university-recognized high school equivalency, or successfully take and pass the relevant examination such as GED, TASC, or HiSET.

Practical Learning Experience (PLE) Requirement

Westcliff University requires all students enrolled in **undergraduate-level** degree or certificate programs in the College of Education to successfully complete a Practical Learning Experience (PLE) as a graduation requirement. Westcliff University degrees and certificates are designed to prepare students for the professional workforce, and the knowledge and skills learned throughout their program are directly applicable to the industries to which they are associated. Practical learning allows students to further refine the associated knowledge and skills through guidance, oversight, and feedback from industry experts and professionals while also building a stable network and gathering references to support their career needs. Students are encouraged to take full advantage of the opportunities afforded to them in practical learning and maximize their potential career placement or advancement upon graduation.

The **undergraduate** PLE requirement is satisfied by completing a credit-bearing internship course that is assessed on a Credit/No Credit basis. During practical learning, students engage in empirical experiences, in addition to participating in assigned course activities. This practice reflects Westcliff's commitment to a practical and relevant education and the value of applied, experiential learning. Students who have this experience demonstrate a more

successful transition into a new career or career advancement. Students are encouraged to complete as many PLEs as their schedules will permit in pursuit of the completion of their program(s).

Undergraduate practical learning opportunities exist on- and off-campus. Off-campus practical learning requires prior University approval, and F-1 students must have Curricular Practical Training (CPT) authorization to participate in off-campus practical learning. Students are responsible for developing and demonstrating the skills necessary to be successful in a PLE. In addition to contemporary and growing industry knowledge, students should also be prepared to demonstrate professionalism, effective communication (written, oral and digital), and integrity while engaged in practical learning. The faculty facilitating internship courses associated with Practical Learning Experience assess these qualities and provide valuable feedback regarding their development to students throughout each experience. Students may reach out to Career Services with any questions about practical learning at the **undergraduate** level.

Program Requirements

To complete a Undergraduate Certificate in Teaching English to Speakers of Other Languages (TESOL), students must complete *the six (6) courses listed below—18 credit hours total*.

EDU 431 Foundations of TESOL and Second Language Acquisition	3 credit hours
EDU 432 Lesson Planning and Classroom Management	3 credit hours
EDU 433 Teaching Vocabulary and Grammar	3 credit hours
EDU 434 Teaching Receptive Skills: Listening and Reading	3 credit hours
EDU 435 Teaching Productive Skills: Speaking, Pronunciation, and Writing	3 credit hours
EDU 436 Capstone Course	3 credit hours

English As an Additional Language (EAL/ESL) – REAL Certificate

Program Description

The English as an Additional Language (EAL/ESL) – REAL Certificate acknowledges and celebrates the previous existence of home languages, cultures, and multilingualism, while actively engaging students in the learning process. The eight courses, lasting eight weeks each, take students from A1 to B2+ of the Common European Framework of Reference (CEFR) (beginner to upper-intermediate levels of English proficiency). Students may not need to take all courses as they can test into the appropriate level according to their language skills.

Program Learning Outcomes

Compared to English as a Foreign Language (EFL) or English as a Second Language (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 program learning outcomes of the REAL program are:

1. Provide students English language instruction to gain the necessary language skills for academic purposes.

2. Help students become more familiar with higher education culture.

3. Prepare students for the demands of online or on-ground university-level study in English, especially in an institution of higher education.

Admission Requirements

For acceptance into the ***English as an Additional Language (EAL/ESL) – REAL Certificate program***, applicants must satisfy the following criteria:

> Submit Official English Proficiency Test Scores to determine level of proficiency (A1 - C2 accepted)

Graduation Requirements

Students' current English proficiency levels determine their starting placement in the IEP REAL program. Upon acceptance, students may complete the Westcliff University Certificate of Proficiency in English (CPE) exam to evaluate their English proficiency level. Undergraduate students who complete REAL 300/301 and graduate students who complete REAL 400/401 may use their level certificate to meet English proficiency admission requirements at Westcliff University to pursue their desired degrees.

Program Requirements

To complete the English as an Additional Language (EAL/ESL) – REAL Certificate program, students must complete *the 10 courses listed below, 12 credit hours total*. *The program consists of four certificate levels—three credit hours per level.* Each level consists of two, eight-week courses worth 1.5 credit hours each.

90-Level Course Requirement - 3 Credit Hours Total

REAL 98	1.5 credit hours
REAL 99	1.5 credit hours

100-Level Course Requirement 3 Credit Hours Total

REAL 100	1.5 credit hours
REAL 101	1.5 credit hours

200-Level Course Requirement - 3 Credit Hours Total

REAL 200	1.5 credit hours

REAL 201   1.5 credit hours

300-Level Course Requirement - 3 Credit Hours Total

REAL 300   1.5 credit hours

REAL 301   1.5 credit hours

400-Level Course Requirement - 3 Credit Hours Total

REAL 400   1.5 credit hours

REAL 401   1.5 credit hours

Undergraduate Communication Pathway – REAL Certificate

Program Description

The Undergraduate Communication Pathway– REAL Certificate acknowledges and celebrates the previous existence of home languages, cultures, and multilingualism, while actively engaging students in the learning process. The eight courses, lasting eight weeks each, take students from A1 to B2+ of the Common European Framework of Reference (CEFR) (beginner to upper-intermediate levels of English proficiency). Students may not need to take all courses as they can test into the appropriate level according to their language skills.

Program Learning Outcomes

Compared to *Undergraduate Communication Pathway – REAL* 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 program learning outcomes of the Undergraduate Communication Pathway – REAL program are:

1. Provide students English language instruction to gain the necessary language skills for academic purposes.

2. Help students become more familiar with higher education culture.

3. Prepare students for the demands of online or on-ground university-level study in English, especially in an institution of higher education.

Admission Requirements

For acceptance into the *Undergraduate Communication Pathway – REAL Certificate program*, applicants must satisfy the following criteria:

> High school diploma from a university-recognized high school with a minimum of a 2.0 cumulative G.P.A. or university-recognized high school equivalency.

> AND

> Submit Official English Proficiency Test Scores to determine level of proficiency (A1 - C2 accepted)

Graduation Requirements

Students' current English proficiency levels determine their starting placement in the Undergraduate Communication Pathway – REAL Certificate program. Upon acceptance, students may complete the Westcliff University Certificate of Proficiency in English (CPE) exam to evaluate their English proficiency level. Undergraduate students who complete REAL 300/301 may use their level certificate to meet English proficiency admission requirements at Westcliff University to pursue their desired degrees.

90-Level Course Requirement - 3 Credit Hours Total

REAL 98	1.5 credit hours
REAL 99	1.5 credit hours

100-Level Course Requirement 3 Credit Hours Total

REAL 100	1.5 credit hours
REAL 101	1.5 credit hours

200-Level Course Requirement - 3 Credit Hours Total

REAL 200	1.5 credit hours
REAL 201	1.5 credit hours

300-Level Course Requirement - 3 Credit Hours Total

REAL 300	1.5 credit hours
REAL 301	1.5 credit hours

Undergraduate Communication Pathway Course Requirement - 9 Credit Hours Total

Students must successfully complete the 300-level courses prior to beginning the concurrent enrollment in the undergraduate degree program. To complete the Undergraduate Communication Pathway – REAL Certificate program, students must complete *the four (4) courses listed below, 9 credit hours total*.

REAL 300	1.5 credit hours
COM 105	3 credit hours
REAL 301	1.5 credit hours
Degree Core course	3 credit hours

Graduate Communication Pathway – REAL Certificate

Program Description

The Graduate Communication Pathway– REAL Certificate acknowledges and celebrates the previous existence of home languages, cultures, and multilingualism, while actively engaging students in the learning process. The eight courses, lasting eight weeks each, take students from A1 to B2+ of the Common European Framework of Reference (CEFR) (beginner to upper-intermediate levels of English proficiency). Students may not need to take all courses as they can test into the appropriate level according to their language skills.

Program Learning Outcomes

Compared to *Graduate Communication Pathway – REAL* 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 program learning outcomes of the Graduate Communication Pathway – REAL program are:

1. Provide students English language instruction to gain the necessary language skills for academic purposes.

2. Help students become more familiar with higher education culture.

3. Prepare students for the demands of online or on-ground university-level study in English, especially in an institution of higher education.

Admission Requirements

For acceptance into the *Graduate Communication Pathway – REAL Certificate program*, applicants must satisfy the following criteria:

> An applicant with a Bachelor-level degree and a 2.5 GPA from a regionally- or nationally-accredited institution can apply to 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 with 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.

> AND

> Submit Official English Proficiency Test Scores to determine level of proficiency (A1 - C2 accepted)

Graduation Requirements

Students' current English proficiency levels determine their starting placement in the Graduate Communication Pathway – REAL Certificate program. Upon acceptance, students may complete the Westcliff University Certificate of Proficiency in English (CPE) exam to evaluate their English proficiency level. Graduate students who complete REAL 400/401 may use their level certificate to meet English proficiency admission requirements at Westcliff University to pursue their desired degrees.

90-Level Course Requirement - 3 Credit Hours Total

REAL 98	1.5 credit hours
REAL 99	1.5 credit hours

100-Level Course Requirement 3 Credit Hours Total

REAL 100	1.5 credit hours
REAL 101	1.5 credit hours

200-Level Course Requirement - 3 Credit Hours Total

REAL 200	1.5 credit hours
REAL 201	1.5 credit hours

300-Level Course Requirement - 3 Credit Hours Total

REAL 300	1.5 credit hours
REAL 301	1.5 credit hours

Graduate Communication Pathway Course Requirement - 9 Credit Hours Total

Students must successfully complete the 400-level courses prior to beginning the concurrent enrollment in the undergraduate degree program. To complete the Graduate Communication Pathway – REAL Certificate program, students must complete _the four (4) courses listed below, 9 credit hours total_.

REAL 400	1.5 credit hours
COM 505	3 credit hours
REAL 401	1.5 credit hours
Degree Core course	3 credit hours

Graduate Programs

Master's Degree in Teaching English to Speakers of Other Languages (MA TESOL)

Program Description

The Master's Degree in Teaching English to Speakers of Other Languages (MA TESOL) 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 MA TESOL 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 MA TESOL program:

1. 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.

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

3. 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.

4. 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.

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

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

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

8. 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.

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

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

Admission Requirements

The minimum academic requirements to apply to the *Master's Degree in Teaching English to Speakers of Other Languages* Program are:

An applicant with a Bachelor-level degree from a regionally or nationally accredited institution with a minimum of 2.5 cumulative G.P.A. 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.

Graduation Requirements

The Master's Degree in Teaching English to Speakers of Other Languages program consists of a program requirement of 36 credit hours, including 24 credits of core business courses, 9 credits of business concentration courses, 3 credits of capstone.

All students pursuing a Master's Degree in Teaching English to Speakers of Other Languages degree 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, students 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's Degree in Teaching English to Speakers of Other Languages degree.

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

Practical Learning Experience (PLE) Requirement

Westcliff University requires all students enrolled in **graduate-level** degree or certificate programs in the College of Education to successfully complete a Practical Learning Experience (PLE) as a graduation requirement. Westcliff University degrees and certificates are designed to prepare students for the professional workforce, and the knowledge and skills learned throughout their program are directly applicable to the industries to which they are associated. Practical learning allows students to further refine the associated knowledge and skills through guidance, oversight, and feedback from industry experts and professionals while also building a stable network and gathering references to support their career needs. Students are encouraged to take full advantage of the opportunities afforded to them in practical learning and maximize their potential career placement or advancement upon graduation.

The **graduate** PLE requirement is satisfied by completing a credit-bearing internship course that is assessed on a Credit/No Credit basis. During practical learning, students engage in empirical experiences, in addition to participating in assigned course activities. This practice reflects Westcliff's commitment to a practical and relevant education and the value of applied, experiential learning. Students who have this experience demonstrate a more successful transition into a new career or career advancement. Students are encouraged to complete as many PLEs as their schedules will permit in pursuit of the completion of their program(s).

Graduate practical learning opportunities exist on- and off-campus. Off-campus practical learning requires prior University approval, and F-1 students must have Curricular Practical Training (CPT) authorization to participate in off-campus practical learning. Students are responsible for developing and demonstrating the skills necessary to be successful in a PLE. In addition to contemporary and growing industry knowledge, students should also be prepared to demonstrate professionalism, effective communication (written, oral and digital), and integrity while engaged in practical learning. The faculty facilitating internship courses associated with Practical Learning Experience assess

these qualities and provide valuable feedback regarding their development to students throughout each experience. Students may reach out to Career Services with any questions about practical learning at the **graduate** level.

Master of Arts in TESOL Program Requirements – 36 Credit Hours Total

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 of Arts in Teaching English to Speakers of Other Languages Area of Concentration

Educational Technology (EdTech)

The Master's Degree in Teaching English to Speakers of Other Languages concentration in EdTech 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.

To complete a Master of Arts in Teaching English to Speakers of Other Languages (TESOL) in Education Technology (EdTech), students must complete _the three (3) courses listed below—9 credit hours total_.

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

Graduate Certificate in Teaching English to Speakers of Other Languages (TESOL)

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 Learning 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:

1. 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.

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

3. 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.

4. 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.

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

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

7. 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.

8. 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.

9. 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.

10. 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.

Admission Requirements

The minimum academic requirements to apply to the *Graduate Certificate in Teaching English to Speakers of Other Languages* Program are:

> An applicant with a Bachelor-level degree from a regionally or nationally accredited institution with a minimum of 2.5 cumulative G.P.A. 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.

Practical Learning Experience (PLE) Requirement

Westcliff University requires all students enrolled in **graduate-level** degree or certificate programs in the College of Education to successfully complete a Practical Learning Experience (PLE) as a graduation requirement. Westcliff University degrees and certificates are designed to prepare students for the professional workforce, and the knowledge and skills learned throughout their program are directly applicable to the industries to which they are associated. Practical learning allows students to further refine the associated knowledge and skills through guidance, oversight, and feedback from industry experts and professionals while also building a stable network and gathering references to support their career needs. Students are encouraged to take full advantage of the opportunities afforded to them in practical learning and maximize their potential career placement or advancement upon graduation.

The **graduate** PLE requirement is satisfied by completing a credit-bearing internship course that is assessed on a Credit/No Credit basis. During practical learning, students engage in empirical experiences, in addition to participating in assigned course activities. This practice reflects Westcliff's commitment to a practical and relevant education and the value of applied, experiential learning. Students who have this experience demonstrate a more successful transition into a new career or career advancement. Students are encouraged to complete as many PLEs as their schedules will permit in pursuit of the completion of their program(s).

Graduate practical learning opportunities exist on- and off-campus. Off-campus practical learning requires prior University approval, and F-1 students must have Curricular Practical Training (CPT) authorization to participate in off-campus practical learning. Students are responsible for developing and demonstrating the skills necessary to be successful in a PLE. In addition to contemporary and growing industry knowledge, students should also be prepared to demonstrate professionalism, effective communication (written, oral and digital), and integrity while engaged in practical learning. The faculty facilitating internship courses associated with Practical Learning Experience assess these qualities and provide valuable feedback regarding their development to students throughout each experience. Students may reach out to Career Services with any questions about practical learning at the **graduate** level.

Program Requirements

To complete a Graduate Certificate in Teaching English to Speakers of Other Languages (TESOL), students must complete *the four (4) courses listed below—12 credit hours total*.

TSL 512 Writing Instruction	3 credit hours
TSL 532 Listening and Speaking Instruction	3 credit hours
TSL 545 Reading Instruction	3 credit hours
TSL 600 Practicum	3 credit hours

Graduate Certificate in Educational Technology (EdTech)

Program Description

The Graduate Certificate in EdTech 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 build a foundation for educators. Based on current learning theories and best practices, are prepared to lead and contribute in their perspective contexts.

Program Learning Outcomes

1. Describe, compare, and apply foundational instructional design principles for integrating technology within educational settings

2. Implement, manage, and evaluate theories, standards, technologies, and techniques within the classroom

3. Design, develop, and assess technological tools in a variety of educational environments

4. Examine, create and implement educational technology tools for low-resource and blended classrooms.

5. Develop a plan for increasing technology in the classroom for effective instruction that engages and impact student learning, satisfaction, and achievement

Admission Requirements

The minimum academic requirements to apply to the *Graduate Certificate in Educational Technology* Program are:

> An applicant with a Bachelor-level degree from a regionally or nationally accredited institution with a minimum of 2.5 cumulative G.P.A. 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.

Practical Learning Experience (PLE) Requirement

Westcliff University requires all students enrolled in **graduate-level** degree or certificate programs in the College of Education to successfully complete a Practical Learning Experience (PLE) as a graduation requirement. Westcliff University degrees and certificates are designed to prepare students for the professional workforce, and the knowledge and skills learned throughout their program are directly applicable to the industries to which they are associated. Practical learning allows students to further refine the associated knowledge and skills through guidance, oversight, and feedback from industry experts and professionals while also building a stable network and gathering references to support their career needs. Students are encouraged to take full advantage of the opportunities afforded to them in practical learning and maximize their potential career placement or advancement upon graduation.

The **graduate** PLE requirement is satisfied by completing a credit-bearing internship course that is assessed on a Credit/No Credit basis. During practical learning, students engage in empirical experiences, in addition to participating in assigned course activities. This practice reflects Westcliff's commitment to a practical and relevant education and the value of applied, experiential learning. Students who have this experience demonstrate a more successful transition into a new career or career advancement. Students are encouraged to complete as many PLEs as their schedules will permit in pursuit of the completion of their program(s).

Graduate practical learning opportunities exist on- and off-campus. Off-campus practical learning requires prior University approval, and F-1 students must have Curricular Practical Training (CPT) authorization to participate in off-campus practical learning. Students are responsible for developing and demonstrating the skills necessary to be successful in a PLE. In addition to contemporary and growing industry knowledge, students should also be prepared to demonstrate professionalism, effective communication (written, oral and digital), and integrity while engaged in practical learning. The faculty facilitating internship courses associated with Practical Learning Experience assess these qualities and provide valuable feedback regarding their development to students throughout each experience. Students may reach out to Career Services with any questions about practical learning at the **graduate** level.

Program Requirements

To complete a Graduate Certificate in Education Technology (EdTech), students must complete *the four (4) courses listed below—12 credit hours total*.

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	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:

1. Identify principles of language pedagogy and the process of language acquisition and apply these principles effectively in various classroom situations.

2. Employ knowledge of the English language system to assist English Language Learners (ELLs) in reading, writing, listening, and speaking.

3. Demonstrate competency in using technology effectively and in creating lesson plans and other learning material for classroom activities.

4. Demonstrate interpersonal skills while respecting cultural differences and valuing diversity.

5. Illustrate flexibility and adaptability in planning and delivering lessons according to the needs and interests of ELLs.

TESOL Certificate Required Courses – 152 Credit Hours Total

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

Doctoral Program

Doctor of Education in Leadership, Curriculum, and Instruction

Program Description

The Doctor of Education (EdD) in Leadership, Curriculum, and Instruction empowers scholar-practitioners to lead and influence education, design and evaluate curriculum, as well as elevate and maximize instructional methodologies. The degree integrates educational principles and leadership theories to inform research, andragogy and pedagogy, and evidence-based assessment. It combines primary research with practical experience to produce effective change agents who value diversity as well as equitable practices and policies. Students engage in project-based learning with embedded practicum experiences to solve real-world problems that foster personal and professional growth. They receive oversight, feedback, and guidance while participating in authentic working conditions. Graduates are equipped with the actionable skills necessary to positively impact organizations and advance their careers in leadership, curriculum, and instruction.

Program Learning Outcomes

The EdD investigates the changing landscape of education by assisting working professionals to identify problems of practice and high-quality solutions that promote positive organizational culture and results-driven growth. Westcliff emphasizes the importance of contributions to the field of education by synthesizing research, honing leadership skills, and redefining curriculum and instruction.

1. Relate educational leadership principles to established andragogical and pedagogical principles and current best practices for teaching and curriculum design.

2. Integrate current andragogical and pedagogical as well as instructional design methods into the creation and evaluation of effective, level-appropriate material for diverse learners in various contexts and modalities.

3. Analyze and apply leadership theories and research to current educational leadership challenges to develop and present innovative solutions.

4. Develop and apply collaborative and communicative skills for effective institutional leadership.

5. Analyze, discuss, and apply current leadership, curricular and instructional theories to address ethical, affective, cognitive, cultural, and social challenges in institutional and educational settings.

6. Select, assess, and implement technology for effective leadership, administration, curriculum design, and change implementation.

7. Apply academic research skills to effectively find, appraise, and synthesize information for an approved research topic.

8. Apply analytical reasoning as well as qualitative and quantitative research procedures to guide, support, and solve complex institutional issues.

Admission Requirements

The minimum academic requirements to apply to the *Doctor of Education in Leadership, Curriculum, and Instruction* degree program:

An applicant with a master's degree in any field from a regionally or nationally accredited institution can apply for entrance into Westcliff University and a minimum of 2.5 cumulative G.P.A. Master's 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.

Graduate Writing Assessment

After acceptance into a doctoral program at Westcliff University, each student will take a writing placement test. Based on the results of the placement test, students will either move directly into their first program course or will be enrolled in the EDU 701 writing support course that will be taken in tandem with the first program course. EDU 701 helps students develop the academic writing skills necessary to excel in their coursework at the graduate level.

Practical Learning Experience (PLE) Requirement

Westcliff University requires all students enrolled in the **Doctor of Education (EdD) in Leadership, Curriculum, and Instruction** in the College of Education to successfully complete a Practical Learning Experience (PLE) as a graduation requirement. Westcliff University degrees and certificates are designed to prepare students for the professional workforce, and the knowledge and skills learned throughout their program are directly applicable to the industries to which they are associated. Practical learning allows students to further refine the associated knowledge and skills through guidance, oversight, and feedback from industry experts and professionals while also building a stable network and gathering references to support their career needs. Students are encouraged to take full advantage of the opportunities afforded to them in practical learning and maximize their potential career placement or advancement upon graduation.

The **EdD** PLE requirement is satisfied by completing embedded practical learning in every course within the **EdD** program, which is assessed on a Credit/No Credit basis. During practical learning, students engage in empirical experiences, in addition to participating in assigned course activities. This practice reflects Westcliff's commitment to a practical and relevant education and the value of applied, experiential learning. Students who have this experience demonstrate a more successful transition into a new career or career advancement.

EdD students engaged in practical learning are responsible for developing and demonstrating the skills necessary to be successful in a PLE. In addition to contemporary and growing industry knowledge, students should also be prepared to demonstrate professionalism, effective communication (written, oral and digital), and integrity while engaged in practical learning. The faculty facilitating internship courses associated with Practical Learning Experience assess these qualities and provide valuable feedback regarding their development to students throughout each experience. Students may reach out to Career Services with any questions about practical learning in the **EdD** program.

Doctoral Dissertation Review

In support and pursuit of candidacy for the Doctor of Education in Leadership, Curriculum, and Instruction degree, doctoral students must submit a scholarly written report, with original research and investigation as to its foundation. This report is commonly and collectively referred to as the Dissertation and is indicative of high academic integrity and rigor, congruent with doctoral-level studies. The doctoral dissertation may focus on the development of a new theory, or it may focus on the practical and contextual application of theory to research topics and phenomena. The dissertation should have a research purpose and/or a research problem and include the associated research hypothesis/es and question(s), methodologies for research and data collection, and an analysis of the results.

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 Education in Leadership, Curriculum, and Instruction.

Benchmark Courses in the Doctor of Education in Leadership, Curriculum, and Instruction

RES 700 Identifying and Planning a Research Project and RES 800 Education Research Literature Review are benchmark courses in the EdD program. While most courses in the EdD program allow students three total attempts to successfully complete, benchmark courses only allow for two total attempts. Students who do not pass RES 700 in the first attempt are required to retake RES 700 while concurrently taking EDU 780 Writing for Research and Scholarly Publications I before progressing further in their program. Failure to pass RES 700 in the second attempt results in dismissal from the Doctor of Education in Leadership, Curriculum, and Instruction program. Similarly, students who do not pass RES 800 in the first attempt are required to retake RES 800 while concurrently taking EDU 781 Writing for Research and Scholarly Publications II before progressing further in their program. Failure to pass RES 800 in the second attempt results in dismissal from the program. Students must meet all academic and financial requirements to apply for graduation.

Graduation Requirements

Students must complete 60 total credit hours, composed of 18 credit hours of core courses (15 lecture, 3 practicum), 14 credit hours of research courses (12 lecture, 2 practicum), 12 credit hours for concentration courses (students choose either **Leadership** or **Curriculum, Instruction, and Assessment**; 10 lecture and 2 practicum credit hours), and 16 credit hours of dissertation courses (14 lecture, 2 practicum). Students must also publish by the end of Year 3 (WIJAR is an option) and attend a conference/presentation (SyBER is an option).

Credit hours for some EDU 700-level courses completed at another institution may be transferred into the EdD program at Westcliff University in accordance with the university's Transfer Credit Policy. All EdD students must complete the full EdD program in 4.5 years.

Doctor of Education in Leadership, Curriculum, and Instruction Course Requirements – 60 Credit Hours Total

Year 1 Core - Complete the following courses - 18 Credit Hours

EDU 710 Effective Teaching and Learning Strategies	3 credit hours
EDU 711 Educational Leadership in Theory and Practice	3 credit hours
EDU 712 Curriculum Theory and Design	3 credit hours
EDU 830 Online Blended Learning and Teaching Methodologies	3 credit hours
EDU 831 Classroom Technology Integration	3 credit hours
EDU 833 Managing Human and Fiscal Resources as and Educational Leader	3 credit hours

Year 2 Concentration & Research - Complete the following courses - 19 Credit Hours

Concentration: Select One	12 credit hours
RES 700 Identifying and Planning a Research Project**	4 credit hours
RES 801 Quantitative Research in Education	3 credit hours

**Note: *Students who do not pass RES 700 will retake the course in the subsequent session concurrently with EDU 780 Writing for Research and Scholarly Publications I to support their work in the RES 700 Identifying and Planning a Research Project course.*

Year 3 Research & Dissertation - Complete the following Courses - 23 Credit Hours

RES 800 Educational Research Literature Review**	4 credit hours
RES 802 Qualitative Research in Education	3 credit hours
EDU 900 Dissertation Course I	4 credit hours
EDU 901 Dissertation Course II/Preliminary Defense	4 credit hours
EDU 902 Dissertation Course III	4 credit hours
EDU 903 Dissertation Course IV	4 credit hours

***Note:** Students who do not pass RES 800 will retake the course in the subsequent session concurrently with EDU 781 Writing for Research and Scholarly Publications II to support their work in the RES 800 Educational Research in Literature Review Project course.*

Doctor of Education in Leadership, Curriculum, and Instruction Program Areas of Concentration

Leadership

The leadership concentration prepares professionals to positively impact organizations and transform learning environments by examining educational issues and trends. Strategies are presented to address problems through strategic planning, response to diverse needs, and the analysis and synthesis of political, social, economic, legal, and cultural contexts that shape educational discourse. Advancing education through innovation, creativity, critical thinking, collaboration, communication, students are equipped with leadership skills to manage change effectively and interpret data for programmatic review, accreditation,

evaluation, and efficient use of human and fiscal resources. Leveraging individual strengths, students cultivate the dispositions of ethical leaders and promote success for all.

To complete a Doctor of Education in Leadership, Curriculum, and Instruction in Leadership, students must complete *the four (4) courses listed below—12 credit hours total*.

EDU 713 Critical Analysis of Problems and Issues for Educational Leaders	3 credit hours
EDU 800 Leading and Managing Choice in Education	3 credit hours
EDU 801 Program Evaluation Methods for Academic Leadership	3 credit hours
EDU 821 Advanced Supervision of Curriculum and Instruction	3 credit hours

Curriculum, Instruction, and Assessment

The Curriculum, Instruction, and Assessment Concentration applies the theories of curriculum design with instructional practice. Setting learning objectives and aligning outcomes with assessment strategies are fundamental to learning and design frameworks. Applying practical solutions with technological integration fosters accessibility and inclusive methods to meet the needs of diverse learners. Using a variety of assessments including informal, formal, formative, and summative provides data-driven evidence of comprehensive learning experiences closing gaps and improving achievement for all.

To complete a Doctor of Education in Leadership, Curriculum, and Instruction in Curriculum, Instruction, and Assessment students must complete *the four (4) courses listed below—12 credit hours total*.

EDU 810 Classroom Pedagogical and Andragogical Approaches	3 credit hours
EDU 811 Instructional Design for Equitable Education	3 credit hours

EDU 812 Student Assessment Methods   3 credit hours

EDU 820 Advanced Instructional Design   3 credit hours

Integrative Studies

Program Description

Students develop a foundation for success in their academic, professional, and personal ventures through the cultivation and refinement of knowledge and skills designed to broaden perspectives, enhance interpersonal skills, promote inclusion and diversity of people and ideas, enhance interpersonal interaction and relationships, and contribute to critical reflection and ethical and effectual decision making.

Program Learning Outcomes

The Integrative Studies program encourages students to achieve the following educational outcomes:

1. Use appropriate content to convey the writer's understanding to communicate meaning to readers with clarity and fluency.

2. Articulate ideas and connect with global audiences through oral communication.

3. Broaden perspective to understand and appreciate differences of all kinds, including cultures, values, experiences and thoughts, developing communication strategies that build bridges between differences.

4. Develop, apply, and embody ethical standards in integrative studies.

5. Explain how information and data are created and given value, evaluate source authority, and acknowledge sources of information appropriately.

6. Identify and evaluate complex claims, challenging assumptions, reasoning in an evaluative manner to reach logically sound conclusions.

7. Explain the nature, history, and contemporary significance of quantitative reasoning, as well as be able to communicate and demonstrate sound logic and reasoning based upon known mathematical and statistical information.

Integrative Studies Requirements

To satisfy the Integrative Studies requirement, students must complete _30 credit hours total_.

Communication

To satisfy the Communication requirement, students must complete _the three (3) courses listed below—9 credit hours total_.

COM 101 Composition 1	3 credit hours
COM 102 Composition 2	3 credit hours
COM 105 Academic Communication	3 credit hours

Humanities

To satisfy the Humanities requirement, students must choose and complete _one (1) of the courses listed below—3 credit hours total_.

HUM 201 History of Social Movements	3 credit hours
HUM 211 Exploring the Cultural Landscape	3 credit hours
HUM 221 The Impact of Art: Visuals, Design, & Media	3 credit hours

Open Integrative Studies

To satisfy the Open Integrative Studies requirement, students must choose and complete _one (1) of the courses listed below —3 credit hours total_. *Note: Students must choose a course they have not already taken.

IST 202 Socio-Emotional Well-Being	3 credit hours
IST 212 Personal Finance	3 credit hours
IST 301 Speech, Debate, & Ethics	3 credit hours
IST 311 Language, Culture, & Power	3 credit hours
IST 390 Integrative Studies Capstone	3 credit hours

Mathematics

To satisfy the Mathematics requirement, students must choose and complete _one (1) of the courses listed below—3 credit hours total_.

MTH 110 Quantitative Reasoning	3 credit hours
MTH 115 College Algebra	3 credit hours

Social and Behavioral Science

To satisfy the Social and Behavioral Science requirement, students must choose and complete _one (1) of the courses listed below—3 credit hours total_.

SBS 210 Psychology, Motivation, & Decision Making	3 credit hours
SBS 220 Introduction to Political Economy	3 credit hours
SBS 230 Developing a Sociological Perspective	3 credit hours

Physical & Biological Sciences

To satisfy the Physical & Biological Sciences requirement, students must choose and complete _one (1) of the courses listed below—3 credit hours total_.

SCI 205 The Biology of Human Health	3 credit hours
SCI 215 Creating a Sustainable World: Technology & Energy Solutions	3 credit hours
SCI 225 Nutrition, Health, and Fitness Basics	3 credit hours

COURSE DESCRIPTIONS

Integrative Studies Courses

COM 101 Composition 1 (3 credit hours) This course introduces students to the principles of standard written English; the basics of academic essay writing; the importance of tone, purpose, context, and audience; the differences in rhetorical styles; and the basics of academic research and APA style. *Prerequisite: none*

COM 102 Composition 2 (3 credit hours) This course allows students to demonstrate their mastery of the principles of standard written English, the principles of academic essay writing (including tone, purpose, context, and audience), the standards of academic research, and the rules of APA style; this course also engages students in conducting in-depth critical research on a community-minded topic, in producing and applying critical arguments and counterarguments, collaborating with their peers in writing workshops, and developing skills for researched and refined projects. (*Prerequisite: COM 101*

COM 105 Academic Communication (3 credit hours) The Academic Communication course equips students with the skills and tools necessary to succeed in the academic classroom. Students have the opportunity to develop and strengthen good study habits, learning strategies and the underpinning learning theories that drive these habits and strategies through various instructional methods. Students engage with topics that practice critical reading skills and study techniques needed for efficient and effective mastery of college–level courses. Topics include writing, course communication, research, critical reading and comprehension, and technology, as well as personal management strategies, such as time management and learning styles. *Prerequisite: none*

COM 505 Graduate Academic Communication (3 credit hours) The Graduate Academic Communication Course equips students with the skills and tools necessary to succeed in the graduate level academic classroom. Students have the opportunity to develop and strengthen good study habits, learning strategies, and the underpinning learning theories that drive these habits and strategies through various instructional methods. Students engage with topics that practice critical reading skills and study techniques needed for efficient and effective mastery of college–level courses. Topics include writing, communication, research, critical reading and comprehension, technology as well as personal management strategies such as time management and learning styles.

HUM 201 History of Social Movements (3 credit hours) This course will examine social movements through contemporary and historical lenses. Students explore the notion that social movements begin with modest efforts by a loosely formed group of people to correct or introduce some social or political injustice, and the reality that some of these initial efforts have been only marginally successful while others have escalated into broader mass efforts to achieve expanded social or political goals. Students are ultimately challenged to evaluate the truthfulness of social movement statements and arguments. *Prerequisite: complete 100 level courses*

HUM 211 Exploring the Cultural Landscape (3 credit hour) This course introduces students to the field of cultural geography by examining its major themes; understanding relationships between cultures and environments; and probing the processes, elements, and human interaction that are instrumental in creating cultural identity locally, nationally, and internationally. *Prerequisite: complete 100 level courses*

HUM 221 The Impact of Art: Visual, Design, & Media (3 credit hours) Students examine the basics and universal formal elements of the visual, the design, and the media arts second. Students also evaluate the importance of major global historical developments and the specific methodological approaches to these art genres and how such bear importance upon contemporary trends and issues. Additionally, students will create formal and contextual responsiveness by taking a position on and arguing the merits of specific non-Western and Western works of art and how those works reflect human values in a variety of contexts. *Prerequisite: complete 100 level courses.*

IST 202 Socio-Emotional Well-Being (3 credit hours) This course exposes students to the theoretical foundations of socio-emotional wellbeing and the skills involved in self-care. Students explore identity and how to promote and sustain healthy personal relationships. *Prerequisite: complete 100 level courses*

IST 212 Personal Finance (3 credit hours) This course provides an overview of the elements necessary for effective personal financial planning. Application of techniques and strategies essential to personal finance are discussed. Primary areas of study include creating and managing a personal budget, wise use of credit cards, investing fundamentals, stock market overview, and use of insurance for protecting one's family and property. *Prerequisite: complete 100 level courses*

IST 301 Speech, Debate, & Ethics (3 credit hours) This course empowers students to identify communication purposes, and work with uncertainty and argumentation in debates and negotiations, guiding them in thinking quickly on their feet while being logical. Students hone their public speaking and presentation skills, identifying logic and developing arguments in situations involving ethical controversy. *Pre-Requisites: complete 200 level courses*

IST 311 Language, Culture, & Power (3 credit hours) This course examines the linkages of language, culture, and power. This includes an analysis of relations of power in society and an understanding of critical theories to support the development of a final project that showcases an understanding and commitment to equity and justice. *Prerequisite: complete 200 level courses*

IST 390 Integrative Studies Capstone (3 credit hours) The Integrative Studies Capstone is the culminating course in a student's Integrative Studies program at Westcliff University. The skills and knowledge learned and refined throughout the Integrative Studies program and the United Nations' Sustainable Development Goals are aligned and promoted through a research project decided upon and developed by students in both individual and group capacities. These projects involve project-based and action-based research; promote relevant and sustainable solutions to community and global problems; and serve to educate, inspire, and empower students and community members. Students present their projects to the public through the Capstone Colloquium. *Prerequisite: complete 200 level courses*

MTH 110 Quantitative Reasoning (3 credit hours) This course prepares students to understand how to view and work with quantitative information, to make informed decisions with data, and apply mathematical models to make decisions and solve problems in everyday life. *Prerequisite: none*

MTH 115 College Algebra (3 credit hours) This course teaches learners the fundamental concepts found in algebra with a focus on functions. The course focuses on applications of the following functions: linear, polynomial, exponential, and logarithmic. *Prerequisite: none*

SBS 210 Psychology, Motivation, & Decision-Making (3 credit hours) This course provides an introduction to the psychology of human behaviors, specifically those factors that influence what drives decision-making, critical thought, emotions, communication, and relationships. *Prerequisite: complete 100 level courses*

SBS 220 Introduction to Political Economy (3 credit hours) This course is an introduction to the role that the political economy plays in history and society. Through a class analysis of economic processes, students evaluate various theories and societal issues. *Prerequisite: complete 100 level courses.*

SBS 230 Developing a Sociological Perspective (3 credit hours) This course focuses on the basic concepts, research, and theories involved in increasing the understanding of human behavior and societies. Utilizing a sociological perspective, the interrelations among human societies, individuals, organizations, and groups will be analyzed. Topics of analysis include culture, social interaction, social institutions, social stratification, deviance, community, and various social change strategies. *Prerequisite: complete 100 level courses*

SCI 205 The Biology of Human Health (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, organ systems, and other related topics. Upon completion, students demonstrate understanding of life at the molecular and cellular levels and comprehension of life at the organismal levels.
Prerequisite: complete 100 level courses

SCI 215 Creating a Sustainable World: Technology & Energy Solutions (3 credit hours) This course prepares students to assess a range of issues relating to energy, climate change, and environmental sustainability through economic, social, and technological frameworks. *Prerequisite: complete 100 level courses*

SCI 225 Nutrition, Health, & Fitness Basics (3 credit hours) This course introduces the basic concepts of nutrition and how these concepts pertain to general health, diet, and fitness. Students understand and assess the applications of nutrition and fitness basics, organ systems, macromolecules, minerals, vitamins, and current health issues in relation to human health and wellness with an emphasis on the needs of the individual. *Prerequisite: complete 100 level courses*

College of Business Courses

ACC 300 Principles of Accounting (3 credit hours) This course includes the basic concepts and framework of financial accounting. The material focuses on financial statement interpretation, an analysis and application of internal control practices, and working capital management. In addition, students will learn to analyze company financial performance.

BUS 300 Foundations of Business (3 credit hours) This course is a basic overview of the functional areas of business. It provides a general framework for understanding the development, structure, and social responsibility of business. Emphasis is placed on the interaction of management, marketing, finance, and operations within the business environment.

BUS 304 Business Ethics (3 credit hours) This course explores business ethics from a theoretical and practical perspective. Business scenarios are presented in the course that present ethical dilemmas that require that application and practice of ethics. Topics include ethical, moral, and judgment issues in advertising, sales, consumers, and product-safety as well as workplace management and employee relations.

BUS 306 Introduction to Business Law (3 credit hours) The course material will provide the student with an overview of essential legal issues as they pertain to business: conflict resolution (litigation and alternatives); contracts; financing, securities and bankruptcy; legal entities and employment law; legal rights and obligations for business owners, officers, employees, directors and shareholders; intellectual property.

BUS 625 Global Procurement & Sourcing Strategies (3 credit hours) This course provides an overview on strategic sourcing as a vital part of supplier management. Students learn how to select and evaluate suppliers, implement appropriate contracts, and how to mitigate risks while gaining an understanding of the tools and techniques to evaluate supply markets.

CAP 400 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.

CAP 600 Applied Methods Capstone (3 credit hours) The course provides students the opportunity to engage in high-level inquiry focused on a practice-centered project. Students synthesize, integrate, and apply knowledge, skills, and abilities gained throughout the graduate program to a final project. This course bridges theory and practice.

DIS 900 Doctoral Dissertation Course I (3 credit hours) This course is designed to guide students in preparation to develop a dissertation. Specifically, the student develops and finalizes the Prospectus, Chapter One, and Chapter Two of the dissertation. In this dissertation course the student will create the basis for the dissertation, including the background, the purpose, research questions, the nature of the proposed research, and review of the literature relevant to the chosen dissertation topic. *Prerequisites: complete RES 700, RES 701, RES 702, and RES 703*

DIS 901 Doctoral Dissertation Course II (4.5 credit hours) This course is designed to guide students through creating an original dissertation. The course leads the student in developing Chapter Three of the dissertation. In this course the student will develop the methodology applicable to the proposed research. In addition, the student will prepare the IRB documents, and submit them through the dissertation Chair. *Prerequisites: complete DIS 900*

DIS 902 Doctoral Dissertation Course III (3 credit hours) This course is designed to guide students through the creation of an original dissertation. Upon successful defense of their dissertation and after receiving all applicable approvals, students conduct their research, collect data, and develop Chapter 4 Data Analysis and Results in this dissertation course. *Prerequisites: complete DIS 900 and DIS 901*

DIS 903 Doctoral Dissertation Course IV (4.5 credit hours) This course is designed to guide the student through creating an original dissertation. The course leads the student through developing Chapter 5 of the dissertation. In this course, the student defends the developed dissertation in the final defense. If additional revisions to Chapter 4 were required by the dissertation committee in Doctoral Dissertation Course III, then those should be completed before beginning Chapter 5. *Prerequisites: complete DIS 900, DIS 901, and DIS 902*

ECO 300 Principles of Microeconomics (3 credit hours) Microeconomics is about making choices and decision making at the individual firms and households. Subjects covered include: demand, supply, and elasticities; labor and financial markets; consumer choice and production structure, different market structures, perfectly competitive market, monopoly, monopolistic competition, and oligopoly. It also includes positive externalities and environment protection. Other important topics included are poverty and income equality, financial markets, international trade, and globalization.

ECO 301 Principles of Macroeconomics (3 credit hours) This course will focus on the analysis of macroeconomics phenomena, gross domestic product, inflation, interest rate, wages, and unemployment. It also explains the economic growth, saving, investment, capital formation, and financial markets. Other topics include money and banking, short term economic fluctuations, aggregate demand, aggregate supply, economic cycles, fiscal and monetary policy, the Federal Reserve and money creation, exchange rate determination, international trade, international financial markets, international capital flows, and the balance of payments.

ECO 500 Managerial Economics (3 credit hours) This course provides an overview of economic tools and analytic approaches available to the manager for business decision making. Students in this course focus on microeconomic fundamentals, pricing, forecasting, demand analysis, and macroeconomic policy as it affects the business environment. Students combine mathematical skills with applications and examples from economics and business to develop an economic perspective appropriate for managing business units or entire organizations.

ECO 700 Business in a Global Economy (3 credit hours) This course provides students with an understanding of how and why business choose to expand their operations into other countries. This course exposes students to the unique challenges facing firms doing business internationally, and to the potential opportunities available to those business. Students will explore how business operate, grow, and thrive in our constantly changing world.

ENG 315 Business Communication (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, consumer or client. Written, oral, and team communication strategies will be explored and developed. Students will conduct primary and secondary research to identify career interests, practical job skills, and begin a "job search" portfolio that will include a working resume and cover letter. Students will assess and understand the risks and rewards of digital technology including digital social media platforms and artificial intelligence (AI).

ENT 300 Essentials of Entrepreneurship (3 credit hours) This course is designed to examine the fundamentals of starting and 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, putting the plan to work, looking at ethical and legal concerns and regulatory environment.

ENT 400 Analytical Approach to Innovation-Driven Entrepreneurship (3 credit hours) This course is designed to enable students to build up an understanding of different phases and processes in an innovation driven enterprise. In this course students learn about the innovative, creative, and risk-taking entrepreneurial mind-set and that entrepreneurship is not the same as a small business. Areas covered include opportunity identification, opportunity development, opportunity evaluation, and concept validation. Furthermore, students in this course gain the knowledge of how an innovation driven entrepreneur will continue into subsequent phases and processes of innovation, including business case analysis, intellectual property protection, legal structure for entrepreneurial

venture, marketing challenges, financial preparation, effective business plan development, growth strategies, and exit strategy.

ENT 401 Entrepreneurial Innovation Management (3 credit hours) This course is designed to equip students with a working knowledge of innovation and how it differs from invention and creation and the strategic and operational perspectives of innovation in an organization. The course helps students to gain a broad perspective on the importance of innovation on enterprise and national competitiveness in the contemporary global economy. Particular emphasis is placed on the basic process of innovation; types of innovations including disruptive innovations, individual innovations, organizational innovations, and implementation of innovation including capital management in innovation; R&D budget allocation in innovation; venture capital investment; financing, investing, and working capital management in innovating corporations; and human resource management in innovation. The aim is to thrive in the future and use innovation as a catalyst for change on the global stage.

ENT 402 Negotiation Theory and Skills for Entrepreneurs (3 credit hours) This course explores the major concepts and theories of the psychology of bargaining and negotiation, and the dynamics of interpersonal and inter-group conflict and its resolution. It provides the student with the core concepts of negotiation.

ENT 403 Feasibility Analysis for Sustainable Entrepreneurship (3 credit hours) This course equips students with the tools they need to navigate the important financial, legal, marketing, managerial, and operational decisions to help them create and maintain a sustainable competitive advantage in small business. Strong emphasis is placed on application with Experiential Learning Activities and application of technology and social media throughout.

ENT 404 New Product Development for Entrepreneurs (3 credit hours) This course covers the management processes of new product development, coupled with a practical orientation of taking the student through real life challenges and dilemmas, resulting in a course that brings together the most up-to-date and accessible discussion of the literature in this area, as well as a wealth of examples and illustrations.

ENT 601 Entrepreneurship and New Ventures (3 credit hours) This course reviews the process of getting a new venture started, growing the venture, successfully harvesting it, and starting again. Students will learn about the entrepreneurial process so as to reduce risk and gain from entrepreneurial experiences.

ENT 602 Online Business Entrepreneurship (3 credit hours) This course will use an integrative 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.

FIN 300 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.

FIN 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.

FIN 401 Financial Institutions and Markets (3 credit hours) This course introduces the study of financial institutions and markets. This course provides the concepts of the structure, importance, and functioning of financial

institutions and markets. The course also examines the role and interactions of bank and non-bank financial institutions in the modern dynamic financial system. The course will introduce the student to such key concepts such as interest rates in economy, money market, bond market, stock market, various financial institutions and risk faced by those institutions, etc.

FIN 402 Corporate Financial Decisions (3 credit hours) This course is designed to introduce students to the world of corporate finance. The course helps students gain a broad perspective on how corporations invest, how they raise capital to finance their investments, and how the investments create value for the corporations. In this course the students learn about the basic jargons used in corporate financial decision making, financial statement analysis as relates to value creation, time value of money concept and terminologies, risk return trade-off, stock and bond valuation, capital budgeting decisions, capital structure decisions and the weighted average cost of capital, corporate dividend policy, and IPO pricing.

FIN 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.

FIN 404 Investment Decisions (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.
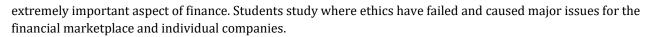
FIN 500 Financial & Accounting Skills for Managers (3 credit hours) In this course, students learn how to determine the financial health of an organization by using financial management and managerial accounting principles through a non-financial manager lens. Students review common analysis tools and techniques to help them make better management-level decisions while gaining an understanding of financial statements. Students explore the accounting and transaction recording process and the presentation of accounting data which can be used to provide meaningful conclusions about the financial position and performance of an organization.

FIN 600 International Finance (3 credit hours) This course analyzes the financial concepts as they apply to the Multinational Corporations (MNC). It encompasses goals, motives, and the risk of international business. It covers the international financial flow of funds between countries, international financial markets, exchange rate determination, exchange rate risk, international arbitrage, interest rate parity, and currency derivatives. Besides, it studies the foreign direct investment, subsidiary, and multinational capital budgeting.

FIN 601 Entrepreneurial Finance (3 credit hours) This course prepares students to be competent in entrepreneurship and corporate finance management skills. Students will explore specific entrepreneurial nature financial planning and financial decision-making needs.

FIN 602 Analyzing and Visualizing Data for Finance (3 credit hours) Students aspiring to be finance professionals will benefit from this course, which explores modern data analysis using sophisticated computer programs. Students learn how to handle large volumes of data and visualize the data through data analysis and business intelligence programs in addition to learning about financial statement preparation.

FIN 605 Financial Regulation & Ethics (3 credit hours) This course explores financial regulations, policies, and ethics. Students receive an overview of the financial systems, their history, problems, and issues for the purpose of understanding the enactment of regulations as a method to protect the financial systems and investors. Regulations and their authority will be identified, both domestically and internationally. The course explores ethics as an

extremely important aspect of finance. Students study where ethics have failed and caused major issues for the financial marketplace and individual companies.

FIN 606 Investment Analysis & Portfolio Management (3 credit hours) This course develops a framework for understanding the various types of financial decision making faced by financial managers and provides students with analytical tools for evaluating portfolio construction and management problems in a systematic manner. Students explore quantitative strategies for portfolio diversification and risk management.

FIN 700 Financial Risk Management (3 credit hours) this course covers a variety of risks faced by financial managers and the tools available for managing these risks, with an emphasis on practical implementation and application. Students investigate significant aspects of financial risk management as it relates to capital management, asset allocation, and budgeting. The information is presented in the framework of making intelligent financial decisions for an organization, in line with organizational goals, by including financial statements in analysis.

HCM 600 Healthcare Systems (3 credit hours) This course introduces the structure and function of the medical care delivery system, including basic concepts and measures of health, disease, quality, values, needs and utilization; issues in healthcare 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 health care service needs of a population.
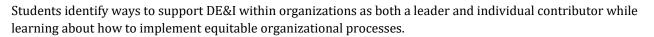
HCM 602 Healthcare Strategic Management (3 credit hours) This course is concerned with the development of a general management perspective in establishing the strategic direction for a health delivery organization. Students gain an understanding of strategy formulation and implementation within the context of the managed care environment. Emphasis is on the integration of knowledge acquired in the previous management area courses.

HRM 400 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.

HRM 401 Compensation and Reward Management (3 credit hours) This course has been designed with an aim to provide students the basic ideas on management of compensation and reward in business organizations. More specifically, the course includes conceptual learning of various theories and approaches of total compensation management, the role of total compensation 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 total compensation.

HRM 402 Strategic Human Resource Planning (3 credit hours) The course introduces students to the basic concepts and practical applications of managing labor relations in different organizational contexts. Four major fields covered include labor relations, the collective bargaining process, cost of labor contracts, and the labor relations process in practice.

HRM 601 Diversity, Equity, & Inclusion in Management & Organizations (3 credit hours) This course explores the key concepts of diversity, equity and inclusion (DE&I) and successful efforts to support DE&I in the workplace.

Students identify ways to support DE&I within organizations as both a leader and individual contributor while learning about how to implement equitable organizational processes.

HRM 602 Performance Management System (3 credit hours) This course develops an understanding of the performance management system, its determinants, the ways to design and use systems for planning employee performance, and continuously monitor the performance in the organizational context. The course facilitates the ways to measure productivity and imply quality improvement practices based on compliance with the labor laws. Students learn techniques to set performance goals, manage performance throughout the year, analyze and assess performance, balance scorecards, and the role of feedback and coaching in improving organizational performance.

LDR 300 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.

LDR 301 Public Relations (3 credit hours) In this course, students will explore approaches to managing public relations in different organizational settings from small start-up businesses to global companies. Students will examine established strategies and tactics as they develop their own form and style.

LDR 303 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.

LDR 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.

LDR 600 Leading Strategic Change within Organization (3 credit hours) This course examines the major components of organizational 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.

LDR 601 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.

LDR 602 Strategy and Innovation (3 credit hours) This course focuses on the framework that market-leading companies use to build innovation into their business approach. Students explore the tools which prepare them to develop, analyze, and implement business strategy with the aim of shaping sustainable competitive advantage.

LDR 603 Leading Across Boundaries (3 credit hours) This course explores the skills necessary to set direction and promote collaboration across organizational boundaries. Students learn how to guide organizations toward effective collaboration among departments, suppliers, teams, and customers across multiple boundaries, such as different societies and language groups, national cultures, regional subcultures, and levels of economic development.

LDR 604 Creating and Leading Effective Teams (3 credit hours) In this course, students explore concepts around team leadership, including roles, responsibilities, and expectations. They gain the knowledge and tools necessary to build and lead effective teams, manage conflict, build trust with others, and shape a culture of empowerment and shared leadership.

LDR 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.

LDR 800 Building Positive Relationships in a Multigenerational Workforce (3 credit hours) As a concentration course within the leadership program, the course participants will develop an in-depth understanding of generational characteristics and the respective expectations of each group from the workplace. Students will learn strategies to utilize the potentials and specific skill sets of each generation to achieve optimum rewards for the employee populations, the leadership, and the organization. The course participants will gain an enhanced knowledge of the cultural value systems of intergenerational work groups and the capacity to promote caring and positive inter-relationships among the members of the organization in collaborative systems within and to external forces and stakeholders. In the position of leading forces within organizations of various sizes and scopes, the course participants will be able to design plans of actions that would capitalize on the aptitudes as well as attitudes of their workforce adopting communication mechanisms specific and preferred by each generation.

LDR 801 Leading with Emotional Intelligence (3 credit hours) This course focuses on the emotional competence needed to manage oneself while coaching and leading others. Students explore what it means to have the ability to express and control emotions while understanding, interpreting, and responding to the emotions of others.

LDR 802 Emerging Technology for Effective Leadership (3 credit hours) This concentration course within the leadership program is designed to help the students develop new paradigms and directions for governance of the people and resilient global organizations. Students will be challenged in this course to critically think as computers do but with human feelings, commitment and respect for ethical and value systems within. The course contents delivered via collaborative lecture series, scholarly journal articles, lively and interactive class participation, will nurture and heighten the learning capacities of learners yielding competitive and competent experts ready to encounter challenges of the future era humanity has yet to encounter.

LDR 803 Augmented Global Leadership (3 credit hours) This concentration course within the leadership program is designed to encourage the students to dare reaching beyond the contemporary leadership practices and expand their knowledge beyond the requisites of yesteryear generations. Students will discover how to augment global leadership practices alternating across environmental and physical limitations and cultural boundaries without disruption of daily real-time activities. Students will capture the essence of leadership practices beyond boundaries as pioneers in the global theater embracing augmented realities that are required in the era of swift technological advancements in mind altering speed.

MGT 300 Fundamentals of Decision Making (3 credit hours) This course provides an introduction to the fundamentals of how humans make decisions. Students explore approaches to decision-making and the rules of thought to transform complex decisions into simpler decision situations. They learn how to evaluat choices and achieve clarity on possible actions.

MGT 301 Introduction to Sales Management (3 credit hours) This course blends the most recent sales management research with the real-life best practices of leading sales organizations. Students will learn the importance of employing different sales strategies for different customer groups, as well as integrating corporate, business, marketing, and sales strategies.

MGT 303 Online Business (3 credit hours) This course emphasizes conceptual and pragmatic learning of three driving forces behind the expanding field of e-commerce -- technology change, business development, and social issues. As a foundation course in the digital marketing concentration, the conceptual framework for this course utilizes templates of modern-day companies to further demonstrate the differences and complexities in e-commerce today. Authentic case studies representing Uber, Airbnb, Instacart, and others are reviewed to prepare students for real-life scenarios.

MGT 400 Performance Management (3 credit hours) This course is designed to discover tools to gain a comprehensive understanding of the talent development process. Students should gain an inclusive understanding of the correlation between the recruitment process, training and development of human resource talent and the strategic objectives of the mission and values of the organization. Performance management and its innovative components integrating data analytics, will be evaluated against current objectives in organizations. New ways technology is applicable for talent development will be introduced. The transition from recruiting for alignment of objective planning, in sync with organizational strategy will be addressed. The cycle and process from recruitment to succession planning will be explored. The introduction of applicable laws will be discussed related to compliance in talent development.

MGT 401 Management of Labor Relations (3 credit hours) The course introduces students to the basic concepts and practical applications of managing labor relations in different organizational contexts. Four major fields covered include labor relations, the collective bargaining process, cost of labor contracts, and the labor relations process in practice.
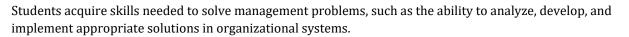
MGT 402 Customer Relationships Management (3 credit hours) This course focuses on Customer Relationship Management (CRM), and covers strategic, organizational and marketing aspects of CRM. Students will learn analytical CRM, operational CRM, and other CRM systems as well as how to implement and boost 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.

MGT 500 Strategic Management in a Globalized Economy (3 credit hours) This course focuses on strategic management and strategic competitiveness of business firms. It explains the opportunities, threats, and industry competition, resources, capabilities, core competencies, and competitive advantages of the firms. Other topics include the strategic actions, strategy formulation, competitive rivalry, competitive dynamics, corporate-level strategy, merger and acquisition strategies, and identifying international opportunities. Students deal with case studies of the real world by analyzing the strategic role of information systems, marketing, and management within modern business organizations.

MGT 600 Influential & Impactful 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.

MGT 605 Managerial Decision Making (3 credit hours) This course focuses on decision-making from the perspective of managers who must decide how to allocate scarce resources under uncertainty. Students explore a decision-making framework tied to strategic thinking, learn to evaluate decision options that support organizational success, and use real-world scenarios to apply decision-making best practices.

MGT 700 Managing People and Organizations (3 credit hours) This course explores topics in management theory, research, and application. Students explore how to balance, coordinate, and integrate individual and organizational needs so that they are equipped to understand, evaluate, and manage complex organizations.

Students acquire skills needed to solve management problems, such as the ability to analyze, develop, and implement appropriate solutions in organizational systems.

MKT 300 Principles of Marketing (3 credit hours) This course focuses on the principles of marketing. The 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.

MKT 301 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.

MKT 302 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.

MKT 303 The Psychology of Consumer Behavior (3 credit hours) This course draws key concepts from marketing, psychology, sociology, and anthropology to present a strong foundation and highly practical focus on real-world applications for today's global business environment. Students will learn the latest research and business practices with extensive coverage of social media influences, increased consumer power, and emerging neuroscience findings. Additionally, students will learn consumer decision-making, goals, emotions, charity, health, materialism, and sustainability.

MKT 304 Principles of Branding (3 credit hours) As an introductory course in brand management, it has been designed keeping in view of establishing effective understanding of the concept of branding as an integral component of innovation and marketing of products and services. Principally, the course has been crafted on five major themes – 1. Introducing brand and brand management, 2. Developing a branding strategy for a company, 3. Designing and implementing brand marketing programs, 4. Measuring and interpreting brand performance, 5. Growing and sustaining brand equity under changing global business environment.

MKT 305 Mass Communication and Media (3 credit hours) As an introductory course in managing mass communication media in the process of business management, it aims to establish effective understanding of the concepts of mass communication, mass communication media and various aspects underlying mass communication media management in real-life business situations.

MKT 400 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.

MKT 401 Social Media Strategy (3 credit hours) In this course, students will review the concept of social media and its 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. Additionally, students will learn structured ways to create integrated customer engagement and social media campaigns.

MKT 402 Applied Search Marketing (3 credit hours) In this course, students will apply professional search marketing techniques to the online presence of organizations in order to improve the effectiveness of the clients'

marketing campaigns. Primarily focused on search engine optimization, this course provides opportunities to plan and execute a comprehensive search engine optimization (SEO) strategy.

MKT 403 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.

MKT 404 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.

MKT 500 Marketing Management (3 credit hours) This course offers a comprehensive introduction to professional marketing thought and action. Students will explore the nature and purpose of marketing, along with the fundamentals of each of the most important marketing tasks. The evaluation of markets and the targeting of marketing opportunities will be covered, along with an explanation of how to integrate product and service decisions with those on pricing, distribution, and promotion.

MKT 600 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.

MKT 601 Digital Marketing Metrics & Management (3 credit hours) This course focuses on the theoretical frameworks for marketing analytics, marketing mix management, and optimization and return on marketing investment models. Through a combination of lectures, group projects, case studies and classroom discussion, the course prepares students that are interested in the development and application side of digital marketing metrics models as well as general marketing practitioners as users of the information. By the end of the course, students will have a general understanding of the most important marketing metrics and are able to suggest ways to improve and grow profitability of different elements of the marketing mix.

MKT 602 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.

MKT 604 New Product Development & Launch (3 credit hours) This course focuses on marketing from an entrepreneurial perspective, focusing on the different approaches required when compared to marketing for established firms and new ventures looking to act globally from the outset. Students explore the process of developing a new product for start-up companies, and small- and medium-sized enterprises while learning about idea generation, the evaluation process, and launch in product development.

MKT 605 International Marketing (3 credit hours) In this course, students explore the development of international marketing programs while examining international similarities and differences in marketing functions. Cultural, economic, political, social, and physical dimensions of the environment are addressed in relation to this focus, in addition to the changes in the marketing systems and the adoption of marketing philosophies and practices to fit conditions in different countries.

MKT 700 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.

MTH 600 Descriptive Statistical Inference for Business (3 credit hours) In this course, students develop statistical literacy while examining theories and methods involved in the process of deduction. Statistical inference is presented as a method of forming logical conclusions, predictive analysis, and for providing evidence and justification for strategic decision making. Students discover how to write output so that it can be understood by a non-statistician. Successful students who take this course will have taken and passed at least one upper division statistics course.

ORG 300 Introduction to Organizational Behavior (3 credit hours) This course begins with an examination of 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 and group dynamics, 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.

ORG 500 Organizational Behavior (3 credit hours) Organizational behavior (OB) is a relatively young field of inquiry that studies what people think, feel, and do in and around organizations. Organizations are groups of people who work interdependently toward some common purpose. Organizational Behavior (OB) concepts help us to predict and understand organizational events, adopt more accurate theories of reality, and influence organizational events. This field of knowledge also improves the organization's financial health.

ORG 700 Corporate Social Responsibility (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.

RES 300 Introduction to Business Research (3 credit hours) In this course, students will explore the process of gathering, recording, and analyzing the most appropriate data for decision making. Students will develop the skills needed to effectively communicate research results for maximum impact.

RES 600 Business Research Methodology (3 credit hours) Students in this course will explore the knowledge and skills needed to conduct and apply research for business decision making. Students will learn how to identify and define researchable business problems, how to collect relevant data, how to analyze and describe the data, and how to communicate the findings.

RES 700 Business Research Methods I (4.5 credit hours) The course offers an overview of quantitative, qualitative, and mixed-method research methodologies used in business. It provides a framework in which students design their research methodology. Emphasis is placed on data collection and analysis methods.

RES 701 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 a

preliminary prospectus and forming the dissertation committee. The final assignment should be a completed preliminary dissertation prospectus, which is required to begin the dissertation sequence. In this course, students develop a prospectus that lays out the foundation for a dissertation which will be original and contributory research by the doctoral candidate.

RES 702 Business Research Methods II (4.5 credit hours) In this course, students apply appropriate methodology to answer research questions in a dissertation within a business management context. Critical exploration of research language, ethics, and approaches are covered.

RES 703 Doctoral Literature Review (3 credit hours) This course is a culmination of the research curricula students have explored in tandem with their dissertation journey. Students will develop a literature review, create research instruments, and test the instrument for validity and reliability. The students will use a fresh perspective and inclusion of existing literature toward the development of a clear need for the study.

SPM 400 Contemporary Issues in Sports & Exercise Science (3 credit hours) This course is designed to develop awareness and critical understanding of a range of contemporary sport and exercise issues. The course will cover a survey of topics such as exercise science, athletic training, sports studies, and research in sports with a focus on current issues. Students will also examine social and cultural norms within a sporting or exercise context. Particular emphasis is placed on the socio-cultural implication of sport in relation to gender, race, social class, and sexuality; the impact of sport and exercise on societies both small and large scale; and contemporary views of careers within sport and exercise and the relationships between them.

SPM 401 Organizational Sports & Strategic Management (3 credit hours) This course focuses on the strategic and managerial challenges that confront organizational sports. A broad 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.

SPM 402 Leadership Principles for Sports Management (3 credit hours) This course focuses on understanding and mastering theories, concepts, principles, and practices of leadership in the sports industry. The goal of the course is for students to gain knowledge about effective leadership and to enhance and build a skill set that assists and positions students in leadership roles.

SPM 403 Sports Psychology (3 credit hours) This course is designed to introduce students to the concepts, theories and history of sport psychology. The course will cover interdisciplinary studies such as general, social, and developmental psychology, as well as leadership and exercise physiology. The subject will enhance students' understanding of psychological effects on sport behavior and the effect of sport behavior on an individual's psychology. Students will learn about skills training, motivation, personality, stress and anxiety, team dynamics, leadership, youth development, mental processes and burnout, among other things, in bringing awareness to important issues within sport psychology.

SPM 404 Sports Facility & Events Management (3 credit hours) Gain access to the knowledge and skills that are necessary to develop, maintain, and operate sports facilities. Understand the complexities of establishing facilities, renovating facilities, and managing facilities. A chance to review, evaluate and create event planning models, sport finance, and facility management concepts.

College of Technology and Engineering Courses

AVR 400/600/800 Introduction to Unity and Simple Games (3 credit hours) This first course in game design, for which students must have basic C# programming knowledge, teaches foundational elements of game design in C# and Unity that are required for Augmented and Virtual Reality applications. This course includes an overview of the Unity platform: configuration, basic setup, importing object collision detection, and an initial 3D environment. Demonstrated topics are scene creation, environment set up, and basic game play; incorporated course software development topics include Agile program design. Students are required to work on a project throughout the course, culminating in a functioning game.

AVR 401/601/801 2D Game Development in Unity I (3 credit hours) This course focuses on the development of interactive 2-dimensional environments; this course also expands basic Unity concepts and incorporates non-static objects within the environment. Concepts are illustrated using a single scene space shooter game with non-player characters, and the addition of non-static objects as a user progresses through a scene are included. Additional topics incorporated into the class include textures, sound effects, and core software development topics like Agile program design. Students are required to complete a project throughout the course that culminates in a functioning game. *Prerequisites: complete AVR 400/600/800*

AVR 402/602/802 2D Game Development in Unity II (3 credit hours) In this course students will learn advanced techniques in the development of 2-dimensional gaming development. Unity will be the environmental platform for this course. Students will learn advanced techniques used for mobile game creation. Students will create prototypes, attempt challenges, and complete quizzes to build and solidify their skill set. At the same time, students will be guided through creating their own unique VR project from start to finish, beginning with a blank design document and ending with a fully functional project. Whether students want to create an interactive walkthrough of an ancient ruin, a product configurator for a car manufacturer, a simulator for operating dangerous machinery, or any other experience, this course will help you bring those ideas to life in VR. *Prerequisites: complete AVR 401/601/801*

AVR 403/603/803 2D Artificial Intelligence and Intelligent Behavior in Unity (3 credit hours) This course is for students interested in learning about Artificial Intelligence and Intelligent behavior using the Unity platform. The course presents the most popular AI techniques used for creating game characters using industry proven techniques and styles accepted by game developers working with games, computer graphics and artificial intelligence. This course offers hands-on workshops designed to teach students about the fundamental AI techniques used in today's games.

AVR 404/604/804 2D AR and VR Development in Unity (3 credit hours) Artificial Reality and Virtual Reality are currently the latest craze in game development and Unity is the preferred platform for creating immersive games. This course is designed to introduce students to both AR and VR development using the Unity gaming platform.

CAP 490 Capstone Project (3 credit hours) This course allows COTE undergraduate students to research and present solutions to industry problems through the planned development, construction, implementation, and management of an information technology project. Learning outcomes from all previous program courses are presented in a pragmatic and value-added manner with the course culminating in a final written project-based plan and presentation. The purpose of the project is to specifically address a business-related technology issue, provide business justification, research and evaluate potential solutions, make a recommendation based on determined decision criteria, and design and plan the implementation of the new solution. The instructor for this course serves as a mentor and consultant in the creation, development, implementation, and management of the project plan. The solution developed by the capstone student must demonstrate mastery of the program learning outcomes, course learning outcomes, and is presented in a final PowerPoint presentation.

CAP 690 Masters Applied Capstone (3 credit hours) In this course, COTE graduate students present solutions to industry problems through the planned development, construction, implementation, and management of an

information technology project. Learning outcomes from all previous program courses are presented in a pragmatic and value-added manner with. The course culminates in a final written project-based plan and presentation. The purpose of the project is to specifically address a business-related technology issue, provide business justification, research and evaluate potential solutions, make a recommendation based on determined decision criteria, and design and plan the implementation of the new solution. The instructor for this course serves as a mentor and consultant in the creation, development, implementation, and management of the project plan. The solution developed by the capstone student must demonstrate mastery of program learning outcomes, course learning outcomes, and is presented in a final PowerPoint presentation.

CLD 400/600/800 Virtualization and Storage (3 credit hours) This online course provides students an overview of Cloud Computing concepts, its functional technologies, and hands-on experience through projects utilizing public cloud infrastructures (Amazon Web Services (AWS) and Microsoft Azure). Cloud computing services are being adopted widely across a variety of organizations and in many domains. This course will introduce the cloud computing domain and cover topics focusing on storage and virtualization cloud infrastructures.
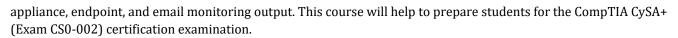
CLD 401/601/801 APIs and Scripting (3 credit hours) Application Programming Interfaces (APIs) are software tools used to enable different applications to talk to each other and exchange data. In this course, students learn how to design APIs, and how to use OpenAPI specifications to document them. Students explore the API life cycle and tools used to manage all aspects of the life cycle. Additional topics include how APIs can be designed using API proxies, and how APIs are packaged as API products to be used by app developers.

CLD 402/602/802 AWS and Azure (3 credit hours) This course will lead students through comparisons between two of the largest cloud services currently available: Amazon Web Services (AWS) and Microsoft Azure. Students will evaluate each platform In terms of Infrastructure, Platform, and Software as a Service (IaaS, PaaA, SaaS) capabilities offered, functionalities, ease of use, cost, and other factors which will enable a business to determine the best fit for their organization and specific needs. Students will develop a business plan to implement a specific service using one of these platforms.

CLD 403/603/803 Cloud Security and Disaster Recovery (3 credit hours) While so many businesses are turning to cloud services, there are many concerns regarding the security of data and access to cloud resources and services. In this course, students will explore best practices in implementing cloud security for data and resources, and develop foundational cloud security plans for business purposes. Additionally, Disaster Recovery and Business Continuity are significant requirements for any business to plan and prepare for in order to maintain operations or recover from disasters and security breaches which can happen at any time, and to any size of business. Students will learn how to plan for business continuity, assess risk, and perform business impact assessments. Students will research and learn what to include when preparing a disaster recovery and business continuity plan utilizing cloud-based resources and services.

CLD 404/604/804 Strategic Cloud (3 credit hours) Many organizations are evaluating the role the cloud plays in their organizational strategy. Proper planning and execution is essential for success. In this course, students learn high-level concepts to building an enterprise cloud strategy. Students will evaluate what an enterprise cloud strategy is, why one is needed, and how to build an enterprise cloud strategy. Students will develop and present an enterprise cloud strategy for a specific business application.

CYB 400/600/800 Threat and Vulnerability Management (3 credit hours) This course introduces students to the duties of cybersecurity analysts who are responsible for monitoring and detecting security incidents in information systems and networks, and executing a proper response to such incidents. During this course, students will explore and learn to explain the importance of frameworks, policies, procedures, and controls, the importance of threat data and intelligence, and how to classify threats and threat actor types. Students will utilize attack frameworks and indicator management, threat modeling and hunting methodologies, and analyze network,

appliance, endpoint, and email monitoring output. This course will help to prepare students for the CompTIA CySA+ (Exam CS0-002) certification examination.

CYB 401/601/801 Software and Systems Security (3 credit hours) This course continues the preparation of students for the CompTIA CySA+ (Exam CS0-002) certification examination. During this course, students will learn how to collect and query security monitoring data, analyze query logs and SIEM data. Students will utilize digital forensics and indicator analysis techniques. Students will also analyze network-related indicators of compromise, host-related, application-related, lateral movement and pivot IoCs, and learn how to follow an incident response process.

CYB 402/602/802 Cyber Operations and Monitoring (3 credit hours) This course continues the preparation of students for the CompTIA CySA+ (Exam CS0-002) certification examination. During this course, students will learn how to follow incident response procedures including how to apply detection and containment, eradication, recover, and post-incident processes. Students will also learn to apply risk mitigation and establish frameworks, policies, and procedures, perform vulnerability management, analyze output from enumeration tools, configure infrastructure vulnerability scanning parameters, analyze output from infrastructure vulnerability scanners, and mitigate vulnerability issues.

CYB 403/603/803 Digital Forensics and Incident Response (3 credit hours) This course continues the preparation of students for the CompTIA CySA+ (Exam CS0-002) certification examination. During this course, students will apply identity and access management security, network architecture, and segmentation security solutions. Students will research and learn to apply hardware assurance best practices and evaluate vulnerabilities associated with specialized technology. Students will also identify non-technical data and privacy controls and learn to mitigate software and web application vulnerabilities and attacks.

CYB 404/604/804 Compliance and Assessment (3 credit hours) This course continues the preparation of students for the CompTIA CySA+ (Exam CS0-002) certification examination. During this course, students will learn how to analyze output from application assessments, apply security solutions for cloud and automation, identify cloud service and deployment model vulnerabilities, explain service-oriented architecture, assess the impact of threats to cloud infrastructure, and apply security solutions for cloud and automation. Students will complete this course by taking the CompTIA CySA+ final assessment exam.

DATA 100 Introduction to Data Analytics (3 credit hours) This introductory statistics course covers descriptive statistics, probability, random variables, selected probability distributions, and statistical inference, including confidence intervals and hypothesis tests. Appropriate technology is used for simulation and to solve statistical problems.

DATA 200 Applied Statistical Analytics (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.

DATA 210 Database Design & Analytics (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.

DATA 300 Data Driven Decision Making (3 credit hours) 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.

DATA 600 Principles of Data Management (3 credit hours) This course examines and investigates the processes of effective management of digital data assets, including database development, information policy, knowledge

organization, and corporate modeling techniques. The course has an information technology business focus, as it provides the technical knowledge required to successfully implement data and knowledge management collaboratively across the enterprise.

DATA 610 Database Design and 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.

DATA 620 Data in Artificial Intelligence and Machine Learning (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.

DATA 630 Artificial Intelligence and Prescriptive Analytics in Business (3 credit hours) In this course, students will learn to apply Artificial Intelligence and Prescriptive Analytics to solve real-world business problems. Students who enroll in this course should be familiar with descriptive statistics and have experience working with data in a spreadsheet (ie. Excel). Working knowledge of SQL and Tableau is a plus, but not required. Data Wrangling is at the core of all data activity. In this course students will learn how to work with different data types, dirty data, and outliers. You will also learn how to reformat data and join data from different sources together.

DATA 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.

DATA 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.

DATA 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 healthcare, environmental studies, engineering, and finance in more than 50 programming algorithms using 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. This course appeals to business professionals and computer science and statistics graduates, as well as graduate students in MBA programs. Required course.

DATA 803 Artificial Intelligence and Prescriptive Analytics (3 credit hours) This course introduces fundamentals of artificial intelligence and machine learning. It starts with introducing the theory underlying artificial intelligence, its emergence and its algorithms. The adaptation of AI in different industries is analyzed. Diverse applications of artificial intelligence and machine learning, including speech recognition and healthcare are evaluated. Ethical challenges for the use of AI; how AI is being used across industries; possible future outlook for AI is identified.

DCS 400 Applied Statistics for Optimization (3 credit hours) This course will convey a working knowledge of several of the most commonly employed quantitative models to support data analysis and improved decision-making within a business environment. Students will learn to identify and apply the appropriate modeling techniques as well as how to solve the resultant models via spreadsheet tools and applications. In addition, the course promotes and develops problem-solving and critical thinking skills through the evaluation of problem scenarios and short case-studies.

DCS 401 Query Design and Analysis (3 credit hours) This 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.

DCS 402 Big Data Analytics and 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.

DCS 403 Data Structures & Algorithms Design (3 credit hours) C++ is a mature multi-paradigm programming language that enables developers to write high-level code with a high degree of control over the hardware. Today, significant parts of software infrastructure, including databases, browsers, multimedia frameworks, and GUI toolkits, are written in C++. In this course, students will be introduced to C++ data structures and how to store data using linked lists, arrays, stacks, and queues. Students will also learn basic algorithm design paradigms and the divide-and-conquer approach, which are used to solve a large variety of computational problems. Finally, students will learn the advanced technique of dynamic programming to help develop optimized implementations of several algorithms.

DCS 404 Artificial Intelligence & Machine Learning (3 credit hours) This course introduces fundamentals of artificial intelligence and machine learning at the undergraduate level. The course starts with introducing the theory underlying artificial intelligence. The course continues by presenting the creation of artificial intelligence algorithms. In succession, developing artificial intelligence software installments for various applications using Python language is introduced. State of the art artificial intelligence models, including gaming models, are also presented. The course then emphasizes machine learning aspects of artificial intelligence. Q machine learning algorithms and implementations are successively covered. The continues with presenting deeper machine learning relevant statistical concepts and their implementation for development of learning schemes. Diverse applications of artificial intelligence and machine learning, including speech recognition and healthcare, are examined.

DEV 600 Systems Analysis and Design (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.

DEV 610 Web Application Development (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.

DEV 620 User Interface Design (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.

DEV 630 Web Programming I (3 credit hours) This 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. This 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.
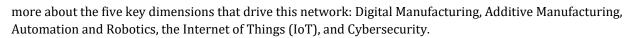
DEV 640 Web Programming II (3 credit hours) This course provides students with the knowledge and skills needed to build websites with ASP.NET 2.0. and gain an understanding of the new architecture behind ASP.NET. Topics cover using system types and collections to help manage data, and create and configure 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.

EMT 600 Artificial Intelligence and Machine Learning (3 credit hours) This course is designed for students interested in learning about Artificial Intelligence & Machine Learning. The goal of this course is to ensure students have the education and training necessary to succeed in the AI-powered future. This course guides students through the latest advancements and technical approaches in artificial intelligence technologies such as natural language processing, predictive analytics, deep learning, and algorithmic methods to further their knowledge of this ever-evolving industry.

EMT 610 Metaverse (3 credit hours) This is an introductory course to the Metaverse. The Metaverse is an innovative concept and many people are reasonably confused about Metaverse basics as it has become popular only recently. In this course, students will learn about the Metaverse and explore the opportunities it holds in store for digital transformation. In this course students will dive deeper into the core concepts underlying the development of this environment. Students will also explore the different use cases and applications of the Metaverse alongside learning the best practices for implementing them.

EMT 620 Blockchain (3 credit hours) This course aims to provide students with the basics of blockchain technology. Students will learn what blockchains and cryptocurrencies are, how they can be used, and where the future of this technology is heading. Students will also learn how cryptocurrencies are created, transacted, and stored. Students will investigate the pitfalls and challenges which come with adopting a digital currency.

EMT 630 Industry 4.0 (3 credit hours) Industry 4.0, also known as the Fourth Industrial Revolution, involves the use of multiple technologies in the supply chain. It represents a new age in business productivity. It is no longer only about the technology, but the actual impacts it has on company performance. While Industry 4.0 continues to be transformative across various industries, this course will focus on its influence on the manufacturing sector. The application of Industry 4.0 principles to manufacturing will be referred to as the 'Manufacturing Digital Supply Chain'. To rapidly respond to changes in our digitized world, manufacturers must activate the Manufacturing Digital Supply Chain Network (MDSCN). This network exists to help interconnect processes, production, and operations by ensuring real-time, end to end development, performance and security. Throughout this course, students will learn

more about the five key dimensions that drive this network: Digital Manufacturing, Additive Manufacturing, Automation and Robotics, the Internet of Things (IoT), and Cybersecurity.

EMT 640 Identity Management in a Virtual World (3 credit hours) What really is a person's identity in the digital and virtual world? How can an individual build and maintain their identity in a world where it is so easy to set up accounts under false names and information, and copy other users? How can an individual secure and protect their digital identity? During this course, students will explore these questions and apply best practices in identity management in the virtual world. Students will evaluate identity management tools, current legal regulations, and security aspects as they relate to emerging technologies.

HIT 600 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.

HIT 610 Integrated Healthcare Technologies (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-integrative 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.

HIT 630 Compliance, Governance and Standards (3 credit hours) This course is designed to provide students with the necessary training to be able to advise on developing a board structure that includes executives, non-executives and independent members with varied experience. Students will also learn the skills necessary to assist in formulating committees, develop policies, and establishing committee requirements. By the end of the course students should be able to promote the proposal of policies for an organization or company that need board approval. Students should also have the skills and abilities to support the creation of a successful risk management function based on COSO and ISO recommendations.

HIT 640 Tele-Medicine and Networking (3 credit hours) This course provides 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. Networking infrastructure as it is used in support of tele-medicine, including secure healthcare data transmission and virtual communication will be explored.

ITM 600 Modern Operation 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.

ITM 610 Networking Management (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.

ITM 630 Cyber Forensics (3 credit hours) This course focuses on the skills needed for IT Professionals interested in working in a Security Operations Center (SOC), maintaining security monitoring tools, and investigating

suspicious activities. When a security breach occurs, a number of processes begin such as stopping the attack, identifying the source, and researching logs to identify what may have been compromised in the attack. During this course, students will learn steps involved in cyber forensics processes, explore forensics tools, and explore security breach scenarios.

ITM 640 Issues in Business and IT (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 tradeoffs, 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.

ITPM 400/600/800 PMP Integration, Scope, Time, and Cost (3 credit hours) Project Integration Management is the process of maintaining equilibrium in all areas of a project (i.e. scope, time, cost, quality, human resource, communication, risk, procurement and stakeholder management). These are interconnected processes and cannot be performed independent of one and other. This class will define the three main aspects of managing any project (Scope, Time and Cost) and present the processes required to keep these elements integrated and related in order to achieve project success.

ITPM 401/601/801 Project Leadership (3 credit hours) Project leadership is the act of leading a team towards the successful completion of a project. However, how this is achieved varies considerably and is ultimately about getting something done well through others. Project leadership requires skills in both managing people and tasks. It is a soft skill; part art, part science. In this course various styles of leadership, including Transformational, Strengths-Based, Servant and Transactional will be discussed along with where, when, and how each of these management practices and styles are most appropriately employed.

ITPM 402/602/802 Project Schedule Management (3 credit hours) Managing project schedules can be one of the most challenging and critical elements of successfully completing a project. Time management is essential to attaining project success. For this reason, processes have been developed to address specific issues associated with project schedule management. This class will cover the processes of Plan Schedule Management, Milestones, Defining Activities, Sequencing Activities, Estimating Activity Durations, Developing a Schedule, and Schedule Control. Students will gain hands-on experience using project management software tools to create work breakdown structures and Gantt charts.

ITPM 403/603/803 Project Risk and Quality Management (3 credit hours) Developing quality control and risk management plans are two critically important aspects to an organization in ensuring positive project outcomes. This class will cover risk management, beginning with analyzing risks and developing mitigation strategies, identification and quantification of risks, preparation of risk response strategies, and monitoring risk factors. In addition, through group discussions and applied exercises, students will develop an understanding of quality assurance, how it must be integrated into risk management assessments, and processes for reaching agreement with stakeholders regarding the quality requirements for the final deliverable of a project.

ITPM 404/604/804 Project Communications Management (3 credit hours) Project Communications Management is the specific and planned process required to enable current and appropriate mechanisms for the collection, development, dissemination, storage, retrieval, control, monitoring, and documentation of project information. Successful projects require communication with team members and other project stakeholders, whether they are internal or external to the organization. Because effective communication ideally connects diverse stakeholders who may potentially have different cultural and organizational backgrounds, levels of expertise, perspectives and interests, this class will explore the necessary processes and elements required for effective communication management within project teams and stakeholders.

MIS 500 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, this course covers tools and techniques for competitive analysis, strategic planning, and strategy implementation by addressing the use of information, knowledge, and technology as a strategic asset.

MIS 510 Information Technology Project Management (3 credit hours) This course provides students with 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 (PMBOK), this course helps students apply appropriate theories, principles and practices, skills, and techniques to facilitate the planning, organization, management, and control of IT projects that they will face in organizations.

MIS 520 Leading Strategic Change with Technology (3 credit hours) This course examines the major components of organization development including the evolution of organization development, the nature of change, and how change agents can effectively manage and implement change in organizations. Topics include (1) the managerial and strategic contexts of organizational behavior, diversity, globalization, technology, and ethics in corporate governance, (2) managing, influencing, and motivating employee behavior, (3) managing teams locally and virtually, (4) managing conflict, organizational leadership and influence processes, and (5) managing change within the organization.

MIS 540 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.
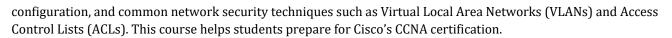
MIS 545 Business Architecture and Organizational Transformation (3 credit hours) This course begins with a critical examination of the personal characteristics of organizational members and how it influences the effectiveness of organizations and their members. Special attention is given to the role 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.

MIS 550 Big Data Analysis and Visualization (3 credit hours) This course provides students with an in-depth overview of modern tools and analysis techniques to make informed organizational decisions based on big data. Students learn various methods of managing big data and its use in data analytics. In addition, students examine sources of common errors in analysis and how to prevent and fix them.

MTH 150 Discrete Mathematics (3 credit hours) This course provides discrete mathematics background which is necessary for undergraduate computer science students. The course starts by introducing notions of sets and functions on sets, followed by presenting the concepts of sequences and series. The natural extension of aforementioned concepts to the asymptotic big-O notation is then presented. Fundamental number theory concepts which are essential for proficiency in algorithm design, as well as comprehending functions of computers.

NET 100 Introduction to Networking (3 credit hours) This course is designed around he CompTIA Network + certification. During this course, students will complete learning modules including readings, videos, labs, and exams, preparing students to complete the certification.

NET 200 Network Routing and Switching (3 credit hours) This course is an introduction to the knowledge and skills required to set up, maintain, troubleshoot, secure, and support computer network routers and switches. Topics include the use of routers and switches in a modern digital network, router configuration, switch

configuration, and common network security techniques such as Virtual Local Area Networks (VLANs) and Access Control Lists (ACLs). This course helps students prepare for Cisco's CCNA certification.

NET 300 Cloud Computing (3 credit hours) The course provides an introductory overview of cloud computing topics as they pertain to both technology and business considerations. Topics include fundamental cloud computing terminology and concepts, cloud infrastructure, service models (IaaS, PaaS, SaaS), deployment models, cloud storage, virtualization, challenges and risks of cloud computing platforms and cloud services, cloud security, cloud data storage, disaster recovery and business continuity, cloud delivery and evaluation of appropriate cloud solutions for specific business needs.

OPM 600 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. This course offers 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 in great detail. Topics covered include process analysis, materials management, production scheduling, quality improvement, and product design.

OPM 610 Enterprise Resource Planning Systems (3 credit hours) This course provides students with the tools to help them consider, select, and implement an Enterprise Resource Planning (ERP) system to help them make sound decisions concerning 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.

OPM 620 Data Center Management (3 credit hours) Information Technology (IT) systems in business come in many different forms and structures. While many companies today are turning to cloud services and infrastructure, many others are holding on to their local servers and systems. Whether managing a small local server environment or managing infrastructure based on cloud systems, IT professionals must be aware of the many different aspects involved in managing these environments. This course will provide students with an overview of data center management requirements for both local and cloud environments. Topics will include infrastructure, power, cooling, networking, security, disaster recovery, and management.

OPM 630 Disaster Recovery and Business Continuity (3 credit hours) No company is immune from disasters whether in the form of system failures, security breaches, or natural disasters, and businesses must plan and prepare for the ability to recover and continue business operations. This course will provide students with the foundational tools necessary to establish protocols and plan systems to keep businesses running in the event of a disaster. During this course, students will research and develop a Disaster Recovery and Business Continuity (DR/BC) plan for a business.

OPM 640 Operational Excellence (3 credit hours) While every business today relies on technology, it is the IT leader's responsibility to manage IT operations in the most efficient and cost-effective manner possible, while providing the highest levels of service and system up-times. This course will introduce students to the fundamentals of operational excellence and tools available to help manage IT environments. Students will be introduced to IT governance systems including ITIL and COBIT, Business Process Management (BPM), and process improvement methodologies including Lean and Six Sigma.

PRG 100 Systems Analysis and Design (3 credit hours) This course is designed to bland the understanding of system analysis and design with its practical applications. This course includes an understanding of information technology issues as a business tool. The course covers components of system analysis and design techniques, data modeling, logical process modeling, and object-oriented modeling techniques.

PRG 200 Programming in the Cloud (3 credit hours) This course provides programming techniques for Cloud programming associated with Python, and the skills and knowledge for building applications using any of the hundreds of thousands of task-specific Python libraries. Students will gain basic knowledge of Python and understand the Python environment and code introspection. In this course students will enhance their knowledge of flow control, function protocols, exception handling and the application of Object-oriented features such as classes and inheritance.

PRG 300 Software Quality, Architecture, and Documentation (3 credit hours) Software Quality Assurance (SQA) encompasses integrating testing, security, and audit and focuses on the importance of software quality and security. This course defines various types of testing, recognizes factors that propose value to software quality, and provides theoretical and real-world scenarios that offer value and contribute quality to projects and applications. The practical synopsis of common testing tools helps students who are currently in testing jobs or those interested in pursuing careers as testers. The course also helps test leaders, test managers, and others who are involved in planning, estimating, executing, and maintaining software.

PRG 310 DevOps and Agile (3 credit hours) This course delves into the fundamental underlying values, principles and practices of DevOps. The outline of the course highlights how and why DevOps practices work and how it extends Agile and Lean disciplines. The goal of this course is to challenge students to question their current approaches to delivering software and give them clear guidance on how to continuously improve their delivery of value to the end user. The DevOps Track explores the change in mindset and process from traditional approaches, much more so if the organization is not already embracing Agile principles. This course is developed for: Relevant roles including Developers, Testers, Operations leads and team members, Managers, Agile Coaches, or anyone aspiring to these roles. Also, anyone with a curiosity about the case for and potential of DevOps will benefit from the Foundations of DevOps course.

PRG 320 C# Programming (3 credit hours) The course provides students with an introduction to the main concepts in programming using C#, including variables, expressions, statements, conditional execution, functions, iteration, strings, and files.

PRG 330 Python Programming (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.

PRG 400 Advanced Python (3 credit hours) In this course, students learn the advanced components of Python syntax, in addition to understanding how to apply concepts of various programming paradigms, including object-oriented programming, functional programming, and event-driven programming. This course guides students through learning the best naming practices, writing their own distributable Python packages, and getting up to speed with automated ways of deploying software on remote servers. Students discover how to create useful Python extensions with C, C++, Python, and CFFI. Students also learn about Java and how it is used in problem solving and programming. Students are introduced to object-oriented programming style, interfaces inheritance, and exception handling. Furthermore, students explore and learn about code management tools, writing clear documentation, and exploring test-driven development to help in writing clean code.

PRG 401 JAVA (3 credit hours) In this course, students learn the advanced components of Python syntax, in addition to understanding how to apply concepts of various programming paradigms, including object-oriented programming, functional programming, and event-driven programming. This course guides students through learning the best naming practices, writing their own distributable Python packages, and getting up to speed with automated ways of deploying software on remote servers. Students discover how to create useful Python extensions with C, C++, Python, and CFFI. Students also learn about Java and how it is used in problem solving and programming. Students are introduced to object-oriented programming style, interfaces inheritance, and exception

handling. Furthermore, students explore and learn about code management tools, writing clear documentation, and exploring test-driven development to help in writing clean code.

PRG 402 Mobile Programming Applications (3 credit hours) This course provides a comprehensive introduction to mobile cloud computing, including key concepts, models, and relevant applications. In this course, students learn about mobile cloud computing concepts, models, and service deployments, as well as specific cloud service models. The course covers topics such as mobile cloud computing architecture, design, key techniques, and challenges. The course also covers optimizations of data processing and storage in mobile clouds, including performance and green clouds. The crucial optimization algorithm in mobile cloud computing is also explored, along with big data and service computing. Security issues in mobile cloud computing are covered in-depth, including a brief introduction to security and privacy issues and threats, as well as privacy protection techniques in mobile systems.

PRG 403 Programming Security (3 credit hours) This course provides students with an introduction to the main concepts in programming including variables, expressions, statements, conditional execution, functions, iteration, strings, and files.

PRG 404 Software Testing and Quality Assurance (3 credit hours) This course presents software testing processes, by introducing the concept of white and black box testing and how it fits with the Agile/scrum model. The relationship between software development testing and product life cycle support is established by covering unit, integration, system, and acceptance testing. Testing methods discussed include verification, validation, tools, and testing metrics. The curriculum also looks into the testing life cycle, writing test cases and test plans. Students will delve into debugging techniques and best practices. Additionally, students will focus on the importance of automation for software testing and work with some test code to demonstrate the benefits of automation.

TECH 100 Introduction to Technology (3 credit hours) This course presents software testing processes, by introducing the concept of white and black box testing and how it fits with the Agile/scrum model. The relationship between software development testing and product life cycle support is established by covering unit, integration, system, and acceptance testing. Testing methods discussed include verification, validation tools, and testing metrics. The curriculum also looks into the testing life cycle, writing test cases and test plans. Students will delve into debugging techniques and best practices. Additionally, students will focus on the importance of automation for software testing and work with some test code to demonstrate the benefits of automation.

TECH 110 Technology and Systems (3 credit hours) This course will help students gain knowledge of computer hardware. Students will learn basic computer architecture and digital computing, including memory, processors, storage devices, and input/output devices. Knowledge will also be gained in basic PC maintenance, hardware, and networking troubleshooting.

TECH 220 Information Security (3 credit hours) This course is designed around the CompTIA Network + certification. During this course, students will complete learning modules including readings, videos, labs, and exams, preparing students to complete the certification.

TECH 250 Technical Documentation and Communication (3 credit hours) This introductory technical writing course exposes students to the basics of technical written communication: the writing process, audience and purpose, formatting, design, research, and professional collaborative writing. Students focus on writing, independently and collaboratively, widely-used technical communications, such as memos, proposals, reports, and technical descriptions/definitions. Students' work culminates in a digital technical communication portfolio.

TECH 300 Internet of Things (IoT) (3 credit hours) This course aims to provide students with the skills necessary to lead IoT-based transformations, not just understand the technical elements. The goal is to demystify IoT jargon so that managers can start to achieve the strategic advantage IoT makes possible. This course will provide students with an introduction to the necessary technologies, skill components, enablers and constraints for using IoT in a

business. Students will learn from many examples where IoT is already transforming customer experience, operations and business models. It also explains the four key elements of leadership capability that make transformation possible through IoT. Real-world case studies, senior executive interviews, self-assessments, and practical assignments will guide participants as they construct a personal roadmap to gain strategic advantage from IoT.

TECH 310 Management of Information Systems (3 credit hours) Data is everywhere, and business must learn to use data effectively in managing business operations and decision making. This course will introduce students to different management information systems including Enterprise Resource Planning (ERP), Customer Relationship Management (CRM), Supply Chain Management (SCM), Decision Support Systems (DSS), Transaction Processing Systems (TPS), and Knowledge Management Systems (KMS). Students will learn how these and other information management tools are used to manage business data and information and enable the IT strategy of a business.

TECH 320 Authorization and Access Control Management (3 credit hours) This is an introductory course on the principles of computer security with a focus on Authorization and Access Control Management. This course supports the requirements of the Confidentiality-Integrity-Availability (C-I-A) triad. Additional topics include computer and system security, authentication, malicious software, and software security. The course also examines how systems designs, network protocols, and software engineering practices can result in vulnerabilities, and presents students with best practices in access control management.

TECH 330 Emerging Technologies (3 credit hours) This is an exploratory course in which students will be given the opportunity to evaluate emerging technologies and their potential uses and impacts on the business world. Topics include IoT, AI and ML, metaverse, and blockchain, enabling students to explore the most current and future technologies available, and evaluate their impacts on businesses.

TECH 820 Business Intelligence & Information Technology (3 credit hours) This course examines Business Intelligence for Information Technology and provides exposure to various decision support systems in order to provide business intelligence and analytics to strengthen some kind of choice process. The course reflects on integration of theory and practice and provides a relationship of DSS design concepts to the "real world." Analytics techniques and their applications are demonstrated in order to learn from how other organizations have employed analytics to make decisions or to gain competitive advantage. The course describes techniques and introduces specific software tools that can be used for developing analytics applications and provides an experience of these techniques using any number of available software methods. The use of intelligence technology is integrated with the data and models used by decision makers in order to show how the understanding of analytics and models is the key to a successful application.

TECH 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-level 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 that incorporates a strategic amalgam of technologies, IT systems and processes, such as Business Process Management (BPM), computer and data science, business intelligence, Enterprise Resource Planning (ERP), Customer Relationship Management (CRM), and a safe and secure IT infrastructure that serves as a model for continuous improvement.

TECH 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.

TECH 823 Governance of Enterprise IT (3 credit hours) This course is designed for current and future executive managers of Information Technology (IT). Effective IT management and a governance framework that provides a strong infrastructure to properly house and administer underlying core processes is essential. Topics include strategic management, IT frameworks for governance, IT systems benefits realization, as well as risk and resource optimization, and modeled after the ISACA certification standards and the CGEIT credential.

TEM 600 Introduction to Systems Engineering (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.

TEM 610 Information Systems Engineering (3 credit hours) This course provides students with technical knowledge that can be applied pragmatically to contemporary business information systems, as well as to managing all areas of IT with a business environment from the leadership perspective (Director, VP, or CTO/CIO). Course topics include analysis, design, implementation, and management of data; IT projects, enterprise technology solutions; information security; cloud; mobile; and web. Students develop a solid foundation for solving complex IT business problems and develop the ability to be proactive in facing IT challenges.

TEM 620 Engineering Administration (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 in great detail. Topics covered in the areas of process analysis, materials management, production scheduling, quality improvement, and product design.

TEM 630 Strategic Technology Management (3 credit hours) This course provides an overview of modern operating systems installed on computers, tablets, and handheld devices that allow users to run applications as well as save and restore data in files from one 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.

TEM 640 Reliability Engineering (3 credit hours) Reliability engineering is the effort and process of applying systematic engineering principles and techniques throughout a product life cycle resulting in effective Product Lifecycle Management (PLM) Reliability Engineers work with Project Engineering to ensure the reliability and maintainability of new and modified installations. The Reliability Engineer is responsible for adhering to the *Life Cycle Asset Management (LCAM)* process throughout the entire life cycle of new assets. The goal of reliability engineering is to evaluate the inherent reliability of a product or process and identify potential areas for reliability improvement. In this course, roles within reliability engineering will be covered (including reliability engineers, quality engineers, test engineers, systems engineers, and design engineers) and the industries where they are employed.

WEB 401/601/801 Front End Web Development (4 credit hours graduate / 6 credit hours undergraduate) Front end web development course focusing on web coding languages and technologies in building applications for display on multi-screen devices and on the web.

WEB 402/602/802 Back End Web Development (4 credit hours graduate / 6 credit hours undergraduate) Back end web development course focusing on back end coding languages and technologies in making websites and web applications works. Students learn to write codes to communicate database information for output on the browser.

WEB 403/603/803 Advanced Full Stack Development (4 credit hours graduate / 6 credit hours undergraduate) Full stack web development focuses on both front end and back end coding languages and technologies. This course will dive into deeper understanding of these technologies, additional concepts and bridging both front and back ends into one complex application.

College of 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 301 Introduction to Education (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 421 Foundations of Educational Technology (3 credit hours) The Foundations of Educational Technology course analyzes classic and cutting-edge learning theories while discussing ways in which these concepts can be applied to technological avenues and materials. This course also focuses on research and ethical issues in educational technology as well as transfer of pedagogy to an online or blended context

EDU 422 Best Practices in Educational Psychology (3 credit hours) The Best Practices course consists of teachers skill development at the technological level. Through the completion of weekly tasks, students learn to examine practices, create and incorporate online materials and resources to meet their students' needs.

EDU 423 Online Assessment and Evaluation (3 credit hours) The Online Assessment and Evaluation course is an introduction to assessment and evaluation and the digital assessment capabilities that can be used in language learning educational contexts. The course focuses not only on theories and principles of digital assessment and evaluation, but also on the digital tools used for these purposes such as portfolios, needs assessments, surveys, tests, and rubrics.

EDU 424 Adaptive Technology for Differentiated Instruction (3 credit hours) The Adaptive Technology for Differentiated Instruction course explores the theories behind differentiated instructions while discussing some of

the technology that students with special needs use when accessing online or blended education. The course also takes a look at the tools and techniques teachers can use to adapt educational technology to students' different needs, multiple intelligences, and learning styles.

EDU 425 Blended Learning and Teaching (3 credit hours) The Blended Learning and Teaching course helps students understand blended learning and its applications in the different settings where education takes place. Through the reading of up-to-date resources and many examples, participants consider how to create blended learning courses for their students and what to address and incorporate when designing these experiences. In addition, they see how technology tools can foster collaboration while delivering engaging instructional content. They also learn strategies for assessing students and managing a blended learning classroom.

EDU 426 Capstone Practicum (3 credit hours) The EdTech capstone course enables students to gain real experience as teachers. This course requires fieldwork assignments, which include 10 hours of classroom observation with a participating school or educational organization and creating lesson plans to teach (and record) 10 hours of lessons that incorporate theories and teaching methodologies learned over the course of the EdTech certificate. The capstone course culminates with an online showcase portfolio that summarizes the learning experience during the entire program.

EDU 431 Foundations of TESOL and Second Language Acquisition (3 credit hours) The Foundations of TESOL and Second Language Acquisition course introduces learners to the fascinating world of teaching English to speakers of other languages. 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. Additionally, this course overviews the latest trends and research in TESOL and their applicability in the diverse TESOL setting to include reflection, assessment, and language acquisition that promote teacher self-efficacy. By providing essential knowledge and skills of teaching English as a second or foreign language at all levels, this course also explores and discusses an extensive range of theoretical concepts and practical issues in terms of pedagogical and cultural factors taking place in real classrooms.

EDU 432 Lesson Planning and Classroom Management (3 credit hours) The Lesson Planning and Classroom Management course provides learners with the fundamental pedagogical concepts and practical skills necessary for teaching English as a Second or Foreign Language. While discussing the various needs of English language learners, the roles of teachers in the classroom, how to implement classroom management strategies, design effective lesson plans and deliver outstanding ESL or EFL lessons students will engage in hands-on tasks to hone their lesson plan skills taking into consideration their teaching context.

EDU 433 Teaching Vocabulary and Grammar (3 credit hours) The Teaching Vocabulary and Grammar course provides students with insights regarding both vocabulary and grammar learning research as well as best practice in vocabulary and grammar instruction. Through cooperative, hands-on weekly tasks, students will be able to reflect, discuss and implement current research and standards regarding vocabulary and grammar teaching and assessment as proved effective in ESL / EFL settings. In addition, learners will engage in designing and putting into action effective lesson plans and materials for teaching vocabulary and grammar consistent with current theories and approaches.

EDU 434 Teaching Receptive Skills – Listening & Reading (3 credit hours) The Teaching Receptive Skills - Listening & Reading course examines listening and reading from the standpoint of foreign language literacy and considers how language and content may be integrated through reading and listening tasks. This course also discusses core concepts and key topics in the acquisition and instruction of reading and listening as well as the creation and implementation of learning tasks for the purpose of helping learners develop these receptive skills.

EDU 435 Teaching Productive Skills – Speaking, Pronunciation and Writing (3 credit hours) The Teaching Productive Skills - Speaking, Pronunciation and Writing course aims to discuss, reflect and analyze the theoretical

foundations as well as practical implications of teaching ESL/EFL speaking, pronunciation and writing skills. This course introduces the underlying theories and classroom practices for teaching ESL/EFL of these productive skills while emphasizing the nature of literacy and oral/ written language development. This hands-on course focuses on developing students' instructional abilities to effectively design learning tasks that address those language skills and integrate them into coherent lesson plans.

EDU 441 Child Growth and Development (3 credit hours) This course provides students with an in-depth understanding of children's development, birth through adolescence. The class will cover general trends of development, as well as how children's individual rate of development can be a focus. Heredity and environmental influences are discussed.

EDU 442 Home, School, and Community Collaboration (3 credit hours) This course looks at the processes of socialization focusing on the interrelationship of family, school, and community. The course also examines the influence of multiple societal contexts and explores the role of collaboration between family, community and schools in supporting children's development, birth through adolescence.

EDU 443 Principles and Practices of ECE (3 credit hours) This course studies historical contexts and theoretical perspectives of developmentally appropriate practice in early care and education for children, birth through age eight. Also, this course explores the typical roles and expectations of early childhood educators; identifies professional ethics, career pathways, and professional standards; and introduces best practices for developmentally appropriate learning environments, curriculum, and effective pedagogy for young children including how play contributes to children's learning, growth, and development.

EDU 444 Introduction to Curriculum (3 credit hours) This course studies developmentally appropriate curriculum and environments for children, birth through age eight. Students will use knowledge of children's development, theories of learning and development, and examples from various models of developmentally appropriate practice to plan environments and curriculum in all content areas to support children's development and learning integrated throughout indoor and outdoor settings.

EDU 445 Practicum (3 credit hours) This course provides students the opportunity to demonstrate developmentally appropriate early childhood program planning and teaching competencies under the supervision of ECE/CD faculty and other qualified early education professionals. Students will utilize practical classroom experiences to make connections between theory and practice, develop professional behaviors, and build a comprehensive understanding of children and families. Reflective practice will be emphasized as student teachers design, implement, and evaluate approaches, strategies, and techniques that promote development and learning. Includes exploration of career pathways, professional development, and teacher responsibilities.

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*

EDU 451 ECE Administration I – Programs (3 credit hours) Introduction to the administration of early childhood education programs. Covers program types, budget, managements, regulations, laws, and development and implementation of policies and procedures. Examines administrative tools, philosophies, and techniques needed to organize, open, and operate an early care and education program.

EDU 452 Administration II – Leadership and Supervision (3 credit hours) Methods and principles of supervising student teachers, volunteers, staff, and other adults in early care and education settings. Emphasis is on the roles and development of early childhood professionals as mentors and leaders.

EDU 453 Adult Supervision and Mentoring (3 credit hours) Methods and principles of supervising student teachers, volunteers, staff, and other adults in early care and education settings. Emphasis is on the roles and development of early childhood professionals as mentors and leaders.

EDU 454 Professionalism in Early Childhood Education (3 credit hours) Effective strategies for personnel management and leadership in early care and education settings. Includes legal and ethical responsibilities, supervision techniques, professional development, and reflective practices for a diverse and inclusive early care and education program.

EDU 701 Advanced Academic Study and Writing (1 credit hour) This course focuses on developing the scholarly writing skills necessary to excel at a graduate level. The course will focus on proper ways to structure and format academic writing while maintaining proper style and cohesion. This course is designed to be taken concurrently with a content course.

EDU 710 Effective Teaching and Learning Strategies (3 credit hours | 2.5 lecture/.5 practicum) This course covers best practices and sound research for effective teaching and learning in reviewing issues related to human development theory, proven learning strategies, modern technologies, barriers to learning, and cultural, linguistic, and cognitive diversity. Participants will develop student-centered lessons, activities, and materials for different types of student populations. The practicum component gives students invaluable experience by participating in project-based learning as aligned with and to complement course content. As part of practicum, students produce deliverables for their employers or placement organizations that inform critical decisions while gaining confidence, applying classroom learning to solve real world problems, and transforming classroom theory to practice.

EDU 711 Educational Leadership in Theory and Practice (3 credit hours | 2.5 lecture/.5 practicum) This course explores the strategic application of key activities indigenous to the mission and value that lead directly to attaining organizational goals. People are the most important and valuable resource within an organization and, as such, must be incorporated in any functional business strategy. The course explores strategic principles related to achieving the maximum performance from managing people. Planning for performance, identifying opportunities, strengths, weaknesses, and threats are examined in great detail to obtain a strategy for a sustainable competitive advantage. The practicum component gives students invaluable experience by participating in project-based learning as aligned with and to complement course content. As part of practicum, students produce deliverables for their employers or placement organizations that inform critical decisions while gaining confidence, applying classroom learning to solve real world problems, and transforming classroom theory to practice.

EDU 712 Curriculum Theory and Design (3 credit hours | 2.5 lecture/.5 practicum) This course examines the theoretical assumptions underlying curriculum design. Students explore leading concepts of curriculum development models to implement curricula that are consistent with specific theoretical principles. Students will evaluate, create, and present their differentiated curriculum, emphasizing theoretical principles and universal learning design (UDL) used during the development process. The practicum component gives students invaluable experience by participating in project-based learning as aligned with and to complement course content. As part of practicum, students produce deliverables for their employers or placement organizations that inform critical decisions while gaining confidence, applying classroom learning to solve real world problems, and transforming classroom theory to practice.

EDU 713 Critical Analysis of Problems and Issues for Educational Leaders (3 credit hours | 2.5 lecture/.5 practicum) This course examines current and emerging issues and trends impacting the field of education. The issues and trends are presented in a forum that brings experience and current methodology together to review long-term and short-term strategies to address problems related to the course participants' specific roles. The practicum component gives students invaluable experience by participating in project-based learning as aligned with and to complement course content. As part of practicum, students produce deliverables for their employers or placement organizations that inform critical decisions while gaining confidence, applying classroom learning to solve real world problems, and transforming classroom theory to practice.

EDU 780 Writing for Research and Scholarly Publications I (1 credit hours) This course provides students with the ability to independently revise the Prospectus through step-by-step modules addressing most common issues, writing tips and techniques, and content required in each subsection. Students will be provided individualized feedback and can consult with writing specialists throughout the revision process.

EDU 781 Writing for Research and Scholarly Publications III (1 credit hours) This course provides students with the ability to independently revise the literature review through step-by-step modules addressing most common issues, writing tips and techniques, and content required in each sub-section. Students will be provided individualized feedback and can consult with writing specialists throughout the revision process.

EDU 800 Leading and Managing Choice in Education (3 credit hours | 2.5 lecture/.5 practicum) This course focuses on concepts and strategies for managing change in various educational settings. Recognition of human diversity and strategies that empower administrators, educators, students, and schools are emphasized. Strategic planning, processes, procedures, and skills for change are presented in situational considerations and implications. The practicum component gives students invaluable experience by participating in project-based learning as aligned with and to complement course content. As part of practicum, students produce deliverables for their employers or placement organizations that inform critical decisions while gaining confidence, applying classroom learning to solve real world problems, and transforming classroom theory to practice.

EDU 801 Program Evaluation Methods for Academic Leadership (3 credit hours | 2.5 lecture/.5 practicum) This course focuses on programmatic evaluation methods used to address student needs in education effectively. The evaluation methods covered consist of program review for accreditation purposes, continuous decision-making, new advancements in the field, and assessing program curriculum delivery, assignments, and teaching methodologies. The practicum component gives students invaluable experience by participating in project-based learning as aligned with and to complement course content. As part of practicum, students produce deliverables for their employers or placement organizations that inform critical decisions while gaining confidence, applying classroom learning to solve real world problems, and transforming classroom theory to practice.

EDU 810 Classroom Pedagogical and Andragogical Approaches (3 credit hours | 2.5 lecture/.5 practicum) This course is designed to examine learning diversity and the psychological and social factors related to learning from childhood through adulthood. Critical analysis of selected theories and learning concepts is applied to adult and child learning experiences, learning styles, and educational programs' motivation. There is an emphasis on the differences between how children and adults acquire, process, and apply knowledge, applied to teaching and learning. The practicum component gives students invaluable experience by participating in project-based learning as aligned with and to complement course content. As part of practicum, students produce deliverables for their employers or placement organizations that inform critical decisions while gaining confidence, applying classroom learning to solve real world problems, and transforming classroom theory to practice.

EDU 811 Instructional Design for Equitable Education (3 credit hours | 2.5 lecture/.5 practicum) This course provides students with an in-depth instructional design process exploration from analysis, evaluation, and implementation, including practice in all phases. The course focuses on online and on-ground design issues, including course planning, instructional strategies selection, instruction assessment, and ongoing course evaluation. Students practice designing effective instruction based on instructional design principles and Universal Design for Learning (UDL) theory. This course will be applicable for both K–12 and HE environments. The practicum component gives students invaluable experience by participating in project-based learning as aligned with and to complement course content. As part of practicum, students produce deliverables for their employers or placement organizations that inform critical decisions while gaining confidence, applying classroom learning to solve real world problems, and transforming classroom theory to practice.

EDU 812 Student Assessment Methods (3 credit hours | 2.5 lecture/.5 practicum) In this course, participants will examine topics related to the assessment of student learning across disciplines. Student assessment techniques and theories of cognitive learning will be reviewed and practiced using equitable assessment practices. Emphasis will be placed on how data can be used and applied for student learning outcomes analysis for effective curriculum planning. The practicum component gives students invaluable experience by participating in project-based learning as aligned with and to complement course content. As part of practicum, students produce deliverables for their employers or placement organizations that inform critical decisions while gaining confidence, applying classroom learning to solve real world problems, and transforming classroom theory to practice.

EDU 820 Advanced Instructional Design (3 credit hours | 2.5 lecture/.5 practicum) This course consists of instructional design theories and practical skill development at the technological level. Through multiple tutorials and mini assignments, students will work together to produce learning experiences using today's media and technologies, such as designing and creating courses on learning management systems and creating educational tools and webinars for a more effective online on-ground classroom experience for all. The practicum component gives students invaluable experience by participating in project-based learning as aligned with and to complement course content. As part of practicum, students produce deliverables for their employers or placement organizations that inform critical decisions while gaining confidence, applying classroom learning to solve real world problems, and transforming classroom theory to practice.

EDU 821 Advanced Supervision of Curriculum and Instruction (3 credit hours | 2.5 lecture/.5 practicum) This course analyzes the relationship between current practice and research in the curriculum and instruction supervision. Students will examine and use educational best practices and evaluate current program management and classroom instruction methods to create reflective instructors and curriculum designers. Topics include the concepts and techniques necessary to establish comprehensive staff supervision programs and performance standards based on observation strategies, descriptive feedback, managing diverse personalities, and teaching subjectiveness. The practicum component gives students invaluable experience by participating in project-based learning as aligned with and to complement course content. As part of practicum, students produce deliverables for their employers or placement organizations that inform critical decisions while gaining confidence, applying classroom learning to solve real world problems, and transforming classroom theory to practice.

EDU 830 Online & Blended Learning Teaching Methodologies (3 credit hours | 2.5 lecture/.5 practicum) This class examines effective instructional design elements for higher education and k-12 online and blended learning environments, starting with course design and development to implementation and evaluation. The technological, pedagogical, and content knowledge (TPACK) framework will be used to evaluate the necessary skills and innovative techniques used in the online and blended classroom for adult student learning and engagement. Activities to create meaningful interaction and build a classroom community while addressing the issues, challenges, and advantages of online learning. The practicum component gives students invaluable experience by participating in project-based learning as aligned with and to complement course content. As part of practicum, students produce deliverables for their employers or placement organizations that inform critical decisions while gaining confidence, applying classroom learning to solve real world problems, and transforming classroom theory to practice.

EDU 831 Classroom Technology Integration (3 credit hours | 2.5 lecture/.5 practicum) This course explores the potential of current and emerging technologies relevant to learning, teaching, and educational research within Higher Ed and k-12. Participants will create innovative environments that enable teaching from a different perspective, using various applications, educational technology platforms, and cloud-based tools and resources to enable skill development at the technological level. The key components of creating an accessible, adaptable, and inclusive environment for children, teenagers, and adults are emphasized. The practicum component gives students invaluable experience by participating in project-based learning as aligned with and to complement course content. As part of practicum, students produce deliverables for their employers or placement organizations that inform

critical decisions while gaining confidence, applying classroom learning to solve real world problems, and transforming classroom theory to practice.

EDU 833 Managing Human & Fiscal Resources as an Educational Leader (3 credit hours | 2.5 lecture/.5 practicum) In this course, participants will review organizational theory and design and how it applies to educational management and leadership to meet the Higher Ed or k-12 organizations, faculty, and staff needs. Strategic university planning and budgeting for faculty hiring, scheduling, evaluation, and training will be reviewed and constructed for effective programmatic implementation. The practicum component gives students invaluable experience by participating in project-based learning as aligned with and to complement course content. As part of practicum, students produce deliverables for their employers or placement organizations that inform critical decisions while gaining confidence, applying classroom learning to solve real world problems, and transforming classroom theory to practice.

RES 700 Identifying & Planning a Research Project (3 credit hours | 2.5 lecture/.5 practicum) This course culminates with a pre-prospectus and the dissertation-chair selection in preparation for the dissertation. A prospectus is a formal research project proposal to convince a reader that the research can be carried out and will yield beneficial results. The prospectus reviews existing scholarship, summarizing basic arguments relevant to the project, and positions the project concerning this scholarship. Additionally, the prospectus includes a hypothesis statement or research problem and a project organization overview. Writing a prospectus sharpens several important communication skills applicable in various situations, such as scholarship and funding applications, proposals for research forums, conferences, publications, job applications, and preparation for larger and more complex research projects found in a variety of professional settings. The practicum component gives students invaluable experience by participating in project-based learning as aligned with and to complement course content. As part of practicum, students produce deliverables for their employers or placement organizations that inform critical decisions while gaining confidence, applying classroom learning to solve real world problems, and transforming classroom theory to practice.

RES 800 Education Research Literature Review (3 credit hours | 2.5 lecture/.5 practicum) This course culminates in the review of the literature. The students build and refine scholarly writing by using archival research, documented sources, and library databases as they synthesize pertinent literature and develop their topic knowledge base. Students leverage peer and instructor support systems to complete a 30-source (minimum) literature review that focuses on the methodology, arguments, and frameworks associated with the chosen topic, resulting in a clear description of the study's need. Emphasis is also placed on examining emerging connections and themes emerging from source findings and discussions in preparation for future course requirements. Students will use the latest American Psychological Association (APA) Publication Manual style guide. The practicum component gives students invaluable experience by participating in project-based learning as aligned with and to complement course content. As part of practicum, students produce deliverables for their employers or placement organizations that inform critical decisions while gaining confidence, applying classroom learning to solve real world problems, and transforming classroom theory to practice.

RES 801 Quantitative Research in Education (4.5 credit hours | 4 lecture/.5 practicum) Students will apply their knowledge of descriptive statistics to conduct inferential statistics. Students will test hypotheses, test the difference between two means, two proportions, and two variances, study correlation and regression, conduct chi-square and ANOVA, and review nonparametric statistics, sampling, and simulation. Students will apply these skills to the data sets they have previously been working with to increase their proficiency and skills in conducting, interpreting, and reporting inferential statistics. Students will use SAS for this course. The practicum component gives students invaluable experience by participating in project-based learning as aligned with and to complement course content. As part of practicum, students produce deliverables for their employers or placement organizations that inform

critical decisions while gaining confidence, applying classroom learning to solve real world problems, and transforming classroom theory to practice.

RES 802 Qualitative Research in Education (4.5 credit hours | 4 lecture/.5 practicum) This course reviews fundamental research principles set in an educational context and forms the basis for quantitative and qualitative analysis. Students will explore the philosophical underpinnings, history, and key elements of quantitative and qualitative research. This course will guide students in a comparison of these theoretical frameworks and methods of employing quality standards. The practicum component gives students invaluable experience by participating in project-based learning as aligned with and to complement course content. As part of practicum, students produce deliverables for their employers or placement organizations that inform critical decisions while gaining confidence, applying classroom learning to solve real world problems, and transforming classroom theory to practice.

EDU 900 Dissertation Course I (4 credit hours | 3.5 lecture/.5 practicum) This course guides Doctoral Candidates in the preparation of completing an original project/dissertation. Students must develop, write, and submit the methodology (Chapter 3), complete their Proposal, and prepare for a preliminary oral defense of that Proposal. If the Dissertation Committee Members do not approve Chapter 3, it will be sent back to the Doctoral Candidates with recommendations and required edits. Subsequently, the Doctoral Candidates must implement recommendations and edits and resubmit the chapter for final approval. The practicum component gives students invaluable experience by participating in project-based learning as aligned with and to complement course content. As part of practicum, students produce deliverables for their employers or placement organizations that inform critical decisions while gaining confidence, applying classroom learning to solve real world problems, and transforming classroom theory to practice.

EDU 901 Dissertation Course II (4 credit hours | 3.5 lecture/.5 practicum) This course is designed to guide Doctoral Candidates in successfully applying for, gaining Institutional Review Board (IRB) study approval, and data collection after their proposal defense. The Doctoral Candidates will present the preliminary defense before the Dissertation Chair and the Dissertation Committee for approval and complete the PowerPoint presentation and paper recommendations and edits and resubmit for final approval. After that, students should apply for IRB approval and collect data as soon as the IRB is approved. Doctoral Candidates may not begin collecting data in any way without first acquiring IRB approval. The practicum component gives students invaluable experience by participating in project-based learning as aligned with and to complement course content. As part of practicum, students produce deliverables for their employers or placement organizations that inform critical decisions while gaining confidence, applying classroom learning to solve real world problems, and transforming classroom theory to practice.

EDU 902 Dissertation Course III (4 credit hours | 3.5 lecture/.5 practicum) This course is designed to guide Doctoral Candidates in collecting and analyzing data for Chapter 4 and drawing conclusions based on their study and literature review for Chapter 5 of their Dissertation. Doctoral Candidates will complete data collection, analysis, and interpretation of the results; they will then draw conclusions based on the combined results and literature review. Doctoral Candidates will write and submit Chapters 4 and 5. The Dissertation Committee Members offer recommendations and edits for the doctoral candidate to implement for final approval.

EDU 903 Dissertation Course IV (4 credit hours | 3.5 lecture/.5 practicum) A final document consisting of all five (5) chapters will be submitted. 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. The practicum component gives students invaluable experience by participating in project-based learning as aligned with and to complement course content. As part of practicum, students produce deliverables for their employers or placement organizations that inform critical decisions while gaining confidence, applying classroom learning to solve real world problems, and transforming classroom theory to practice.

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).

English Courses

REAL 98 (1.5 credit hours) Designed to develop basic listening, speaking, reading, and writing skills as well as basic vocabulary and grammar to gradually move from body language and one-word answers to speaking and writing phrases and sentences; begin the study of the simple tenses; begin reading sentences and move toward paragraph-length texts; begin reading for the main idea and details to learn about American social and academic culture through coursework and discussion groups.

REAL 99 (1.5 credit hours) Designed to develop basic listening, speaking, reading, and writing skills as well as basic vocabulary and grammar to gradually move from body language and one-word answers to speaking and writing phrases and sentences; begin the study of the simple tenses; begin reading sentences and move toward paragraph-length texts; begin reading for the main idea and details to learn about American social and academic culture through coursework and discussion groups.

REAL 100 (1.5 credit hours) Designed to continue to gain basic listening and speaking skills, develop basic reading and writing skills, basic vocabulary and grammar, gradually move from speaking and writing phrases and sentences to producing basic paragraphs; continue the study of the simple tenses; begin reading multi-paragraph texts; continue reading for the main idea and details to learn about American social and academic culture through coursework and discussion groups.

REAL 101 (1.5 credit hours) Designed to continue to gain basic listening and speaking skills, develop basic reading and writing skills, basic vocabulary and grammar, gradually move from speaking and writing phrases and sentences to producing basic paragraphs; continue the study of the simple tenses; begin reading multi-paragraph texts; continue reading for the main idea and details to learn about American social and academic culture through coursework and discussion groups.

REAL 200 (1.5 credit hours) Designed to improve students' listening, speaking, reading, and writing for everyday life while developing academic skills in these areas; scaffold the skills to gradually move away from everyday life situations and into academic instruction; work on the correct pronunciation of vowel sounds, syllable stress and reduced speech; move away from common topics of everyday life and begin to read topics with a broader scope; gain the skills necessary for composing well-written academic paragraphs; learn note-taking strategies; continue learning the simple tense, including expressing future time and modals; learn about American social and academic culture through coursework and discussion groups.

REAL 201 (1.5 credit hours) Designed to improve students' listening, speaking, reading, and writing for everyday life while developing academic skills in these areas; scaffold the skills to gradually move away from everyday life situations and into academic instruction; work on the correct pronunciation of vowel sounds, syllable stress and reduced speech; move away from common topics of everyday life and begin to read topics with a broader scope; gain the skills necessary for composing well-written academic paragraphs; learn note-taking strategies; continue learning the simple tense, including expressing future time and modals; learn about American social and academic culture through coursework and discussion groups.

REAL 300 (1.5 credit hours) Designed for students to employ academic reading, writing, listening, and speaking skills; learn how to write academically acceptable paragraphs and essays; move away from everyday conversational tools and begin utilizing academic-based speaking and listening skills to participate in longer discussions and debates using proper word stress, intonation, and vocabulary; learn how to read journals, essays, charts, and graphs—skills necessary in academia; and gain a deeper understanding of grammatical components such as modals, infinitives, and comparatives; move away from simple tense and into perfect and progressive tense; learn more about American social and academic culture through coursework and discussion groups.

REAL 301 (1.5 credit hours) Designed for students to employ academic reading, writing, listening, and speaking skills; learn how to write academically acceptable paragraphs and essays; move away from everyday conversational tools and begin utilizing academic-based speaking and listening skills to participate in longer discussions and debates using proper word stress, intonation, and vocabulary; learn how to read journals, essays, charts, and graphs—skills necessary in academia; and gain a deeper understanding of grammatical components such as modals, infinitives, and comparatives; move away from simple tense and into perfect and progressive tense; learn more about American social and academic culture through coursework and discussion groups.

REAL 400 (1.5 credit hours) Designed to help students use academic speaking, listening, reading, and writing skills; gain listening skills necessary to perform academic tasks such as note taking; gain speaking skills that enable students to provide clear and concise information in English, including the ability to restate ideas and use blended speech; gain the skills in reading necessary to compare the context of two texts, paraphrase main ideas, and identify philosophical rationale; move away from simple compositions and into compositions that are academically focused; learn the art of writing hooks; use transitional expressions and subordinating expressions to combine sentences; use parallel sentence structure; summarize research and support opinion with factual evidence; gain the skills necessary to recognize the difference between tenses; employ active and passive voice; use unreal conditionals, gerunds, and infinitives; differentiate between use, form, and meaning; learn more about American social and academic culture through coursework and discussion groups.

REAL 401 (1.5 credit hours) Designed to help students use academic speaking, listening, reading, and writing skills; gain listening skills necessary to perform academic tasks such as note taking; gain speaking skills that enable students to provide clear and concise information in English, including the ability to restate ideas and use blended speech; gain the skills in reading necessary to compare the context of two texts, paraphrase main ideas, and identify philosophical rationale; move away from simple compositions and into compositions that are academically focused; learn the art of writing hooks; use transitional expressions and subordinating expressions to combine sentences; use parallel sentence structure; summarize research and support opinion with factual evidence; gain the skills necessary

to recognize the difference between tenses; employ active and passive voice; use unreal conditionals, gerunds, and infinitives; differentiate between use, form, and meaning; learn more about American social and academic culture through coursework and discussion groups.

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. Three (3) credit hour courses require participation for a total of 135 hours (45 hours of academic engagement time and 90 hours of preparation time)

Determination of Credit Hours for Courses

Westcliff University conforms to commonly accepted higher education practices regarding the issue of determining credit 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

Students are expected to attend all class meetings, submit all assignments, and participate in all online or face-to-face discussions and activities as these are essential components of the educational experience. Students must engage in these academically related activities during the first two weeks of a session to secure their seats in each class; ongoing engagement throughout classes is critical for student success. Students who qualify for financial aid are required to participate in at least one academically related activity during any 14-day period or risk being withdrawn from the class, affecting their enrollment with the university.

Campus-based students are expected to attend every onsite class meeting and online students are expected to attend every virtual class meeting. In the event of an absence from a class meeting, the student has the responsibility to notify their professor of the reason for the absence. Students who are absent from a class meeting are responsible for completing any missed work and seeking makeup opportunities that may be available for the missed class meeting.

Changes to Registration

Schedule Adjustment Period (Add/Drop Deadline)

The deadline for a student to adjust their schedule by adding or dropping a course is 5:00 p.m. on the Monday of the second week of instruction (Tuesday if Monday is a holiday). 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 considered as a "Course Attempted." Courses dropped after this deadline are considered a "Course Withdrawal." If a student misses a class due to a schedule adjustment during the add/drop period, this constitutes an absence.

Withdrawal Deadlines

Students may choose to withdraw from a course in which they are enrolled 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 eight-week course, the deadline for a student to withdraw is the last day of the sixth week of instruction. In a sixteen week course, the deadline for a student to withdraw is the last day of the twelfth week of instruction. After the official withdrawal deadline, a grade of "WF" is assigned. Absence from class does not constitute an official withdrawal.

Appeal Procedure

Students may request an Attendance Appeal via their Student Services Advisor (SSA) if they believe a decision regarding an attendance mark to be unjust, incorrect, or worthy of special consideration. The Student Services Advisor will discuss the student's options and if appropriate, provide the student with the Attendance Appeal Form. Students must submit the appeal request no more than three (3) business days after the email receipt.

To receive consideration, the appeal must be submitted on the deadline specified above, requests are required to include the submission of relevant supporting documentation to support and demonstrate any mitigating circumstances.

Grading Criteria

Students are required to access and review their course syllabus each session for specific grading criteria.

Participation, Engagement and Professionalism

The value of a class lies, as much in learning to apply course concepts to one's actual learning, 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 <u>individual</u> 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.

Note: 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.

Assignment Submission Criteria (Applies to PAs and CLAs)

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.

Summary of Estimated Hours Spent by Students Per Course Activity

The purpose of this chart is to estimate the total number of hours each student should expect to spend o each category of academic engagement during an 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
Review 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/PowerPoint

Contributing to Online Discussions	30
Taking Quiz	2
Total	66

Preparation

Reading Required Texts	14
Review 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.

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.

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

Westcliff University ("the School") does not discriminate on the basis of disability. Individuals with disabilities are entitled to a reasonable accommodation to ensure that they have full and equal access to the School's educational resources, consistent with Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794) ("Section 504") and the Americans with Disabilities Act (42 U.S.C. § 12182) ("ADA"), their related statutes and regulations, and corresponding state and local laws.

Section 504 prohibits discrimination on the basis of disability in any program or activity receiving federal financial assistance. The ADA prohibits a place of public accommodation from discriminating on the basis of disability. The applicable law and regulations may be examined in the office of the ADA Compliance Coordinator, or his/her trained designee who has been designated to coordinate the efforts of the School to comply with Section 504 and ADA.

ADA Compliance Coordinator & ADA Deputy Coordinator:

April Vuong, Coordinator

Josh Schoonover, Deputy (trained designee)

16715 Von Karman Ave. #100

Irvine, CA 92606

(888) 491-8686

ADA@westcliff.edu

Individuals with disabilities wishing to request an accommodation must contact the ADA Compliance Coordinator. Disclosure of a disability or a request for accommodation made to any staff, faculty, or personnel other than the ADA Compliance Coordinator will not be treated as a request for an accommodation. However, if a student discloses a disability to such an individual, he or she is required to direct the student to the ADA Compliance Coordinator. Upon request, the ADA Compliance Coordinator (or his/her trained designee) will provide a student or applicant with a Request for Accommodations form. To help ensure timely consideration and implementation, individuals making a request for accommodation are asked to contact the ADA Compliance Coordinator and/or submit a Request for Accommodations form at least two weeks prior to when the accommodation is needed.

Below are the two forms to be completed. The first form is for the student to request for accommodations. The second form is to be completed by a qualified professional.

Request for Accommodations

Accommodation Verification Form

Individuals requesting reasonable accommodation may be asked to provide medical documentation substantiating his/her physical and/or mental impairment(s) and/or the need for the requested accommodation(s), including but not limited to when the limitation or impairment is not readily apparent and/or a requested accommodation does not clearly relate to the impairment(s). Such documentation should specify that a student has a physical or mental impairment and how that impairment substantially limits one or more major life activities. In general, the

supporting documentation must be dated less than three years from the date a student requests a reasonable accommodation, and must be completed by a qualified professional in the area of the student's disability. Documentation used to evaluate the need and reasonableness of potential accommodations may include a licensed professional's current medical diagnosis and date of diagnosis, evaluation of how the student's disability affects one or more of the major life activities and recommendations, psychological and/or emotion diagnostic tests, functional effects or limitations of the disability, and/or medications and recommendations to ameliorate the effects or limitations. The School may request additional documentation or testing as needed. Before obtaining medical documentation, please review the qualifications of professionals described on the Disability Accommodations and Resources webpage.

After the ADA Compliance Coordinator receives the Request Form and the required documentation, he/she (or his/her trained designee) will engage the student or applicant in an interactive process to determine what accommodations may be appropriate.

If the student or applicant is denied any requested accommodation, he/she may file a grievance using the Grievance Process below or he/she may file a complaint with the U.S. Department of Education's Office for Civil Rights or a similar state entity. The School will make appropriate arrangements to ensure that a person with a disability is provided other accommodations, if needed, to participate in this grievance process. The ADA Compliance Coordinator will be responsible for such arrangements.

Grievance Policy Relating to Complaints of Disability Discrimination

The School has adopted an internal grievance procedure providing for prompt and equitable resolution of complaints alleging any action prohibited by Section 504 and/or the ADA. Any person who believes she/he has been subjected to discrimination on the basis of disability, including disagreements regarding requested accommodations, may file a grievance with personnel:

Matthew Madrid

Executive Director of Operations

(888) 491-8686

matthewmadrid@westcliff.edu

Grievances must be in writing, contain the name and address of the person filing it, state the problem or action alleged to be discriminatory, and the remedy or relief sought.

The School will investigate each complaint filed, and will not retaliate against anyone who files a grievance or cooperates in the investigation of a grievance. All reasonable efforts will be made to provide a written determination to the student or applicant within 30 days after its filing. If a written determination cannot be made within 30 days of the complaint's filing, the student will be advised and provided an update as to the status of the investigation. The student may also inquire as to the status of the investigation at reasonable intervals. Based on the results of the investigation, the School will take all appropriate actions to prevent any recurrence of discrimination and/or to correct any discriminatory effects.

The availability and use of this grievance procedure does not prevent a person from filing a complaint of discrimination on the basis of disability with the U. S. Department of Education's Office for Civil Rights and/or a similar state agency.

ACADEMIC POLICIES AND PROCEDURES

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 <u>end of each term</u> (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.

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**: Cumulative GPA (cGPA)** and **Program GPA (pGPA).**

    1.1. **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.

    1.2. **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.

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.

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-Earned Credit Hours	Undergraduate-Earned Credit Hours
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

Program	Published Program Length	PACE Requirement (150%)
Bachelor Level	120 Credit Hours	180 Credit Hours
Master Level	36 Credit Hours	54 Credit Hours
Doctor Level	60 Credit Hours	90 Credit Hours

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), "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.

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
CR	Pass (equals to grade C or better) *Effective Summer 2020*
NC	Fail (equals to grade C- or less) *Effective Summer 2020*
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 before 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.
WF	Withdrawal. A W grade is recorded on a student's permanent record for each course a student drops after 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.

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.

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 (I) is a temporary grade that may be assigned to a student at the discretion of their instructor. It is the student's responsibility to petition their instructor for an Incomplete via email, and to cc their Student Services Advisor (SSA), at least two (2) weeks before the end of the term. The instructor may assign an Incomplete when the student's coursework is at least of passing quality and is at least 67% complete, and the student is unable to complete their course requirements by the end of the academic term due to mitigating circumstances outside of their control.

Procedure to Petition for an Incomplete

To petition for an Incomplete, the following steps must be completed:

1. The student must request the Incomplete Grade Petition form from the instructor so they can fill out the student portion. After filling out the student portion, they must return the form to the instructor to submit for consideration.

2. The student must provide an explanation in the form of the reason for requesting an Incomplete, and attach any supporting documentation where applicable (for example: medical verification or a letter from a doctor indicating a disability, including one as a result of an illness or accident).

3. The instructor, if they approve the student's petition for an Incomplete, must complete and submit the Incomplete Grade Petition form by Wednesday of Week Eight (Wednesday of Week 16 for weekend courses). The instructor should include a description of the assignments the student must make up to make up the Incomplete (i.e., exams, Comprehensive Learning Assignments [CLAs], Professional Assignments [PAs], discussion board posts, missed labs, etc.) and the exact date the course will be completed (mm/dd/yyyy).

4. Student eligibility may be impacted if they are part of the National Association of Intercollegiate Athletics (NAIA) and/or are an F-1 student. Therefore, instructors should only allow students 10 days to complete their course requirements.

5. An Incomplete (I) grade 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: Note: If the student is a recipient of Americans with Disabilities (ADA) or Title IX accommodations, Incomplete grade petitions are generally approved, given the student can provide necessary documentation.

Procedure to Complete an Incomplete Course

It is the student's responsibility to discuss the conditions and time frame for completing an Incomplete course by the deadline for submitting the petition. If an instructor issues an Incomplete, the student's remaining coursework must be finished within 10 days. The instructor and student agree upon this time frame when they agree to the Incomplete, and if the student does not complete the coursework, the Incomplete automatically reverts to an "F."

Petition for an Extension of an Incomplete

A student with an Incomplete who will not be able to finish the Incomplete course within the allotted time frame must request an extension of time by submitting a petition with their instructor and the appropriate Program Chair. Students that require ADA accommodations must contact the ADA coordinator.

Note: Approval is not guaranteed.

How GPA is Affected

An Incomplete is marked on a student's transcript until the coursework is complete and the final grade is assigned. Once the final grade is reported to the Registrar, it is posted to the student's transcript and averaged into the student's program GPA (pGPA).

Course Repeat Policy

Students may choose to repeat a course they have already taken for a number of reasons. A student can repeat any course in which they earned a letter grade of C- or below without further approval. The threshold for repeating benchmark courses without further approval is a B-. Students who wish to repeat courses they received grades higher than previously stated would need the approval of the college dean. The highest grade a student achieves across multiple attempts of a course represents the grade calculated into the students program GPA (pGPA) for graduation consideration.

Students may attempt up to three course attempts without approval. Additional course repeats require a consultation with the dean and approval from the Appeals Committee. The Appeals Committee considers a student's potential to be successful attempting additional course repeats in determining approval. Students who are denied

the ability to repeat required courses in which they have previously not earned the necessary passing grade may be prohibited from continuing their program of study. Students will be required to submit an appeal request form by referencing the Appeal Policy.

Students denied an opportunity to retake a required course may complete an equivalent course at another institution and transfer the credit back to Westcliff University. Any attempt to do so should be done in consultation with the college dean to ensure an appropriately equivalent course is taken. A student may continue their program of study while being concurrently enrolled in the equivalent course at another institution with the written permission of the college dean. Courses taken at another institution and transferred in the credits for the course(s) repeated, along with the previous attempts at Westcliff, will reflect record history and transcripts. This will affect their pace and/or GPA.

Doctoral Dissertation Grading Protocol

At the end of each doctoral dissertation course, students receive a grade of "CR" (Credit), or a grade of "NC" (No Credit).

The initial and final oral defenses of the doctoral candidate will follow other specific grading criteria as described under "The Doctoral Oral Defense" section referenced on the DBA Handbook.

Grade Definitions

CR (Credit) = A grade of CR indicates that the doctoral candidate is progressing toward completing the doctoral research and has received a passing grade for a dissertation course. The dissertation chair assigns a CR grade when the doctoral candidate has completed all of the course requirements. Subsequently, the student is permitted to continue to the next dissertation course. Doctoral candidates will receive the appropriate number of credit hours allocated to a course when a grade of CR is earned.

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 course, a grade of "NC" will be assigned when 67% or less of the course objectives were successfully completed. In a repeated dissertation course, a grade of "NC" will be assigned when less than 100% of course objectives are achieved. 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". Dissertation courses can be repeated twice.

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

Students may choose to withdraw from a course in which they are enrolled 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 **6**th week of instruction. In a **16-week** course, the deadline for a student to withdraw is the last day of the **12**th week of instruction. After the official withdrawal deadline, a grade of "WF" is assigned. Absence from class does not constitute an official withdrawal.

Appeals Policy

The purpose of the Appeal Policy is to provide students with an opportunity to request the appeal of a university decision they believe to be unjust, an application of university policy/ies they believe to be incorrect, or a situation

in which mitigating circumstance outside of their control warrant consideration for an exception of university policy/ies (academic or otherwise). It is the student's responsibility to submit the Appeal Request form, including strong evidence of grounds for appeal consideration (such as a clerical error, prejudicial treatment, noncompliance by the university with its own policies, or evidence of the student's mitigating circumstances). In cases where insufficient evidence for an appeal exists, the original judgment is final.

Procedure to Request an Appeal

Students who wish to appeal a university decision should consult their SSA first, as SSAs can review all the student's options with them and provide the student with the Appeal Request form.

The procedure for a student to submit a request for an appeal varies based upon the nature of the appeal. The appeal of any decision must be initiated by the student with the Student Affairs Department via their Student Services Advisor (SSA) within 15 business days of the decision or incident they wish to appeal and be accompanied by all relevant documentation that verifies a) the grounds by which they are appealing the decision or incident and (if applicable) b) any mitigating circumstances that existed.

To be considered, all appeals must be submitted by the specified deadline and with:

1. All relevant documentation verifying:
    1.1. Grounds for the appeal
    1.2. Any mitigating circumstances (if applicable) and their resolution
2. A Personal Statement that includes the student's plan to be successful
3. Course and/or assignment information (if applicable)

Note: More and specific information is provided in the Appeal Request form.

Federal Financial Aid

Students receiving funding for their education through Title IV of the Higher Education Act should be aware that there are limitations to using federal financial aid toward course retakes. Federal financial aid, including student loans and grants authorized by the federal government, may be applied to retaking any course for which a student has yet to receive a passing grade (i.e. above an "F"). However, once the student receives a passing grade in a course, federal financial aid may only be used to retake the course once more. Federal financial aid cannot be used for additional retakes beyond the attempt in which the student earns a passing grade, even if the student must retake the course again to earn a higher grade in order to meet satisfactory academic progress or the graduation requirements for their program of study.

Only credits that are eligible for financial aid are counted toward the enrollment status of a student using federal financial aid. This may put a student retaking courses that do not qualify for financial aid at a lower enrollment status (i.e. part-time as opposed to full-time) as it pertains to their financial aid eligibility. Students should consult with the Office of Financial Aid to determine their eligibility and enrollment needs

Academic Distinctions

Westcliff University recognizes students who have constantly demonstrated and exemplified outstanding academic performance within their courses and across the duration of their degree program. A student's academic performance and achievement is measured by their course grades and recognized based on their Program Grade Point Average (PGPA).

To graduate with academic distinction, undergraduate, graduate, and doctoral students must achieve the PGPA requirements established by the university for the respective recognition. Honors are denoted for graduates who align with the following PGPAs:

Cum Laude - Students who graduate with an overall   PGPA of 3.5 to 3.74

Magna Cum Laude - Students who graduate with an overall   PGPA of 3.75 to 3.89

Summa Cum Laude - Students who graduate with an overall   PGPA of 3.9 or higher

FACULTY QUALIFICATIONS

Abdelgawad, Moataz

Assistant Professor

M.B.A. | B.S. Pharmaceutical Sciences

Abdullozoda, Alex (Sherm)

Performance Assessment Committee Chair, Program Chair

D.B.A. | M., Economics | M.S., Mathematics | B., Finance

Abdullozoda, Gulbakhor (Julia)

Assistant Professor

Ph.D., Psychology | M., Philology | B., Philology

Abraham, Victor

Associate Professor

M.B.A. | B.S. Pure and Applied Mathematics

Alamir, Iyad

Assistant Professor

Ph.D., Business & Organizational Leadership
M., Management Information Systems | B., Engineering in Electrical Engineering

Amareen, Omar Shabeeb

Associate Professor

Ph.D., Economics | M., Economics | B., Economics

Amino, Hazar

Instructor
M.B.A. | B.S., Project Management Professional (PMP) | Change Management Certificate, Association for Talent Development (ATD) | M. Certificate, Performance Consultant

Andrews, Kathleen

Assistant Professor

Ph.D., Industrial-Organizational Psychology | M.A., Education | M.A., Psychology | B.S., Mathematics

Andriienko Genin, Tetianna

Assistant Professor

D. Philological Sciences | Ph.D., Linguistics | M.A., Education | B.A., Education

Asadi, Ali

Instructor

D.B.A., Business Administration | M.A., Information Technology Management | M.B.A., Business Management | B.S., Civil Engineering

Assaf, Raef

Assistant Professor

D.B.A. | M.B.A. | B.S., Marketing

Azari, Cynthia

Associate Professor; Academic Standards, Policies & Committee Rep

Ed.D. Educational Leadership | M.S. Industrial Relations | M.A. Educational Administration | B.A. Government, Secondary Education

Bai, Xi

Instructor

D.B.A | M.S., Accounting | M.S., Finance | B.A., Finance

Baker, Darryl

Associate Professor

D.B.A | M.B.A., International Business | B.B.L., Business Leadership | A.A.S., Industrial Technology & Machinery

Banyai, Daniel

Assistant Professor

M.B.A. | B.A., Economics

Bilberry, Kevin

Instructor

D.B.A., Business Management "Teaching and Learning" | M.S., Information Technology and Project Management | B.S. Business Administration

Bruton, Shimeka

Assistant Professor

Ph.D., Global Leadership and Change | M.P.A. | B.S., Public Administration

Bull, David

Assistant Professor

Ph.D., Healthcare Administration | D.B.A. | M.B.A., Healthcare Management | M.S., Agronomy | B.S., Agricultural Education

Cannon, Tonya

Assistant Professor

Ph.D., Organization & Management | M.S., Human Resources Management | B.A., Theatre Arts

Ceaser, Nikki

Instructor

Ed.D., Educational Leadership | M.B.A. | B.B.A

Chen, Min

Assistant Professor

Ph.D., Tourism Management | M.B.A. Business Management | B.A., English

Chuo, Shirley

Assistant Professor

Ph.D., Organizational Philosophy | M.A., Psychology | B.A., Psychology

Clay, Franda

Instructor

D.B.A. | M.B.A. | B.A., Management

Clayton, Anthony

Instructor

M.B.A., Global Business Management | B.S., Management | A.S., Social and Behavioral Science | Advanced First Term Avionic Technology

Conjurski, Dale

Assistant Professor; Senate President

J.D. | M.B.A. | B.S. Computer Science

Conley, Amanda

Instructor

M.S., Professional Accountancy | M.S., Business Administration | B.S., Management and Business Information Systems

Conley, George

Assistant Professor

D.B.A. | M.A., Business Management | B.S., Liberal Arts | A.A., Human Resources Management & Electrical Mechanical Technology

Crow, Elizabeth

Assistant Professor

M.B.A., Computer Information Systems | B.S. Accounting

Cusaac, Terrance

Instructor

Ph.D., Business Organization and Management | M.P.A. | B.S., Criminal Justice

Dan, Dale

Instructor

D.O.L.., Organizational Leadership | Ed.D., Human Resource Development | M.B.A. | B.A., Language | A.A., Justice

Davis, Chartese

Assistant Professor

D.B.A., Project Management | M.A., HR Management & Information Technology Management | B.S., Psychology

DeVeto, Anthony

Assistant Professor

M.A., Human Resource Management | B.S., Occupational Education

Dibello, Martin

Instructor

Ph.D., Organization and Management | M.B.A. | B.S. Business Administration

Egir, Asbjorn

Assistant Professor

M.S., Organizational Psychology and Leadership | B. Market Communication

Elsayess, Nyra

Instructor

J.D. | B.A., Political Science and Government

Fernandez, Maya

Instructor

Ed.D., Educational Administration | M.B.A., Healthcare Management | B.A., Criminal Justice - Minor: General Business

Flores, Jannette

Dean, College of Business

Ed.D., Educational Leadership | M.B.A. | B.S., Behavioral Science

Flores, Javier

Assistant Professor

D.B.A., Business Management | M.B.A., Human Resource Management | B.S., Business Management

Florin, Leo

Assistant Professor

M.B.A., Business Management | B.S., Business Management

Foote, Tracy

Assistant Professor

M.B.A., | B.A., Political Science

Freeman, Leslie

Assistant Professor

M.A., Human Resource Management | M.A., Liberal Arts (coursework) | B.S., Economics, Business, and Marketing

Gatlin, Alan

Assistant Professor

M.S. Counseling Psychology | B.B.A.

Genin, Vladimir

Assistant Professor

Ph.D., Technical Sciences | M.S., Civil Engineering | B.S., Civil Engineering

Ghanei, Amin

Instructor

D.B.A., Management | M.B.A. | B.A., Business Administration

Ghoraishi, Seyed

Assistant Professor

D.B.A. | M.B.A. | B.S., Civil Engineering

Ghose, Chanda

Assistant Professor

Ph.D., Management: Marketing | M.S. Technological Systems Management | M. Tech., Industrial Management | B. Tech., Electronics Engineering

Glaspie-Ellis, Faith

Assistant Professor

Ph.D., Business, Organization and Management | M.S., Human Resources | B.A., Sociology

Glenn, Villanea

Assistant Professor

M.B.A | B.A., Economics

Goodman, Roxann

Assistant Professor

M., Communications Technology | M.P.A.

Goodstone, Geraldine

Dissertation Director

D.B.A. | M., Communication | B.A., Education & Liberal Arts

Grant, Kevin

Assistant Professor

Ph.D., Organizational Leadership | M.B.A. | B.A., Business Administration

Grigorian, Eddie

Assistant Professor

M.A., History | B.A., History

Grisham, Katherine

Instructor

M.B.A., Management (Cum Laude) | Ph.D., TESOL | B.A., TESOL

Haynes, Eduardo

Instructor

D.B.A. | M.B.A. | B.S., Administration & Finance

Hill, Demetreous

Instructor

M.S., Administration | B.A., History | A.A., Education | A.A., Liberal Arts and Sciences

Hirokawa, Shinichi

Assistant Professor

D.B.A., International Business | M.B.A., Project Management | B.A., English Literature with Teaching Credentials

Hojat, Simin

Assistant Professor

Ph.D. Management, Finance | M. Phil., Economics | B., Economics

Hollman, Wayne

Assistant Professor

Ph.D., Applied Management & Decision Sciences | M.B.A. | B.A., Economics

Hook, Jessica

Instructor

M.B.A., Executive Leadership | B.A.S., Supervision and Management

Hoon, Stephanie

Assistant Professor

D., Management | M.Ed. | B., English & Theatre

Hufangel, Robert

Assistant Professor

J.D. | B.A., Economics

Hyman, Edward

Instructor

Ph.D., Computer Sciences | M.S., Computer Sciences |B.A., Mathematics

Iles, Tarik

Instructor

M.S., International Business | M.B.A., Concentration in Management Information Systems | M.S., Computer Science | M. Certificate, Executive Leadership

Inserto, Fathiah

Assistant Professor

Ph.D., Human Development | J.D. | M.A., Human Development | M.S., Marriage, Family and Child Therapy

Jain, Sundeep

Instructor

D.B.A. | M.S., Business Management | B.B.A.

Jimenez, Frank

Assistant Professor

M.B.A., Global Management | B.S., Business Management

Johnson, David

Associate Program Chair, M.B.A. Program

Ph.D., Organization Management | M.B.A. | B.S. Agricultural Science and Management

Jordan, Allen

Assistant Professor

M.S., Information Technology Management | M.B.A., Business Management | B.A., History

Kemmer, Kathleen

Assistant Professor

D.B.A. | M.A., Organizational Leadership | M.S., Human resource Management | B.S., Management

Khashadourian, Edmund

Assistant Professor

Ph.D., International Economics (not confirmed by IERF) | M., Theoretical Economics | B., Economics

Kilgore, Donald

Assistant Professor

M.B.A., Human Resources Management | B.B.A., Human Resources Management

Klockow, Jeanne

Instructor

Ph.D., Curriculum and Instruction | M.A., Curriculum and Instruction | B.A., Education | A.A.

Knight, John

Assistant Professor

Ed.D., Educational Leadership | M.S., Financial Management | M.A., National Security Affairs | B.S., Physics

Krupa, Cynthia

Assistant Professor

Ed.D., Higher Educational Leadership | Ed.D., Curriculum & Instruction (ABD) | M.Ed., Instructional Technology American Inter | B.A., Social Sciences & Secondary Education

Kyle, Timothy

Assistant Professor

M.B.A.

Leroux, Silvina

Instructor

M.B.A. | B.S., Information and Computer Science

Lipot, Jim

Program Chair, Undergraduate Studies

M.B.A.

Loussararian, Eddie

Instructor

M.B.A. | B.S., Hospitality Management

Lozano, Elizabeth

Instructor

Psy.D., Clinical-Community Psychology | M.S., Psychology | M.A., Psychology | B.A., Psychology

Malek-Asghar, Farhad

Assistant Professor

M.S., Information Systems | B.S., Information Systems

Manase, Abraham

Instructor

D.B.A., Business Management | M.B.A., Business Management | B.A., Education | P.G.D.M. Marketing Management

Mancera Mejia, Cristhian

Instructor

J.D., Law and Political Sciences | LL.M. U.S. Law | M.S., Education in Leadership | B., Colombian Legal Studies

McCoy, Mark

Instructor

M.B.A. | M.S., Project Management | B.S., Project Management | A.S., Information Technology-Computer Network Systems

McFarlane, Donovan

Assistant Professor

Ed.D., Educational Leadership | D.B.A. | M.S., Marketing | M.B.A. | M., International Business | B.S., Business Administration

Mendola, John

Assistant Professor

Ed.S., Education Specialist | D., Ministry | Ph.D., Theology | M., Theology | M.B.A. | B.A. | A.S., Global Business | A.A., Humanities | A.A., Liberal Studies

Merritt, Mia

Assistant Professor

D., Organizational Leadership | M.S., Exceptional Education | B.S., Elementary Education

Metcalfe, Nicholas (Nick)

Instructor

B.B.A., International Business Administration | M.I.M., International Marketing | M.B.A., | Dip. M.

Miller, Petermax

Instructor

Ed.D., Organizational Leadership | M.B.A., Pharmaceutical Marketing | B.A., Biology and Business Administration

Moghaddam, Kambiz (Kami)

Associate Professor

D., Organizational Leadership | M.B.A. | B., Aerospace Engineering

Morrell, Kenneth

Instructor

M.S., Planning Management | B.B.A.

Mousavi, Omid

Assistant Professor

M.A., History | J.D., Emphases on Human Rights | B., History

Meyer, Colleen

Instructor

Ed.D., Organizational Change and Leadership | M.B.A., Organizational Leadership | B.S., Business Administration

Nezerwe, Yvan

Assistant Professor

D.B.A., Finance | M.B.A., Finance | B.S., International Business

Nino, Marko

Assistant Professor

Ph.D., Business Administration | M., Economics | B., Economics

Oberman, Tracey

Assistant Professor

M. Certificate, Instructional Design | M.A., English | B.A., Art | A.A., Art

Osiobe, Ejiro

Assistant Professor

D.ED., D., Economic Development | M.A., Financial and International Economics | B.S., Economics

Oueida, Sami

Assistant Professor

M., Financial Engineering | B.S., Natural Resource Economics and Policy | B.A., Environmental Earth & Planetary Science

Perez, Michael

Instructor

D.M., Organizational Leadership | M.P.A. | B.S., Criminal Justice | A.A., General Business

Piong, Chee

Assistant Professor

Ph.D., Management, Leadership and Organizational Change | Ph.D., Business Administration M.I.B.A. | B.S., Aerospace Engineering | A.S., Aviation Business Administration

Powell, James

Assistant Program Chair, B.B.A. Program

M.B.A. | B.B.A.

Pratt, Eric

Assistant Professor

M.S., Industrial Organizational Psychology | B.S. | B., Business Administration | B., Christian Counseling

Pyo, Michelle

Assistant Professor

Ed.D., Education | M., Education | B., Cognitive Neuroscience

Quimpo, Evangeline J.

Assistant Professor

M., Public Management | B.A., Psychology | A.S., Paralegal Studies

Quinn, Edwin

Assistant Professor

D.B.A. | M.S., Communications | B., Liberal Arts

Rapadas, Joanne

Assistant Professor

M.B.A. | B.B.A., Advertising & Promotion Strategy

Rapisardi, Brent

Assistant Professor | Performance Assessment Committee Representative

M.B.A. | B., Management

Rezvani, Schahrzade

Assistant Professor

Doctorate in Organizational Leadership | M., Human Resources | M.B.A.

Rios, Angel

Instructor

D.B.A., Public Administration | M.B.A., Management & Human Resources | M.B.A., Accounting & Finance | B.B.A., Accounting

Robinson, Karen

Assistant Professor

Ph.D., Industrial & Organizational Psychology | M.S., Organizational and Clinical Psychology | B.A., Psychology

Rosalis, Kori

Instructor

D.B.A., Management | M.B.A., Management | B.B.A., Marketing

Saad, Ali

Assistant Professor

D.B.A., Accounting | M.S., Accounting & Financial Management | B.B.A.

Salami, Nima

Assistant Professor

M., Applied Economics | M.B.A. | B., General Business Administration

Salata, Kathy

Instructor

M.B.A. | B.A., Marketing | B.A., Behavioral Sciences

Saouli, Moe (Mohamad)

Assistant Professor

D., Public Administration | M.B.A.

Sebhatu, Peter

Assistant Professor

Ph.D., Leadership and Organizational Behavior | M.B.A. | B.B.A.

Sevilla, William

Assistant Professor

M.B.A. | M.A., History | B., History

Shamsa, Kaveh

Assistant Professor; Academic Standards, Policies & Committee Chair

Ph.D., Applied Mathematics | Ph.D., Mechanical Engineering | M.B.A. | M.A., Mathematics | M.S., Mechanical Engineering | M.S., Industrial & Systems Engineering | B., Mechanical Engineering

Sharif, Azi

Assistant Professor

Ph.D., Applied Sciences | M.S., Computer Science | B.S., Fine Arts

Sharifzadeh, Mohammad (Mamad)

Assistant Professor

Ph.D., Applied Management and Decision Sciences | M., Management | B., Mathematics, Economics and Statistics

Siami, Sima

Instructor

Ph.D., Agricultural and Applied Economics - Minor in Statistics | M.S., Agricultural and Applied Economics | M.S., Planning of Economic Systems | B.S., Economics

Siganoff, Diana

Assistant Dean, College of Business

Ed.D., Organizational Leadership | M.A., Industrial Organization Psychology | M.B.A., Educational Management

Sillup, John

Instructor

D.P.A | M.P.A.

Singh, Amargit

Assistant Professor

Ph.D., Organic Chemistry | M.B.A., Finance & Marketing | B., Chemistry

Smith, Douglass

Instructor

Ph.D., Applied Management and Decision Sciences | M.B.A., Management Information Systems | M.P.M, Project Management | B.G.S, Business Administration, Computer Science and Liberal Arts

Smith, Gregory

Instructor

D.B.A., Business and Finance | M.B.A., Business and Aviation | M.S.C., Urban Planning and Development | B.S.C., Economics

Solares, Elizabeth

Instructor

M.B.A. | B.A. Communication & Public Relations

Spath, Shaun

Instructor

D.B.A., Data Analytics | M.B.A., Leadership and Management | B.S., Economics

Starr Parker, Symone

Assistant Professor

D.M., Management in Organizational Leadership | M.A.O.M., Organizational Management | B., Psychology

Sungun, Gokhan

Instructor

Ph.D., Finance & Accounting | M.B.A., Finance & Accounting | B.A., Business Management

Syed, Javaid

Assistant Professor

Ph.D., Information Systems Technology | M.S., Education | B., Computer Science

Tehrani, Sanaz

Assistant Professor

Ph.D., Operations Management (not equivalent to a U.S. Ph.D., per NACES) | M.S., Industrial Engineering | B., Industrial Engineering

Townsley, Brian

Assistant Professor

M., Professional Writing | B.A., Interdisciplinary Studies

Vasquez, Rojelio

Instructor

D.M., Management-Policy & Administration | M.B.A., Business Administration | M.B.A., Business Management | B.A., Management

Watkins, Diane

Assistant Professor | IRB Chair

Ed.D Educational Administration | M.A., Educational Leadership | B., Biology | Grant Writing Certificate

Wilcher, Mark

Instructor

B. S., Education | M.B.A.

Wong, Jennie

Assistant Professor

D., Institutional Management | M.B.A.

Worthen, Cynthia

Assistant Professor

Ed.D., Educational Leadership | M., Public Administration | B., Workforce Education and Development

Ziade, Jinan

Assistant Professor; Equity, Diversity, Inclusion Committee Rep

Ph.D., Organizational Leadership | M.B.A. | B.S.I.T., Computer Information Technology

Aghayei, Amir (Allen)

Instructor, REAL Program

M.A., TESOL | B.A., English Translation

Allegra, Mary

Assistant Professor

M.A., Applied Linguistics | B.A., Education

Becerra, Chris

Assistant Professor

Certificate, School Business Management | E.Ds., Early Childhood Education | M.A., Educational Leadership and Administration | B.A., Sociology

Bixby, Christa

Assistant Professor

M., TESOL | B., Liberal Studies

Brady, Deanna

Assistant Professor

D., Education | M.S., Public Administration | B., Liberal Studies

Broding, Mary

Integrative Studies Faculty Coordinator

Ed.D., Curriculum Teaching, Learning & Leading | M.A., English | M.A., Art History | B.A., Art History

Ciancio, Julie

Dean, College of Education

Ph.D., Social Psychology | M.A., Applied Linguistics | M.B.A., International Business | B.A., Psychology

Consten, Jodi

Associate Dean & Program Chair, College of Education

M.A., Administration | B.S., Political Science | CLAD Certification | Administrative Services Credential | California Clear Teaching Credential

Dailey, Sean

Assistant Professor

M.A.Ed., TESOL | B.A., History

Davis, Brent

Assistant Professor

Ph.D., Speech Science and Technology | M.A., Applied Linguistics | M.A., Psychology | B.A., Psychology

Dorman, Lara

Instructor

M.A.T., Secondary Education | B.S.Ed., Chemistry Education

Gao, Junfu

Assistant Professor

Ph.D., Curriculum and Instruction | M.A., Curriculum and Instruction | B.A., English Language and Literature

Garvin, Rachel

Assistant Professor; Undergrad Program Chair

M.A.Ed., TESOL | B.A., Liberal Studies

Givray, Deborah

Instructor

Ed.D., Applied Educational Studies | M.S., Health, Physical Education & Recreation | B.S., Health, Physical Education & Recreation

Hernandez, Kortney

Assistant Professor

Ed.D., Educational Leadership for Social Justice | M.A., Early Childhood Education | B.A., Criminology

Inceoglu, Aysegul

Assistant Professor

M., Education Literacy and Learning | B., English Language and Teaching

Karavedas, Joy

Assistant Professor

Ed.D., Organizational Leadership | M.A.Ed., Educational Leadership | B.S., Business Administration - Marketing

Lee, Brian

Assistant Professor

M.A., Education & Curriculum and Instruction | B.A., Liberal Studies & Human and Child Development

Malupa, Mira

Assistant Professor

Ed.D., TESOL | M.Ed., TESOL | B.S., Chemistry

McAffee, Christy

Assistant Professor

Ed.D., D. Education/Educational Leadership | M.A., Education & Educational Leadership | B.A., Herstory

McNamara, Monica

Instructor

B.S., Biology

Money, Jennifer

Instructor

Ph.D., English Literature | M.A., English Literature | B.A., English

Monceaux, Alex

Assistant Professor

Ed.D., Educational Leadership | M.A., English and Modern Languages | M.Ed., Counseling and Human Development | B.A., English and Modern Languages

Nino, Diego

Assistant Professor

M.S., Finance | B.S., Business Administration, finance concentration | A.S., Business Administration

Peloquin, Danielle

Instructor

Ed.D., Curriculum, Teaching, Learning, and Leadership | M.S., Library and Information Science | B.A., English | B.A., History

Romanic, Sophia

Assistant Professor
M.A., TESOL | B.A., Sociology

Sartoris, Reannah

Assistant Professor

M.A., TESOL | B., Liberal Studies

Schoonover, Joshua

Assistant Professor

M.Ed., School Counseling | B., Psychology

Sherman, Chauncy

Instructor

M.S., Counseling | B.S., Anthropology

Sparks, David

Assistant Professor

M.A., Teaching | B.A., Cognitive Science

Suij-Ojeda, Evelin

Assistant Professor; Equity, Diversity, Inclusion Committee Rep, Senate VP

M.A., TESOL | M.A., Education | B.A., Education

Tarm, Jennifer

Assistant Professor

M., Marriage and Family Therapy | B.A., Education Sciences | B.A., Public Health Policy

Tischler, Thomas

Assistant Professor; Curriculum Committee Rep

M.A., TESOL | B.A., Spanish

Woodley, Monique

Assistant Professor

Ed.D., Administration | M.S., Education | B.A., English Literature and Language

Aghaseyedhassanesfehani, Mehri

Assistant Professor

M., Education | B., English Language and Literature

Alameddine, Zein

Assistant Professor

M., Political Science | B., Political Science

Murphy, John

Assistant Professor

Ph.D., English Literature | M.A., English Literature | B.A., English Literature

Nelson, Jordann

Assistant Professor

M., Early Childhood Studies | M., Counseling Psychology | B.S., Child & Adolescent Development

Shepard, Stephen

Assistant Professor

M.S., Electrical Engineering | M.A., Marriage and Family Counseling | B.S., Electrical Engineering

Sheridan, Kevin

Assistant Professor

M.B.A. | B.B.A.

Sorensen, Jocelyn

Assistant Professor

M., International Migration | B., Biblical and Theological Studies

Werlinger, Timothy

Assistant Professor

M.A., History | B.A., History

Al Baroudi, Amin

Assistant Professor

M.B.A., Geographic Information System | B.S., Medical Technology

Alkaabi, Mahfood

Assistant Professor

Ph.D., Management, Information Systems | M.S., Aeronautical Engineering | B.S., Mechanical Engineering

Allison, Kyle

Assistant Professor

D.B.A., Global Business & Leadership | M.B.A., Management | B.A., Communication Studies

Banghart, Marc

Instructor

Ph.D., Industrial Engineering | M.S., Computer Engineering | M.S., Systems Engineering

Becker, Nicholas

Instructor

M.B.A., Organizational Leadership and Business Management | M.S., Project Management | B.A., Interdisciplinary Studies

Bjornsrud, Brett

Instructor

M.S., Information Systems | B.A., Communications/History

Black, Andrew (Andy)

Program Chair, College of Technology and Engineering

Ph.D., Professional Studies in Education | M.S., Healthcare Informatics | M.B.A., Technology Management | B.A.S., Electronics Engineering Technology, | A.A.S., Electronics Engineering Technology | A.S., Business

Black, Monte

Instructor

M.B.A., Information Resource Management | B.S., Business Information Systems

Bonner, Julie

Associate Professor

D. Management., Organizational Leadership | M.B.A., Business Administration | B., Accounting

Broman, Noel

Assistant Professor

Ph.D., Information Technology Management | M.S., Management Information Systems | B.S., Information Technology

Clemente, Caesar

Assistant Professor

Ph.D., Management | M., Information Systems, Assurance Management
M.B.A., Computer Management | B.S., Computer Science

Elsayess, Mahmoud

Assistant Professor

Ph.D., Information Technology | M.S., Computer Science | M.B.A. | B.S., Accounting and Information

Ghani, Zahid

Instructor

M.B.A., Business Administration | M.P.M., Project Management | B.S., Computer Informational Systems

Haddad, Omar

Assistant Professor

D.B.A., | Masters Software Engineering | B.S., Software Engineering | B.S., Marketing

Hemphill, Andrea

Assistant Professor

Ed.D., Organizational Development | M.B.A., Information Technology Management | B.S., General Studies & Applied Business

Hinden, Chad

Instructor

M.S., Information Assurance | B.S., Cyber Security | A.S., Computer Networking

Hoffman, David

Instructor

M.S., Information Technology | B.S., Computer Science | A.S., Computer Science

Huffman, Erik

Instructor

D.M, Management| M.S., Management - Concentration in Information Technology Management | B.S., Computer Science

Javadi, Maassoumeh (Afsaneh)

Assistant Professor

Ph.D., Smart Systems and Robotics | M.S., Electrical Engineering | B.S., Electrical Engineering

Karabacak, Bilge

Assistant Professor

Ph.D., Information Systems | M.S., Computer Science | B.S., Electrical Engineering

Lazo, Alex

Assistant Professor

Ph.D., Organization & Management | M.S., Management Information Systems | B.A., International Business

Levin, Andrew

Instructor

M. Education

Loke, Rich

Assistant Professor

M., New Media | B., Commerce

McConnell, William

Assistant Professor

D.M., Organizational Leadership | M.B.A., Project Management | M.S., Computer Information Systems | B.S., Computer Information Systems

Oni, Oludotun

Assistant Professor

Ph.D., Information Systems | M.S., Engineering | B.S., Engineering

Ozcan, Mahmut

Assistant Professor

Ph.D., Banking and Insurance Institute | M.S., Electronic Engineering & Computer Science | B., Computer Engineering & Information Science

Panja, Biswajit

Assistant Professor

Ph.D., Computer Science | M.S., in Computer Science | B., Engineering in Electrical Engineering

Payne, Nathaniel

Assistant Professor

M.S., Computer Science | M.S., Statistics | B.B.A Management & Organizational Studies

Santa Maria, Thomas

Instructor

M.S., Information Systems | M.S., Business Administration | B.S., Computer Information Systems

Sayegh, George

Dean, College of Technology and Engineering

D.B.A. | M., Organizational Leadership | B., Engineering

Shaffer, Patricia

Instructor

M.A.S., Information Communications & Information Systems Security | M.S., Computer Information Systems | M.A., Human Resources & Management | B.A., Social Science

Shakib, Javad

Assistant Professor

Ph.D., Electrical Engineering | M., Electrical Engineering | B.S., Electrical Engineering

Suzer, Gurkan

Assistant Professor

Ph.D., Civil Engineering, Airline Scheduling | M.S., Civil Engineering, Minimizing Airport Terminal Waiting Times | B.S., Civil Engineering

Tanoe, Claude

Assistant Professor

D., Management in Organizational Leadership & Technology | M., Regional Planning

Trodick, Scot

Assistant Professor

D.B.A., Information Systems | G.C., Human Resources Management | M.A., Organizational Management | B.F.A., Fine Arts with teacher certification

Webb, James

Program Chair, College of Technology and Engineering

Ph.D., Information Technology | M.S., Computer Information Systems | B.S., Information Systems Management

Williams, Tricia

Instructor

M.A., Cybersecurity | B.S., Information and Network Security

Woodrow, Ted

Assistant Professor

D.M. Organizational Leadership and Technology | M.B.A. | B.S., Business Administration

Zacher, Chris

Instructor

M.S., Information Technology Network Management | B.S., Information Technology Microsoft Network Administration

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:

1. Resume Revisions
2. Cover Letters
3. Customized Job Search Strategies
4. Networking
5. Interview Guidance
6. Mock Interviews
7. LinkedIn
8. Personal Branding
9. Salary/Negotiation
10. Career Management
11. 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. 1:1 sessions with their assigned Career Services Advisor
2. Membership to the exclusive Westcliff University Career Services Group on LinkedIn
3. Frequent career readiness events, including
4. Career fairs
5. Networking events
6. Resume workshops
7. Guest speakers
8. Bi-weekly newsletters that include:
9. Notice of new employment opportunities
10. Notice of new employer partnerships
11. Employer spotlights
12. Useful tips for job searchers
13. Graduation exit interview in their final session with opportunities to:
14. Discuss career goals and objectives
15. Address any employment barriers
16. 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.

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:

Degree Program / Certificates	Concentrations	CIP Code (2020)	CIP Code (2020)	STEM Qualified	CIP Title
BAEd		**13.0101**	**13.0101**		Education, General
	Early Childhood Education - Administration		13.0414		Early Childhood Program Administration.
	Early Childhood Education - Teaching Preparation		13.1210		Early Childhood Education and Teaching.
	TESOL		13.1401		Teaching English as a Second or Foreign Language/ESL Language Instructor
	Educational Technology	13.0501	13.0501	Yes	Educational/Instructional Technology
	Coding Bootcamp	11.0801	11.0801	Yes	Web Page, Digital/Multimedia and Information Resources Design

MA TESOL		**13.1401**	**13.1401**		Teaching English as a Second or Foreign Language/ESL Language Instructor
	Educational Technology	13.0501	13.0501	Yes	Educational/Instructional Technology
EdD			**13.0404**		Educational, Instructional, and Curriculum Supervision
	Leadership		13.0404		Educational, Instructional, and Curriculum Supervision
	Curriculum, Instruction, and Assessment		13.0404		Educational, Instructional, and Curriculum Supervision
TESOL Certificate		**13.1401**	**13.1401**		Teaching English as a Second or Foreign Language/ESL Language Instructor
Graduate TESOL Certificate		**13.1401**	**13.1401**		Teaching English as a Second or Foreign Language/ESL Language Instructor
BBA		**52.0201**	**52.0201**		Business Administration and Management, General
	Finance	52.0801	52.0801		Finance, General
	Human Resources	52.1001	52.1001		Human Resources Management/Personnel Administration, General
	Sports Management	31.0504	31.0504		Sport and Fitness Administration/Management
	Entrepreneurship	52.0701	52.0701		Entrepreneurship/Entrepreneurial Studies
	Coding Bootcamp	11.0801	11.0801	Yes	Web Page, Digital/Multimedia and Information Resources Design
	Digital Marketing	09.0702	09.0702	Yes	Digital Communication and Media/Multimedia
	Cybersecurity		11.1003		Computer and Information Systems Security
MBA		**52.0201**	**52.0201**		Business Administration and Management, General
	Strategic & Innovative Leadership	52.0201	52.0201		Business Administration and Management, General

	Financial Management	52.0801	52.0801		Finance, General
	Global Business	52.1101	52.1101		International Business/Trade/Commerce
	Organizational Management	52.0206	52.0206		Non-Profit/Public/Organizational Management
	Entrepreneurship	52.0701	52.0701		Entrepreneurship/Entrepreneurial Studies
	Healthcare Administration	51.0701	51.0701		Health/Health Care Adminstration/ Management
	Digital & Strategic Marketing	09.0702	09.0702	Yes	Digital Communication and Media/Multimedia
	Data-Driven Decision-Making	30.7101	30.7101	Yes	Business Statistics
	Information Technology Management	11.0103	11.0103	Yes	Information Technology
	Information Technology Project Management	11.1005	11.1005	Yes	Information Technology Project Management
	Coding Bootcamp		11.0801	Yes	Web Page, Digital/Multimedia and Information Resources Design
	Cybersecurity		11.1003	Yes	Computer and Information Systems Security
DBA		52.0201	52.0201		Business Administration and Management, General
	Strategic Leadership for the 21st Century	52.0213	52.0213		Organizational Leadership
	Coding Bootcamp	11.0801	11.0801	Yes	Web Page, Digital/Multimedia and Information Resources Design
	Business Intelligence & Data Analytics	52.1301	52.1301	Yes	Management Science
	Information Technology Management	11.1005	11.1005	Yes	Information Technology Project Management
	Applied Computer Science	11.0101	11.0101	Yes	Computer and Information Sciences, General

BSIT		**11.0103**	**11.0103**	**Yes**	**Information Technology**
	Coding Bootcamp	11.0801	11.0801	Yes	Web Page, Digital/Multimedia and Information Resources Design
	Cybersecurity		11.1003	Yes	
	IT Project Management	11.1005	11.1005	Yes	
	Cloud Computing				
	AR/VR Mobile Game Development				
	Advanced Programming				
	Data Analytics, Undergrad		30.7101		
BSCS		**11.0101**	**11.0101**	**Yes**	Computer and Information Sciences
MSIT		**11.0103**	**11.0103**	**Yes**	**Information Technology**
	Coding Bootcamp	11.0801	11.0801	Yes	Web Page, Digital/Multimedia and Information Resources Design
MSCS		**11.0101**	**11.0101**	**Yes**	Computer and Information Sciences
	Coding Bootcamp	11.0801	11.0801	Yes	Web Page, Digital/Multimedia and Information Resources Design
MSEM		**15.1501**	**15.1501**	**Yes**	Engineering/Industrial Management
Business STEM Programs					
STEM MBA		52.1301	52.1301	Yes	Management Science
STEM DBA		52.1301	52.1301	Yes	Management Science
UG Certificates					

Coding Bootcamp Undergraduate Certificate		11.0801	11.0801		Web Page, Digital/Multimedia and Information Resources Design
Undergraduate Certificate in Cybersecurity			11.1003	Yes	Computer and Information Systems Security
Undergraduate Certificate in Data Analytics			52.1301	Yes	Management Science
Undergraduate Certificate in Information Technology			11.0103	Yes	Information Technology
Undergraduate Certificate in Computer Science			11.0101	Yes	Computer and Information Sciences
Undergraduate Certificate in Educational Technology			13.0501	Yes	Educational/Instructional Technology
Undergraduate Certificate in Business Administration		52.0201	52.0201		Business Administration and Management, General
Undergraduate Certificate in Leadership		52.0213	52.0213		Organizational Leadership
Undergraduate Certificate in Human Resources			52.1001		Human Resources Management/Personnel Administration, General
Undergraduate Certificate in Finance			52.0801		Finance, General
Undergraduate Certificate in Digital Marketing			52.1404		Digital Marketing
Undergraduate Certificate in Sports Management			31.0504		Sport and Fitness Administration/Management

Undergraduate Certificate in Entrepreneurship			52.0701		Entrepreneurship/Entrepreneurial Studies
Undergraduate Certificate in Early Childhood Education - Administration			13.0414		Early Childhood Program Administration.
Undergraduate Certificate in Early Childhood Education - Teaching Preparation			13.1210		Early Childhood Education and Teaching.
Grad Certificates					
Coding Bootcamp Graduate Certificate		11.0801	11.0801		Web Page, Digital/Multimedia and Information Resources Design
Graduate Certificate in Cybersecurity			11.1003	Yes	Computer and Information Systems Security
Graduate Certificate in Data Analytics			52.1301	Yes	Management Science
Graduate Certificate in Educational Technology			13.0501	Yes	Educational/Instructional Technology
Graduate Certificate in Business Administration		52.0201	52.0201	No	Business Administration and Management, General
Graduate Certificate in Organizational Leadership		52.0213	52.0213	No	Organizational Leadership
Graduate Certificate in Marketing		52.1401	52.1401	No	Marketing/Marketing Management, General

Graduate Certificate in Executive Management		[52.0299](#)	[52.0299](#)	No	Business Administration, Management and Operations, Other
Doctoral Certificates					
Doctoral Certificate in Business Administration			52.0201	No	Business Administration and Management, General
Doctoral Certificate in Strategic Leadership for the 21st Century			52.0213	No	Organizational Leadership
Doctoral Certificate in Business Intelligence & Data Analytics			[52.1301](#)	Yes	Management Science
Doctoral Certificate in Applied Computer Science			[11.0101](#)	Yes	Computer and Information Sciences
Doctoral Certificate in Information Technology Management			[11.1005](#)	Yes	Information Technology Project Management
REAL (English As an Additional Language (EAL/ESL)			[32.0109](#)	No	Second Language Learning

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.

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:	jflores@westcliff.edu
Dean – College of Technology and Engineering:	georgesayegh@westcliff.edu
Dean – College of Education:	julieciancio@westcliff.edu

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

6. 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.

7. 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.

8. 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.

9. 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.

10. 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: Student Services request name and student I.D. number of the student. This information is entered into the University Student Information System (SIS). The SIS system database displays information relevant to the student's

1. Full Name

2. Student I.D. number

3. Program

4. Social Security Number

5. Email Phone and other contact information

6. 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.

1. **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).

2. **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.

3. **Fabrication of Research** - is making up data or results and recording or reporting them.

4. **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.

5. **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.

14. Attempting or committing an act of discrimination, physical violence, sexual harassment, sexual assault, or stalking.

Violation of any part of the Student Code of Conduct may result in the immediate dismissal of a student. The 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 it's 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.

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 in accordance with the appeals process found in the Grievance Procedures.

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.

INSTITUTION POLICIES

Alcohol and Drugs Policies

This policy is applicable to the entire University community, including faculty, staff, students and visitors, and includes any events conducted off-campus that create a potentially hostile campus environment.

Drug Abuse Prevention

The University is committed to creating and maintaining a healthful environment for all members of the community at all locations. Student use of alcoholic beverages and smoking of any material is prohibited in all University facilities, including at any University-associated residential facilities, and 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.

Students are encouraged to seek help if they are abusing alcohol and/or illicit drugs. The University will provide appropriate resources and referrals for any students seeking substance abuse treatment.

Prohibition of Illicit Drug Use

The University must adhere 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.

Prohibited actions include:

1. Unlawful possession, use, or distribution of marijuana, narcotics, hallucinogens, barbiturates, amphetamines, prescription drugs, or any other illegal substance.

2. Student possession, use, or distribution of beer, wine, or intoxicating liquor.

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.

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.

Catalog of Record

Westcliff University publishes a catalog and regularly updates it. The Catalog of record for 2021-2022 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

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:

1. 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.

2. Obligation not to interfere with the freedom of members of the University to pursue normal academic and administrative activities.

3. 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.

4. Obligation not to interfere with the right to hear and study unpopular and controversial views on intellectual and public issues.

5. 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.

6. 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.

7. 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.

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.

1. The policy states that the following standards must be adhered to by all members of the campus community.

2. Dress that is neat, modest and casual is the minimum requirement at all times.

3. Hats, caps, do-rags, and other headgear must be removed when in classrooms, and offices.

4. Baggy pants or sloppy dress will not be permitted at any time.

5. 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.

Anti-Bribery and Anti-Corruption

Members of the Westcliff community must act with honesty and integrity in transacting University business in the United States and abroad. Westcliff University may be subject to numerous anti-bribery and anti-corruption laws and regulations when conducting international activity both inside and outside the US. Westcliff strictly prohibits all forms of bribery and corruption, 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. Corruption refers to the abuse of entrusted power for private gain (e.g. soliciting or receiving gifts or other gratuities to perform part of an official function, or omit to perform an official duty). It includes dishonest activity in which a manager, staff member or contractor of the University acts contrary to the interests of the University and abuses their position of trust in order to achieve some personal gain or advantage for him or herself or for another person or entity. 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

Westcliff University is committed to creating an inclusive environment with a high level of educational excellence that welcomes and promotes both equity and diversity. To this end, the University has a strict non-discrimination policy. Westcliff 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.

In essence, 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 statement of faith and 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

The University has zero tolerance for sexual harassment. Harassment by a faculty member, employee, student, or visitor, is prohibited. Federal and State harassment laws are enforced.

Harassment includes unwelcome sexual advances, unwelcome requests for sexual favors, and other unwelcome verbal or physical conduct of a sexual nature. 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**.

The student, faculty member, or employee experiencing sexual harassment is strongly encouraged to complain to the Dean or President in writing within 24 hours of the even. An impartial staff member shall be designated to investigate the matter and report findings to university administration within seven days, whereupon the University will issue its response and take appropriate action, which may include referral to enforcement authorities.

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:

1. **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.

2. **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.

3. **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.

4. **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.

5. **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

4. 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.

CAMPUS SAFETY POLICY

Crisis Management Plan

Westcliff University maintains the Crisis Management Plan (CMP) in order to ensure the safety and protection of all Westcliff University stakeholders. The Crisis Management Plan is developed to have protocols set in place in case of a natural disaster or unforeseeable emergency. The CMP is reviewed and updated manually by the Director of Strategic Initiatives. The CMP plan assigns roles and duties to specific staff members who have been trained to respond in emergency situations. Offices and classrooms are equipped with evaluation maps and emergency protocol infographics to provide instructions on what to do during an emergency.

Annual training is scheduled every Fall in order to prepare for California's Great American Shakeout.

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

(PC, Mac, and Linux)

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

PERMITTED USES

Westcliff University technology systems are to be used solely to deliver instruction to students and carry out associated administration and operational activities.

PROHIBITED USES

Willful damage – including hacking system passwords and committing attacks on university-controlled networks.

Copying – distributing or copying copyrighted material, plagiarism, using use illegal software within the university's system

Harassment – slander or libel of anyone, writing or forwarding inappropriate or unwelcomed messages to others, including the sending of bulk spam.

Processor and RAM Requirements

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

Julie Ciancio, 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. The Catalog and Student Handbook is a guide to policies, procedures, and general information about the institution to assist student understanding of all aspects of Westcliff University.

I,_____, hereby acknowledge that I have accessed the Catalog and Student Handbook provided by Westcliff University.

I,_____, understand that I should consult my Student Services Advisor or College Dean regarding any questions I may have that may not be answered, covered, or fully explained in the Catalog and Student Handbook.

I,_____, understand that the information and policies described herein are necessarily subject to change and I acknowledge that revisions to the Catalog and Student Handbook may occur. I understand 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 the Catalog and Student Handbook is neither a contract of admissions nor a legal document.

I,_____, acknowledge that it is my responsibility to Westcliff University to comply with the policies contained in the Catalog and Student Handbook and any revisions made therein.

I herein acknowledge my assent by signing below:

Student Signature: _____ Today's Date: _____