



WESTCLIFF
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Business
and
Education

Catalog and Student Handbook

2018 – 2019

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WELCOME

PRESIDENT'S MESSAGE

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

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

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

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

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

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

Warm regards,

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

President



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UNIVERSITY LOCATION, HISTORY, AND RECOGNITION

UNIVERSITY LOCATION

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

Irvine, California: University Tower

4199 Campus Drive, #650

Irvine, California 92612

Tel: 888-491-8686

This location is conveniently located between Interstate Highway 5 and the 73 Tollway. It is very close to the John Wayne Airport in Irvine, California

Cerritos, California: 18000 Studebaker Road, #300

Cerritos, California 90703

Tel: 562-865-7111

This location is conveniently located near: a) the 605 freeway interchange adjacent to the South Street exit; and b) the 91 freeway interchange adjacent to the Studebaker Road exit in the Los Angeles, California area. It is a short driving distance from both the Long Beach Airport and the Los Angeles Airport (LAX).

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 and the College of Education. 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.



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STATE OF CALIFORNIA 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.

Bureau for Private Postsecondary Education

2535 Capitol Oaks Drive, Suite 400
Sacramento, CA 95833

Phone: (916) 431-6959

Toll Free: (888) 370-7589

Main Fax: (916) 263-1897

Web site: www.bppe.ca.gov

ACCREDITATION

Westcliff University is accredited by the Distance Education Accrediting Commission (DEAC). The Distance Education Accrediting Commission (DEAC) is listed by the U.S. Department of Education as a nationally recognized accrediting agency.

As an accredited university, all of the degrees and certificates awarded by Westcliff University are accredited. So as to ensure the highest possible academic standards, these programs have been through an intensive and careful evaluation process by a national outside examining committee, and by competent subject matter specialists. Accreditation is an assurance to the student that the school has qualified professors, offers approved programs of study, has adequate equipment and technology, operates on a sound financial basis, and utilizes approved recruitment and admission policies.

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

DEAC, 1101 17th Street NW, Suite 808, Washington, D.C. 20036

Telephone: 202.234.5100, website: <http://www.deac.org/>



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VISION, MISSION, CORE VALUES, CORE COMPETENCIES AND INSTITUTIONAL LEARNING OUTCOMES

WESTCLIFF UNIVERSITY VISION

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

WESTCLIFF UNIVERSITY MISSION

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

WESTCLIFF UNIVERSITY CORE VALUES

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

WESTCLIFF UNIVERISTY CORE COMPETENCIES

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

1. Written Communication
2. Oral Communication
3. Interpersonal Skills



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4. Critical Thinking
5. Ethics
6. Information Literacy
7. 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.

WESTCLIFF UNIVERSITY INSTITUTIONAL LEARNING OUTCOMES

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

INSTITUTIONAL LEARNING OUTCOMES (ILO) – GENERAL EDUCATION LEVEL

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

INSTITUTIONAL LEARNING OUTCOMES (ILO) – 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)

INSTITUTIONAL LEARNING OUTCOMES (ILO) – 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)

INSTITUTIONAL LEARNING OUTCOMES (ILO) – 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)



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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)



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ADMINISTRATIVE LEADERSHIP

ANTHONY LEE, Ed.D., M.B.A. – Chief Executive Officer

President of Westcliff University

alee@westcliff.edu

Dr. Anthony Lee is the Chief Executive Officer and President of Westcliff University in Irvine, California. He has experience working in and leading many key areas in higher education including admissions, marketing, finance, operations, compliance, accreditation, and student services. Dr. Lee has served in many leadership positions across numerous universities, colleges, and schools in the US and internationally. He has lead several schools through initial accreditation at the university and K-12 levels. With expertise in innovative online and hybrid programs, Dr. Lee has launched new campuses and created new programs that are delivered through distance education, combining technology with campus-based classes.

Dr. Lee earned his Doctor of Education in Educational Leadership from the University of Southern California Rossier School of Education with a concentration in Higher Education Administration. He earned his Master of Business Administration from the University of California, Los Angeles Anderson School of Management, where he focused on strategy and marketing. He earned his Bachelor of Arts from University of California, Irvine, where he majored in economics and minored in management.

DAVID C. MCKINNEY, Ph.D. – Chief Academic Officer

Provost

davidmckinney@westcliff.edu

Dr. McKinney received his Doctorate in City and Regional Planning in 1976 and his Master of Science in Planning in 1968, as well as his Bachelor of Architecture in 1967 from the Illinois Institute of Technology.

With more than 30 years of teaching experience, he has previously taught at such schools as: National University, Western International University, College for Financial Planning, the GIA School of Business, Santa Fe Community College, Arizona State University and Butler University. He has conducted seminars and management training programs throughout the world in such locations as: London, Hong Kong, Dubai, Tokyo, Mumbai, and Johannesburg.

Dr. McKinney has accumulated more than 35 years of practical business experience in both the public and private sectors. He was the managing CEO of 26 businesses simultaneously which he had started. He has had international assignments in Italy, the UK, Singapore, Saudi Arabia, Poland, Indonesia, Mexico, Iran, China and India.



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His expertise in business management, economics, entrepreneurship, leadership, marketing and finance is globally respected and has been utilized by several U.S. state legislatures, the Hudson Institute think tank and hundreds of various corporate clients.

GEORGE SAYEGH, D.B.A. – Dean of College of Business

gsayegh@westcliff.edu

Dr. Sayegh holds a Doctor of Business Administration & Information Systems degree, a Master of Science in Organizational Leadership & Business Management degree, a Bachelor of Science in Engineering degree, an Associate of Science in Engineering degree, and an Associate of Science in Electronics Technology & Computers degree.

Prof. Sayegh has conducted postgraduate research in speech recognition for improving medical productivity among physicians, and has co-authored 2 published papers in the areas of Information Systems & Applications in the Medical Field, and Mobile Work and Wireless Companies.

In addition to owning and operating a Computer Retail & Consulting company, Prof. Sayegh has been employed and/or contracted by such organizations as NASA at JPL, Wangtek Drive Systems, Ferranti Aerospace Missile Systems, Hewlett Packard, Computer City, Micropolis Drive Systems, Mercy College, National University, Hope International University, UEI College, Irvine University, Westcliff University, Hancock College, and Argosy University.

Prof. Sayegh has served as an adjunct faculty member, Associate Professor, Professor, Professor of Practice, Program Chair, Associate Dean, and Dean. Prof. Sayegh has taught classes in Computer Science and Information Systems (including capstone), Management Information Systems, Technology & Business, Mathematics, Business, Critical Thinking & Planning, Management & Leadership, and capstone courses in business and information technology. Prof. Sayegh has also developed business and information systems curriculum at both the undergraduate and graduate level. Prof. Sayegh has also developed curriculum in Business and Information Systems at the graduate and doctoral levels.

JULIE CIANCIO, Ph.D. – Dean of College of Education

julieciancio@westcliff.edu

Dr. Julie Ciancio is the Dean for the College of Education at Westcliff University in Irvine, California, where she oversees the TESOL Master's program and TESOL Certificate program, among others. Previously, she was the TESOL program administrator at California State University, San Bernardino, where she managed the TESOL master's program, several TESOL certificate programs, and Intensive TESOL Teacher Training programs. She is adjunct faculty for the CSUSB College of Education, where she has taught and developed many courses. She has published numerous articles, conducted professional development workshops, and teacher training workshops on TESOL around the world. She is an English Language Specialist for the US State



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Department, Bureau of Educational Affairs. She was a Senior English Language Fellow also for the US State Department, Bureau of Educational Affairs in Gujarat, India for two years, stationed at Ahmedabad Management Association, where she taught in the MBA program and led many workshops and lectures. During her time in India, she conducted teacher training workshops and led seminars in Tamil Nadu, Maharashtra, Gujarat, and Delhi. She was an EFL teacher, teacher trainer, university professor, and director of the language department at IESB University in Brasilia, Brazil while she lived in Brazil for 13 years.

She has a Master's in Applied Linguistics and a Ph.D. in Social Psychology from the University of Brasilia (UnB), Brazil, where she conducted research on the influence of acculturation on second language acquisition. She also holds an MBA in International Business from California State University.

SEAN MURRAY, B.S. – Chief Financial Officer

seanmurray@westcliff.edu

Sean Murray is the Chief Financial Officer for Westcliff University. He has over 20 years of experience in finance and accounting. Prior to joining Westcliff, Sean worked for Fortune 500 Companies including Price Waterhouse and Boeing in various areas including Audit, Asset Management, Quantitative Analysis, Strategy and Project Management. In addition, he has assisted smaller businesses plan and manage for growth. Sean holds a Bachelor of Science in Accounting from Loyola Marymount University.

REBECA ZARATE-CERVANTES – Registrar

rebecacervantes@westcliff.edu

Rebeca Zarate-Cervantes has extensive management experience, having served as a Division Director and Compliance Officer at The Center for Employment Training (CET), a nationally recognized non-profit employment training agency, for over 25 years. She is also a former member of the Workforce Investment Boards (WIB) of Ventura County, Orange County, Santa Ana, and Anaheim.

Ms. Cervantes attended East Los Angeles College and obtained a Certificate in Nonprofit Management, from California State University, Los Angeles in 2002. In addition, she completed the Latino Leadership Program from the Center for Nonprofit Management at Cal State LA, also in 2002.

APRIL VUONG, M.A. TESOL, Ed.D. - Director of International Affairs

aprilvuong@westcliff.edu

April Vuong received her Ed.D in Educational Leadership with a concentration in Higher Education Administration in 2016. Dr. Vuong also received her Master of Arts in TESOL from Westcliff University in 2013 and her Masters of Arts in International Studies from Concordia University in 2008.



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She lived in Shanghai, China for 2 years teaching English as a foreign language and continues to travel abroad for leisure and business. Through her overseas experience, she found her passion working with international students to help them embark on a unique journey of cultural exchange. As the Director of International Affairs for Westcliff University, she works directly with faculty and students both domestically and internationally. She is currently developing study abroad programs for domestic and international students for Westcliff University.

VICTOR NGUYEN, M. Eng. – Director of Technology

vnguyen@westcliff.edu

Victor Nguyen received both his Bachelor and Master degrees in Civil Engineering from the University of Science and Technology, Ho Chi Minh city, Vietnam. He has extensive experience as a technical adviser and consultant for various companies, charged with multiple projects in designing structural roads and infrastructure. He has taught courses in Civil Engineering at universities while in Vietnam.

In addition to his passion for civil engineering, Victor Nguyen also enjoys fields in Information Technology and Computer Science. His role as the Director and Coordinator of Technology at Westcliff University enables him to work on various projects simultaneously as he oversees all the technical aspects at the University. He supports other departments, and manages all aspects of educational online platforms utilized to deliver curriculum. His technological acumen spans a variety of resources including, hardware, software, E-Learning, Moodle, teleconferencing applications, and library resources. He is ultimately responsible for the seamless integration of all these technologies and to ensure that they operate smoothly and efficiently in an effort to meet the needs of students, faculty, and staff alike.



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LEARNING PLATFORMS

The courses offered by Westcliff University for the College of Business and College of Education are taught either 100% online, or via a Hybrid Campus platform. The online courses, the online portion of the Hybrid Campus courses, and related tutorials are accessible via the University's Global Academic Portal: <https://gap.westcliff.edu/> The portal is accessible to students using a username and a password, which is distributed during New Student Orientation. Instructions for students to use the Westcliff University Global Academic Portal are available via <https://gap.westcliff.edu/>.

Online Platform Details

Students enrolled in the online version 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 takes place. Students participate in online courses by completing weekly discussion boards and posting assignments. Students in online courses also have the option to meet with their professor and fellow classmates live in a Virtual Class Session once per week. In some programs, students may participate completely asynchronously by viewing recordings of the Virtual Class Sessions.

Hybrid Campus Platform Details

Students enrolled in the Hybrid Campus version of Westcliff University programs will participate in their courses both online and on campus. Typically, the Hybrid Campus program requires attendance in the classroom once per week per course. Some courses may offer a Discussion Section on campus to provide additional support to students. Students connect to the online portion of their course via the Global Academic Portal where students participate in online discussions and submit course assignments.

Learning Platform Options:

A domestic student may select either learning platform for the entire program or may alternate platforms for any of the courses as the student progresses through the program. Students attending Westcliff University on an F1 Student Visa must enroll in the Hybrid Campus program and attend required Discussion Sections on campus.



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COLLEGE OF BUSINESS

COLLEGE OF BUSINESS 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.

BACHELOR OF BUSINESS ADMINISTRATION (BBA)

BBA PROGRAM MISSION STATEMENT

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

BBA PROGRAM DESCRIPTION

The Bachelor of Business Administration (BBA) 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).

BBA 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

BBA PROGRAM GRADUATION REQUIREMENTS

The BBA program consists of a program requirement of 120 credit hours, including 60 credits of Core Business Courses and 60 credits of General Education Courses.

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

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

BACHELOR OF BUSINESS ADMINISTRATION PROGRAM CORE COURSES

BUS 300 Foundations of Business	3 credit hours	BUS 334 Essentials of Corporate Finance	3 credit hours
BUS 305 Principles of Accounting	3 credit hours	BUS 340 Introduction to Information Systems	3 credit hours
BUS 310 Concepts of Microeconomics	3 credit hours	BUS 345 Fundamentals of Decision Making	3 credit hours
BUS 311 Concepts of Macroeconomics	3 credit hours	BUS 349 Foundations in Operations Management	3 credit hours



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BUS 315 Introduction to business Writing	3 credit hours	BUS 350 Introduction to Sales Management	3 credit hours
BUS 317 Introduction to Business Law	3 credit hours	BUS 355 Essentials of Entrepreneurship	3 credit hours
BUS 320 Foundations of Statistics	3 credit hours	BUS 367 The Necessities of International Marketing & Culture	3 credit hours
BUS 323 Introduction to Organizational Behavior	3 credit hours	BUS 385 Principles of Advertising	3 credit hours
BUS 325 Introduction to Leadership	3 credit hours	BUS 387 Introduction to Business Research	3 credit hours
BUS 330 Principles of Marketing	3 credit hours	BUS 390 Development of Business Strategy	3 credit hours

Total BBA Business Core Courses

60 credit hours



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BACHELOR OF BUSINESS ADMINISTRATION - ELECTIVES COURSES

BUS 370	E-Commerce
BUS 372	Applied Marketing Analytics
BUS 374	Applied Search Marketing
BUS 376	Customer Relationship Management
BUS 378	Digital Marketing Strategy
BUS 380	Integrated Marketing Communication
BUS 382	Social Media Strategy
BUS 110	Academic English
BUS 335	Principles of Managerial Accounting
BUS 336	Working Capital Management
BUS 347	Project Management
BUS 353	Public Relations
BUS 354	Principles of Branding
BUS 356	Mass Communications and Media
BUS 357	Retail Management
BUS 358	Fundamentals of Human Resource Management.
BUS 359	Business Ethics
BUS 361	Compensation and Reward Management
BUS 362	Performance Management
BUS 363	Management of labor relations
BUS 337	Financial Institutions and Marketing
BUS 338	Corporate Financial Decisions
BUS 352	Consumer Behavior
BUS 360	Investment Decisions
BUS 339	Financial Derivatives



General Education

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

GENERAL EDUCATION COURSE REQUIREMENTS (60 CREDIT HOURS)

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

General Education Breadth Requirements (30 credit hours):

- English- 2 courses (6 credit hours) required
- Math- 1 course (3 credit hours) required
- Arts and Humanities - 2 courses (6 credit hours) required
- Social and Behavioral Sciences- 3 courses (9 credit hours) required
- Natural Sciences - 1 course (3 credit hours) required
- Communications- 1 course (3 credit hours) required

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

GENERAL EDUCATION COURSES OFFERED BY CATEGORY

English

ENG 120 English Composition	3 credit hours
LIT 150 English Literature	3 credit hours

Math

MAT 135 College Algebra	3 credit hours
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Arts and Humanities

ART 100 Art History	3 credit hours
HUM 165 Human Geography	3 credit hours
HUM 170 Human Civilizations	3 credit hours
HUM 180: World Religions	3 credit hours



Social and Behavioral Sciences

HIS 140 U.S. History	3 credit hours
POL 205 International Relations	3 credit hours
POL 210 American Government	3 credit hours
POL 220 World Politics	3 credit hours
PSY 235 Introduction to Psychology	3 credit hours
PSY 240 Human Development	3 credit hours
SOC 245 Introduction to Sociology	3 credit hours

Natural Sciences

BIO 260 General Biology	3 credit hours
SCI 275 Introduction to Ecology	3 credit hours
SCI 280 Environmental Science	3 credit hours
GEO 290 Physical Geography	3 credit hours

Communications

COM 115 Introduction to Communication	3 credit hours
PHL 190 Critical Thinking and Problem Solving	3 credit hours



UNDERGRADUATE CERTIFICATE IN BUSINESS ADMINISTRATION

PROGRAM DESCRIPTION

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

PROGRAM LEARNING OUTCOMES

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.

COURSE REQUIREMENTS (9 CREDIT HOURS)

BUS 300 Foundations of Business	3 credit hours
BUS 315 Introduction to Business Writing	3 credit hours
BUS 317 Introduction to Business Law	3 credit hours



UNDERGRADUATE CERTIFICATE IN LEADERSHIP

PROGRAM DESCRIPTION

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

PROGRAM LEARNING OUTCOMES

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.

COURSE REQUIREMENTS (9 CREDIT HOURS)

BUS 323 Introduction to Organizational Behavior	3 credit hours
BUS 325 Introduction to Leadership	3 credit hours
BUS 345 Fundamentals of Decision Making	3 credit hours



MASTER OF BUSINESS ADMINISTRATION (MBA)

MBA PROGRAM MISSION STATEMENT

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

MBA PROGRAM DESCRIPTION

The Master of Business Administration (MBA) 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).

MBA 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 MBA 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.



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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.

MBA PROGRAM GRADUATION REQUIREMENTS

Student must complete thirty-six (36) prescribed credit hours with a cumulative G.P.A. of 3.0 or higher, including 27 MBA Core Course Credits and 9 Concentration Credits. Students may complete all 36 credits at Westcliff University. Alternatively, students may apply to be granted course waivers for up to 6 credit hours of the required MBA 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.

MASTER OF BUSINESS ADMINISTRATION PROGRAM

CORE COURSE REQUIREMENTS (27 CREDIT HOURS)

BUS 500 Organizational Leadership	3 credit hours
BUS 505 Managerial Economics	3 credit hours
BUS 510 Marketing Management	3 credit hours
BUS 525 Strategic Management in a Globalized Economy	3 credit hours
BUS 530 Managing Information Systems & Technology	3 credit hours
BUS 535 Managerial Accounting	3 credit hours
BUS 540 Organizational Behavior	3 credit hours
BUS 550 Financial Management	3 credit hours
BUS 557 Applied Methods Capstone*	3 credit hours



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*The Applied Methods course BUS 557 is a comprehensive project that integrates prior course materials. Therefore, students should schedule BUS 557 as the last course in the program, after completing their area of concentration.



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MBA ELECTIVES COURSES

BUS 643	Strategic Brand Management
BUS 623	Financial Institutions, Markets, and the Economy
BUS 624	Investment Analysis
BUS 645	Applied Business Ethics
BUS 615	Social Entrepreneurship and Innovation
BUS 617	Communication for Project Management
BUS 619	Project Management
BUS 627	Managing Non-Profit Organization
BUS 628	Grants Management
BUS 635	Leading Project Teams
BUS 638	Logistics Management for Humanitarian and Development
BUS 644	Performance Management in Public and Nonprofit Organization
BUS 654	Public Policy Analyses and Compliance
BUS 668	Knowledge Management
BUS 685	Applied Research for Project Management



MBA AREAS OF CONCENTRATION

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

If a student elects to not do a concentration he or she will need to choose three (3) courses (A total of nine (9) credit hours) from the concentration electives below in order to meet the MBA Program graduation requirements.

CONCENTRATION IN GENERAL MANAGEMENT

By focusing on fundamental business principles and general management competencies such as managerial communication and decision making skills, Westcliff's MBA in General Management can introduce students to new strategies for success in business. To complete an MBA in General Management, students must complete 9 credits from any of the concentration courses including, but not limited to those listed below.

BUS 600 Managerial Communication	3 credit hours
BUS 601 Operations Management	3 credit hours
BUS 602 Business Law	3 credit hours
BUS 603 Sales Management	3 credit hours
BUS 604 Data Analysis & Business Intelligence	3 credit hours

CONCENTRATION IN MARKETING

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

BUS 610 Consumer Behavior	3 credit hours
BUS 611 Electronic Commerce Marketing Management	3 credit hours
BUS 612 Market Research	3 credit hours
BUS 652 Entrepreneurial Marketing	3 credit hours



BUS 605 Business Research Methodology

3 credit hours

CONCENTRATION IN FINANCIAL MANAGEMENT

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

BUS 620 International Finance	3 credit hours
BUS 621 Entrepreneurial Finance	3 credit hours
BUS 622 Financial Statement Analysis	3 credit hours

CONCENTRATION IN INTERNATIONAL BUSINESS

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

BUS 630 International Business	3 credit hours
BUS 631 Managing Global Diversity	3 credit hours
BUS 632 Managing International Human Resources	3 credit hours



CONCENTRATION IN ORGANIZATIONAL MANAGEMENT

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

BUS 640 Managerial Decision Making	3 credit hours
BUS 641 Leading Strategic Change within Organization	3 credit hours
BUS 642 Managing Workplace and Conflict Resolution	3 credit hours
BUS 607 Human Resource Management	3 credit hours

CONCENTRATION IN ENTREPRENEURSHIP

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

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

BUS 621 Entrepreneurial Finance	3 credit hours
BUS 651 Entrepreneurship and New Ventures	3 credit hours
BUS 652 Entrepreneurial Marketing	3 credit hours
BUS 672 eBusiness Entrepreneurship	3 credit hours

CONCENTRATION IN HEALTH CARE MANAGEMENT/ADMINISTRATION

Today's healthcare administrators are integral to the successful management of medical organizations, including hospitals, nursing homes, hospice facilities, insurance companies, provider networks and



government policy organizations. They are expected to examine business from multiple perspectives, drawn from a cross-section of multidisciplinary expertise. An MBA in Health Care Management graduate program focuses on the application of essential business disciplines to managerial issues in health care.

BUS 660 Health Care Systems	3 credit hours
BUS 661 International Health Policy and Management	3 credit hours
BUS 662 Health Care Strategic Management	3 credit hours

CONCENTRATION IN E-BUSINESS MANAGEMENT

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

BUS 670 e-Business Technologies	3 credit hours
BUS 611 Electronic Commerce Marketing Management	3 credit hours
BUS 672 e-Business Entrepreneurship	3 credit hours

CONCENTRATION IN SUPPLY CHAIN MANAGEMENT

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

BUS 680 Introduction to Supply Chain Management	3 credit hours
BUS 681 Purchasing and Inventory Management	3 credit hours
BUS 682 Transportation and Logistics Management	3 credit hours



CONCENTRATION IN HEALTH INFORMATICS & ANALYSIS (HIA)

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

BUS/HIA 662 Healthcare Strategic Management	3 credit hours
BUS/HIA 690 Informatics for Managers	3 credit hours
BUS/HIA 663 Health Informatics	3 credit hours
BUS/HIA 557 Applied Methods-Health Informatics & Analysis (Capstone)	3 credit hours

CONCENTRATION: BUSINESS STATISTICS AND DATA ANALYTICS (BST)

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

BUS/BST 604 Data Analysis & Business Intelligence	3 credit hours
BUS/BST 605 Business Research Methodology	3 credit hours
BUS/BST 606 Descriptive Statistical Inference for Business	3 credit hours
BUS/BST 557 Applied Methods-Business Statistics and Data Analytics (Capstone)	3 credit hours

CONCENTRATION: DIGITAL COMMUNICATIONS AND MULTIMEDIA (DCM)

This exciting concentration enables students to incorporate digital communications and multimedia into the field of business by developing the skills necessary to effectively create, design, develop, and manage a



multitude of digital media. Critical thinking, project management, and systems development life cycle business methodology is applied to the selection and design of digital, media, and multimedia projects in a creative and innovative way that adds value to the business firm by increasing and sustaining competitive advantage.

BUS/DCM 670 E-Business Technologies	3 credit hours
BUS/DCM 611 Electronic Commerce Marketing Management	3 credit hours
BUS/DCM 613 Business Digital Media/Multimedia	3 credit hours
BUS/DCM 557 Applied Methods-Digital Communications and Multimedia (Capstone)	3 credit hours

CONCENTRATION: INFORMATION TECHNOLOGY (ITY)

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

BUS/ITY 604 Data Analysis & Business Intelligence	3 credit hours
BUS/ITY 670 E-business Technologies	3 credit hours
BUS/ITY 690 Informatics for Managers	3 credit hours
BUS/ITY 557 Applied Methods-Information Technology (Capstone)	3 credit hours

CONCENTRATION: INFORMATION TECHNOLOGY PROJECT MANAGEMENT (ITM)

The concentration in Information Technology Project Management provides students the opportunity to learn aspects of managing an IT project through fruition. The curriculum consists of four (4) graduate-level courses; BUS 604 Data Analysis & Business Intelligence, BUS 765 Management of Technological Innovation, BUS/ITM 691 Capstone A, and BUS/ITM 692 Capstone B. The focus of this concentration is to provide



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students the opportunity to develop proficiency in skills of IT Project Management, so that they may practically apply them in their professional careers. Content covered includes comprehensive principles in the management of technological innovation, fundamentals of data analytics and presentation, business intelligence (BI), project management components such as organizing, initiating, planning, executing, monitoring and controlling, and closing IT projects. The concentration culminates in a sponsored managed IT project capstone that solves an organizational problem or contributes to the organizations bottom-line, facilitated and supervised by the collaboration of the sponsor, students, and faculty.

BUS/ITM 604 Data Analysis & Business Intelligence	3 credit hours
BUS/ITM 765 Management of Technological Innovation	3 credit hours
BUS/ITM 691 Information Technology Project Management I (Capstone A)	3 credit hours
BUS/ITM 692 Information Technology Project Management II (Capstone B)	3 credit hours



GRADUATE CERTIFICATE IN MARKETING

PROGRAM DESCRIPTION

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

PROGRAM LEARNING OUTCOMES

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.

COURSE REQUIREMENTS (9 CREDIT HOURS)

BUS 510 Marketing Management	3 credit hours
BUS 612 Market Research	3 credit hours
BUS 652 Entrepreneurial Marketing	3 credit hours



GRADUATE CERTIFICATE IN ORGANIZATIONAL LEADERSHIP

PROGRAM DESCRIPTION

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

PROGRAM LEARNING OUTCOMES

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.

COURSE REQUIREMENTS (9 CREDIT HOURS)

BUS 500 Organizational Leadership	3 credit hours
BUS 540 Organizational Behavior	3 credit hours
BUS 641 Leading Strategic Change with Organization	3 credit hours



GRADUATE CERTIFICATE IN EXECUTIVE MANAGEMENT

PROGRAM DESCRIPTION

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

PROGRAM LEARNING OUTCOMES

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.

COURSE REQUIREMENTS (12 CREDIT HOURS REQUIRED)

BUS 525 Strategic Management in a Globalized Economy	3 credit hours
BUS 604 Data Analysis and Business Intelligence	3 credit hours
BUS 612 Market Research	3 credit hours
BUS 641 Leading Strategic Change within Organization	3 credit hours



GRADUATE CERTIFICATE IN BUSINESS ADMINISTRATION

PROGRAM DESCRIPTION

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

PROGRAM LEARNING OUTCOMES

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.

COURSE REQUIREMENTS (APPLICABLE FOR CREDIT TOWARD MBA)

BUS 500 Organizational Leadership	3 credit hours
BUS 510 Marketing Management	3 credit hours
BUS 540 Organizational Behavior	3 credit hours



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DOCTOR OF BUSINESS ADMINISTRATION (DBA)

DBA PROGRAM MISSION STATEMENT

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

DBA PROGRAM DESCRIPTION

The Doctor of Business Administration (DBA) 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 WU DBA 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 in a hybrid or online format. The performance outcomes which are required for the completion of the program include: class participation, response to discussion questions, writing research papers, group assignments, case study analyses, quizzes, mid-term and final examinations (Comprehensive Learning Assessments), and a Doctoral Final Project/ Dissertation.

DBA PROGRAM LEARNING OUTCOMES

Westcliff University wants to produce capable and knowledgeable students who manifest an understanding of work and careers and an ability to adapt quickly to the expectations of employers and the work environment. The doctorate degree in business administration requires both academic and personal growth of its students, contributing to their success as classroom teachers. The program learning outcomes are to:

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

DBA PROGRAM GRADUATION REQUIREMENTS

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

Students must also pass both the Doctoral Qualifying Exam, Doctoral Comprehensive Exam, and Doctoral Project or Dissertation Review.

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

DOCTOR OF BUSINESS ADMINISTRATION PROGRAM

Core course Requirements (60 credit hours)

1st Year = 18 credit hours

BUS 710 Finance for Managers	3 credit hours
BUS 715 Global Economics	3 credit hours
BUS 720 Marketing Strategy & Consumer Behavior	3 credit hours
BUS 725 Business Intelligence & Information Systems	3 credit hours
BUS 730 Management Strategy for Performance	3 credit hours
BUS 735 Leading Change	3 credit hours
Doctoral Qualifying Exam	0 credit hours



2nd Year = 18 credit hours

BUS 740 Global Business Initiatives	3 credit hours
BUS 745 Corporate Social Responsibility	3 credit hours
BUS 750 Statistics for Business	3 credit hours
BUS 755 Strategic Planning & Implementation	3 credit hours
BUS 760 Creative Solutions Leadership	3 credit hours
BUS 765 Management of Technological Innovation	3 credit hours

3rd Year = 9 credit hours

BUS 770 Quantitative & Qualitative Analysis	3 credit hours
BUS 775 Transformation & Execution Strategies	3 credit hours
BUS 780 Organizational Development	3 credit hours
Doctoral Comprehensive Exam	1 credit hours

Final Project & Dissertation (14 credit hours)

BUS 785 Final Project & Dissertation Block 1	4 credit hours
BUS 790 Final Project & Dissertation Block 2	5 credit hours
BUS 795 Final Project & Dissertation Block 3	5 credit hours
Doctoral Project/ Dissertation Presentation	0 credit hours



GENERAL EDUCATION COURSES

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

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

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

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

HIS 140 U.S. History (3 credit hours). This course examines the major political, economic, social, and cultural developments in the United States from its colonial origins to the present day. Topics include colonial development, revolution, U.S. Constitution, economy, Industrial Revolution, Great Depression, Progressive Era, major 1wars, and political, cultural, international, and social changes throughout United States history.

LIT 150 English Literature (3 credit hours). This course is an introduction to literature which offers students the opportunity to read, discuss, and analyze a wide variety of poetry, fiction, and drama. Students will work on developing their writing and oral communication skills as they learn about literary genres. Through exposure to a wide range of human expression, students will learn to compare and contrast the attitudes and values of specific historical periods and diverse cultures.

HUM 165 Human Geography (3 credit hours). This course focuses on how the world's population impacts the globe. It investigates the diverse patterns of human settlement, development, and movement on earth, which evolved as a result of cultural and environmental factors. Emphasis is placed on understanding global population and migration patterns, language, religion, ethnicity, political and economic systems, development issues, agriculture and urbanization.



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

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

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

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

POL 210 American Government (3 credit hours). This course provides an introduction to American politics. It centers on the fundamental role played by the institutions of American government including Congress, Presidency, Federal Judiciary, and Bureaucracy in understanding political dynamics in the United States. The course also examines the mediating role of organizations such as interest groups, the news media, and political parties. Common themes at both the national and state levels will be explored.

POL 220 World Politics (3 credit hours). This course focuses on the key political, social, economic, and cultural changes that occurred in world history from 1500 to the present, with attention to cultural comparisons over time, and to the impacts of global interdependence upon economies, cultures and geopolitics. Topics include the rise of land and sea empires, epidemic diseases through history, revolutionary ideologies and new labor and social relations, the cultures of colonialism and neo-colonialism, the technologies of world wars, and the rise of global production and consumer markets.

PSY 235 Introduction to Psychology (3 credit hours). This course is an introduction to human psychology and behavior. The course covers the historical, physiological, and social influences on behavior, and includes topics such as the biology of behavior; sensation and perception; consciousness; learning and memory; cognition; motivation and emotion; personality and social behavior; stress and adjustment; persuasion; problem solving; and decision-making.



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

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

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

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

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

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



BUSINESS COURSE DESCRIPTIONS

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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



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

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

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

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

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

BUS 525 Strategic Management in a Globalized Economy (3 credit hours). This course will focus on strategic development and integration of knowledge in functional areas of management. Students will be asked to examine the strategic role of information systems, marketing and management within modern business organizations, organizing, managing, and controlling information systems, and marketing and management in order to develop an understanding for strategic frameworks.

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

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



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

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

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

BUS/HIA 557 Applied Methods-Health Informatics & Analysis (Capstone) (3 credit hours). This course is intended to be a challenging and exciting capstone course for the graduate business school curriculum. Also, it provides a foundation for performing empirical research in business and health informatics areas. The capstone course will be structured around a framework of measurement principles covered in the executive M.B.A program. In addition, students will explore innovations in the design, development, analysis, and implementation of IT-based health systems. The students will be required to use different methods and principles learned in this program as a foundation for their final project of the program.

BUS/BST 557 Applied Methods-Business Statistics and Data Analytics (Capstone) (3 credit hours). This course is intended to be a challenging and exciting capstone course for the graduate business school curriculum. Also, it provides a foundation for performing empirical research in business, statistics and analytics areas. The capstone course will be structured around a framework of measurement principles covered in the executive M.B.A program. Students will explore opportunities to utilize statistics and analytics to aid in the sustainability of the firm through statistical analysis and the analytical interpretation of data. The students will be required to use different methods and principles learned in this program as a foundation for their final project of the program.

BUS/DCM 557 Applied Methods-Digital Communications and Multimedia (Capstone) (3 credit hours). This course is intended to be a challenging and exciting capstone course for the graduate business school curriculum. Also, it provides a foundation for performing empirical research in business and within the



digital and multimedia areas. The capstone course will be structured around a framework of measurement principles covered in the executive M.B.A program. Students will learn how to effectively employ digital and multimedia content to enhance the website experience and creating new digital content for all mediums. The students will be required to use different methods and principles learned in this program as a foundation for their final project of the program.

BUS/ITY 557 Applied Methods-Information Technology (Capstone) (3 credit hours). This course is intended to be a challenging and exciting capstone course for the graduate business school curriculum. Also, it provides a foundation for performing empirical research in business and information technology areas. The capstone course will be structured around a framework of measurement principles covered in the executive M.B.A program. Students will have an opportunity to learn how Information Technology is used to sustain an organization through information collaboration, knowledge creation and management, and the application of business intelligence tools. The students will be required to use different methods and principles learned in this program as a foundation for their final project of the program.

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

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

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

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

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

BUS/ITY 604 Data Analysis & Business Intelligence (3 credit hours). This course is designed to achieve an understanding of fundamental notions pertaining to data presentation and analysis and the use of statistical thinking in the context of business problems as they relate to customers, competitors, internal operations, external variables, and strategic business decision making. A survey of modern methods of data exploration



(designed to reveal unusual or problematic aspects of databases and data structure), the uses and abuses of the basic techniques of inference, and the use of regression as a tool for management and financial analysis will be investigated.

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

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

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

BUS 610 Consumer Behavior (3 credit hours). Students in this course examine basic concepts and research results from marketing and the social sciences to better understand customers and their needs. Coursework addresses the decision process of buyers, factors affecting purchasing decisions and customer satisfaction. Implications for marketing strategies (e.g., market segmentation, product design and promotion) are discussed. In addition, basic concepts of buyer behavior - including pre- and post-purchase attitudes and behavior patterns, as well as information processing relating to the functional areas of marketing - are included. Managerial applications to marketing are also emphasized.

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



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

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

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

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

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

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

BUS 631 Managing Global Diversity (3 credit hours). This course examines benefits and challenges of managing diversity in the workplace, as well as methods for using diversity to create a competitive advantage. Students analyze ways in which to develop a supportive, nondiscriminatory and productive work environment. Additionally, coursework focuses on specific workplace issues related to differences in gender, race, cultural ethnicity, age, sexual orientation, physical/mental ability, social class, and religion.



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

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

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

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

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

BUS 652 Entrepreneurial Marketing (3 credit hours). This course covers the critical role of marketing in the success of a new venture. Coursework addresses opportunity screening, assessment and selection; market research, analysis, valuation and sizing; the value proposition and distinctive competence; segmentation,



targeting and positioning; pricing; channels; sales management; communications; hiring; raising capital; and creating marketing plans to address various audiences.

BUS 660 Health Care Systems (3 credit hours). This course introduces the structure and function of the medical care delivery system. Includes basic concepts and measures of health, disease, quality, values, needs and utilization; issues in health care manpower, institutions and system organization; general issues in policy, reimbursement and regulation; broad community, and organizational considerations in medical care organizations. The student is introduced to the principles of epidemiology and environmental health and demonstrates the application of epidemiology concepts to planning for the healthcare service needs of a population.

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

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

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

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

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

BUS 680 Intro to Supply Chain Management (3 credit hours). This course is an Introduction to Supply Chain Management. This course reviews basic Supply Chain Management as well as integrated supply chain



relationships. The course examines how to build competitive strength through the processes that provide products to customers. This includes reviewing how to enhance productivity and performance with the strategic combination of systems, people and technology.

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

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

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

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

BUS/ITM 692 Information Technology Project Management II (Capstone B) (3 credit hours). The capstone course in Information Technology Project Management is presented in two (2) parts. The capstone course is designed in conjunction with a sponsor (client) that the student(s) work with in the implementation and



management of an IT project. This is the second part of the capstone for ITPM. Student(s) will continue from milestones established in BUS 691 (first part). In this phase of the capstone, students prepare to complete the project by establishing Milestones in executing, monitoring and controlling, and closing the project as deliverables. The capstone culminates with a completed APA formatted paper outlining the completed milestones and the results of the finalized IT project. A PowerPoint presentation of these findings must be presented by the student(s) as the final milestone for the course. The instructor serves as a conduit for information and guidance pertaining to data acquisition from the client, and on how to complete milestones.

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

BUS 715 Global Economics (3 credit hours) This course provides an in-depth analysis of decision making in an economic global setting. It examines the fundamental questions of economics as they relate to the globalized economy, but directed to the United States. Topics covered include basic economic principles, domestic and foreign economic systems and how they work, failures of markets throughout the world, and how they relate to international trade and the dynamics of the global monetary system.

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

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

BUS 730 Management Strategy for Performance (3 credit hours) People are the most import and valuable resource within an organization, and as such must be incorporated in any functional business strategy. This course examines strategic principles related to achieving maximum performance from managing people; creating and fostering environments for creativity, efficiency, and innovation are explored.

BUS 735 Leading Change (3 credit hours) 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 economy. Management of Change within an organization is essential and ensures that people within the organization embrace change and view it as a success factor. Systems such as corporate culture, diversity, and effective work relationships – coupled with training are studied and applied to the change process.



BUS 740 Global Business Initiatives (3 credit hours) This course introduces the Doctorate Business student to the complex field of International Business that include business success factors; foreign economies, global competition, and current international trends and developments. Emphasis is on global strategies and initiatives such as outsourcing, and equity trade; the import and export of goods and services that meet the needs of each partnering country. The course looks at specific international business relationships in China, Southeast Asia, and India.

BUS 745 Corporate Social Responsibility (3 credit hours) Topics of ethics, social responsibility, and decision making are highlighted in a corporate setting. The importance of ethics in business is stressed and builds a framework for corporate culture. Corporate ethical dilemmas are presented and decisions are linked to consequences that effect the organization and the business world at large. Advanced topics of strategic corporate responsibility, business ethics and culture, and corporate governance and responsibility are presented and applied to illustrate outcomes for the business organization.

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

BUS 755 Strategic Planning & Implementation (3 credit hours) This course explores the strategic application of key activities indigenous to mission and value, that leads directly to attainment of organizational goals. Advanced understanding of planning for performance, identifying opportunities, strengths, weaknesses, and threats are examined in great detail to obtain a strategy for a sustainable competitive advantage. The Implementation process is examined and studied for effectiveness and application; Systems Development Life Cycle practices are associated with applications of strategy and forecasting.

BUS 760 Creative Solutions Leadership (3 credit hours) This course emphasizes how leaders and managers can utilize creative problem-solving skills. Activities in creativity allow for skills building in the area of innovation and decision-making and are centered amid problem solving techniques. An approach of overcoming the barriers to resolution is such as skepticism to new creative processes is presented. Theories of creativity are presented as well as Morphological analysis (possible solutions to a mufti-dimensional, non-quantified complex problem) as a tool to aid in generating a vast number of ideas. A systematic and algorithmic methodology for creative is studied in the problem-solving techniques discussed throughout the course, and how leaders can better forecast business challenges before they become problematic.

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

BUS 770 Quantitative & Qualitative Analysis (3 credit hours) This course investigates the various methods of data collection and analysis, and provides a framework on how to combine them within a single research project. Data collection methods will include interviews, focus groups, participant observation, historical research, survey interviews and instruments, and hybrid methods; advantages and disadvantages will be



discussed. These data collection methods are applied within the framework of a Quantitative (measurements and statistics) & Qualitative study (quality based).

BUS 775 Transformation & Execution Strategies (3 credit hours) This course examines the criteria needed to transform enterprises so that they can be competitive and relevant in the 21st century. Essential knowledge and skills will be developed in order to facilitate successful change and transformation via execution. Concepts related to achieving transformational change, realizing the importance of recognizing key factors for strategy execution, and establishing performance for competitive advantage are presented.

BUS 780 Organizational Development (3 credit hours) This course looks at how organizations must change and adapt in an effort to make or offer a better good or service. Analysis of organizational strategy is studied to understand how to move forward and develop an organization that is adaptable to change.

BUS 785 Final Project/Dissertation Block 1 (4 semester credit hours) This course is designed to guide students in the preparation of completing an original project/dissertation. Students must define a specific topic for a project/dissertation, write and submit a prospectus for approval, and form a project/dissertation committee. Students will perform research of the selected specific topic, critically evaluate the research, conduct a preliminary review of the literature and information sources related to the proposed research and specific topic and write and submit the introduction to the project/dissertation (chapter one) for approval.
Prerequisite(s): Successful completion of all DBA program course requirements and the comprehensive examination.

BUS 790 Final Project/Dissertation Block 2 (5 semester credit hours) This course is designed to guide students in the preparation of completing an original project/dissertation. Students must write and submit the literature/information review (chapter 2) for approval. Students, upon the recommendation of the chair and other committee members, will submit any revisions needed to the introduction to the project/dissertation (chapter one). Upon approval (of chapters 1 & 2), students will begin writing the methodology or a designed approach to problem resolution (chapter three) through completion.
Prerequisite(s): BUS 785

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

BUS 795 Final Project/Dissertation Block 3 (5 semester credit hours). This course is designed to guide students in the preparation of completing an original project/dissertation. Students will complete any data collection, gathering, and/or analysis, interpret the results and then draw conclusions based on results. Subsequently, students write and submit the results (chapter four). In conjunctions with the chair and other committee members, a plan for presenting discussions, conclusions, implications and recommendations (chapter five) will be completed and submitted for approval. Upon implementation of any recommendations by the chair or committee members, Students will complete the original project/dissertation by making any



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necessary revisions. Finally, Students will prepare and deliver an oral defense of the final project/dissertation to the chair, committee members, and the University.

Prerequisite(s): BUS 785, BUS 790



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COLLEGE OF BUSINESS FACULTY

GEORGE SAYEGH

Dean, College of Business

EDUCATION:

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

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

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

A.S., Engineering, Moorpark College, 1982

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

AREAS OF EXPERTISE:

Information Systems

Information Technology

Operations

Organizational Leadership

Dr. Sayegh holds a Doctor of Business Administration & Information Systems degree, a Master of Science in Organizational Leadership & Business Management degree, a Bachelor of Science in Engineering degree, an Associate of Science in Engineering degree, and an Associate of Science in Electronics Technology & Computers degree.

Prof. Sayegh has conducted postgraduate research in speech recognition for improving medical productivity among physicians, and has co-authored 2 published papers in the areas of Information Systems & Applications in the Medical Field, and Mobile Work and Wireless Companies.

In addition to owning and operating a Computer Retail & Consulting company, Prof. Sayegh has been employed and/or contracted by such organizations as NASA at JPL, Wangtek Drive Systems, Ferranti Aerospace Missile Systems, Hewlett Packard, Computer City, Micropolis Drive Systems, Mercy College, National University, Hope International University, UEI College, Irvine University, Westcliff University, Hancock College, and Argosy University.

Prof. Sayegh has served as an adjunct faculty member, Associate Professor, Professor, Professor of Practice, Program Chair, Associate Dean, and Dean. Prof. Sayegh has taught classes in Computer Science and Information Systems (including capstone), Management Information Systems, Technology & Business, Mathematics, Business, Critical Thinking & Planning, Management & Leadership, and capstone courses in business and information technology. Prof. Sayegh has also developed business and information systems curriculum at both the undergraduate and graduate level. Prof. Sayegh has also developed curriculum in Business and Information Systems at the graduate and doctoral levels.



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DAVID C. MCKINNEY

Professor, College of Business

EDUCATION:

Ph.D. City and Regional Planning, Illinois Institute of Technology, 1976

M.S. Planning, Illinois Institute of Technology, 1968

B.A. Architecture, Illinois Institute of Technology, 1967

AREAS OF EXPERTISE:

Organizational Leadership

Strategic Management

Global Business Management

Entrepreneurship

Human Resource Management

Marketing/Merchandising

Risk Management

Working Capital Management

Financial/Investment Planning

Conflict Resolution

Ethics

Dr. McKinney received from the Illinois Institute of Technology his Doctorate in City and Regional Planning in 1976, a Master of Science in Planning in 1968 and a Bachelor of Architecture in 1967. With more than 30 years of teaching experience, he has previously taught at such schools as: National University, Western International University, College for Financial Planning, the GIA School of Business, Santa Fe Community College, Arizona State University and Butler University. He has conducted seminars and management training programs throughout the world in such locations as: London, Hong Kong, Dubai, Tokyo, Mumbai, and Johannesburg.

Dr. McKinney has accumulated more than 35 years of practical business experience in both the public and private sectors. He was the managing CEO of 26 businesses simultaneously which he had started. He has had international assignments in Italy, the UK, Singapore, Saudi Arabia, Poland, Indonesia, Mexico, Iran, China and India. His expertise in business management, economics, entrepreneurship, leadership, marketing and finance is globally respected and has been utilized by several U.S state legislatures, the Hudson Institute think tank and hundreds of various corporate clients.

In regard to the philosophy and mission of Dr. McKinney, it is his intention to help lead the cutting edge of education as advocated by Westcliff University, which offers both hybrid and online courses in a non-



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traditional value-added compressed format, in recognition of specific marketplace needs. More importantly, a primary objective of Dr. McKinney is to make studying at Westcliff, practical, interesting and fun, while encouraging students to be logically critical of what they read and hear, both in and out of the classroom. In terms of economics, another objective of Dr. McKinney is to make the courses cost effective for the students, with lasting, lifetime rewards.

JOSH DAVIDSON

Professor, College of Business

EDUCATION:

Ph.D. candidate, Organization and Management, Capella University

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

B.A., Communications, Harding University, 2003

AREAS OF EXPERTISE:

Management Communications

Operations

Organizational Leadership

Organizational Leadership

Professor Davidson received his Master of Business Administration in 2007 from the University of Phoenix and is currently a candidate for a Doctorate in Philosophy in Organization and Management at Capella University. He received his Bachelor of Arts degree in Communications from Harding University in 2003. He spent time as a general assignments reporter for the ABC News in Grand Junction, CO before moving to Los Angeles to pursue a career in business. Professor Davidson has held numerous management positions, specializing in guest relations and business operations for the Walt Disney Company and the Hilton Hotel Corporation. Currently, he manages a team of writing specialists involved in developing operations and training content for the Walt Disney Parks and Resorts. In addition to his work at Disney, Professor Davidson serves as the managing consultant for Davidson Small Business Systems, where he works with small and medium sized companies to increase operations efficiency.



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GERALDINE GOODSTONE

Associate Professor, College of Business
Program Chair, Graduate Program

EDUCATION:

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

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

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

AREAS OF EXPERTISE:

Marketing

Management

Organizational Leadership

Dr. Goodstone's career spans 30 years of experience in management, business and product development, marketing, sales, public relations, marketing communications, branding and promotions. Her doctorate is in business administration with a concentration in Marketing from Argosy University. She also holds a Master of Arts degree in Communications from Hunter College/CUNY. She has served as an associate professor at several universities with both online and on campus course offerings. She instructs courses in business management and marketing, leadership, communications, organizational behavior and health care at the bachelor, master and doctoral levels.

She returned to school to obtain her doctorate, after she had been involved in corporate business management for over 25 years. She had served in management positions at market leading health care corporations and assisted in marketing strategic planning, sales, public relations and communications programs. Her work has involved product development and the growth of preventive medicine. In the 1990's, she directed a clinical trial involving 7,000 women that resulted in a new protocol in women's health to increase the early detection of cervical cancer that is in use today. In 2002, she earned a certification in supply chain logistic management through the American Hospital Association and served as vice president of a global logistics company in health care. For over 7 years, she served as the head of business development for a global market leader in medical imaging equipment. Since 2010, she has managed a marketing and consulting firm for special projects. Since 2015, Dr. Goodstone has served at the MBA Program Chair for the College of Business, at Westcliff University.

Dr. Goodstone is passionate about online education and has served as visiting and associate faculty and instructed online and hybrid courses since 1997. She serves as a committee member for doctoral students to complete their dissertations. Marketing is her focus and she is dedicated to helping others achieve their goals through education. She lives in Southern California with her family.



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VICTOR ABRAHAM

Associate Professor, College of Business

EDUCATION:

MBA, Finance, Investment, and Banking, Boston University

B. Sc., Mathematics (with honors), Hull University

AREAS OF EXPERTISE:

Finance

Economics

Statistics

Accounting

Mathematics

Professor Victor Abraham earned his MBA Degree in Finance, Investment, and Banking from Boston University, and his B.S. Degree, double-major in Pure and Applied Mathematics, from Hull University in England. He has been a part-time instructor for the past twenty-five years at several colleges and universities located both on the east coast and the west coast: Baruch College in New York City, Pepperdine University, UCLA Extension, Woodbury University, University of Redlands, Argosy University, Keller Graduate School of Management, and Cal State, LA. He has taught environmental science, ecology, computer software application, finance, investments, computer application to real estate financial analysis, international business, and principles of exporting and importing.

Professor Abraham worked at Dean Witter Reynolds for four years as a stockbroker, commodity, and options broker, and then one year as principal broker clearing trades through Lansco, Inc. His other involvements have been as a real estate broker, real estate manager, real estate renovation and development, and life insurance broker. Special areas of interest include “Neurofinance” and “nanotechnology”—attending weekly Colloquiums at UCLA Anderson School of Management.

PUBLICATIONS: Wrote 200 End-of-Chapter M/C questions for the textbook International Financial Management, Eun & Resnick; McGraw-Hill/Irwin (ISBN 0072521279). Wrote 1,000 Power Point slides for the textbook Fundamentals of Investment Management with S&P access code, 8th Edition 2006 McGraw-Hill/Irwin (ISBN 0073134937).



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VALFRID ANDERSON

Assistant Professor, College of Business

EDUCATION:

J.D., University of California, Berkeley 1986

B.A., Political Science, San Francisco State University 1983

AREAS OF EXPERTISE:

Professor Anderson graduated with a Bachelor's degree in Political Science from San Francisco State University. He got his J.D. from the University of California, Berkeley (Boalt Hall). At Boalt, he earned Best Oral Argument in Moot Court and the American Jurisprudence award in Contracts.

After his studies, Professor Anderson specialized in Securities and Banking law at the Westside Los Angeles law firm of Manatt, Phelps & Phillips and served as Assistant General Counsel and Senior Vice President – Loan Operations at Western Federal Savings & Loan Association in Marina del Rey, also located in the Los Angeles area. After his work at Western Federal Savings, Professor Anderson has helped to develop several start-up ventures in communications and recycling and continues to serve as general counsel for these entities as well as function in various business capacities, usually marketing.

He co-authored the book *The Promises Game – How to Actually Do What You Want to Do*.

CYNTHIA AZARI

Associate Professor, College of Business

EDUCATION:

Ed.D., Educational Leadership, Seattle University 1996

MS, Industrial Relations, West Virginia University 1978

MA, Educational Administration, West Virginia University 1977

BA, Government, Secondary Education, Huston Tillotson College 1974

AREAS OF EXPERTISE:

Cynthia E. Azari, Ed.D. served as president of Riverside City College from 2011 to 2014 after serving as president of Fresno City College.



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During her career in higher education Dr. Azari has garnered recognition and is a recipient of the National TRIO award in 2009, the Woman of Achievement award from the local YWCA and the Distinguished Service award from the Association of Washington Community and Technical Colleges in 1995.

Prior to leading Fresno City College, Azari served as vice chancellor for Workforce Development and Educational Services at State Center Community College District, president of Butler County Community College, vice president for instruction and dean of business and engineering at Olympic College in Bremerton, Washington, and the director of education at the Texas State Property Tax Board.

Azari is passionate about community service and has served on the boards of the Chamber of Commerce, United Way, Girl Scouts and the Mayor's Education Roundtable. She is a former member of the Pennsylvania Governor's Commission on Training America's Teachers, the Community Development Corporation Board and the California Community College League Education Committee. She has also been a member of Rotary International and is an American Cancer Society supporter.

Azari holds a bachelor's degree in government, an MA in Education Administration, MS in Industrial Relations and a doctorate in Educational Leadership from Seattle University. She and her husband of forty years have two daughters and four grandchildren.

SHIRLEY CHUO

Associate Professor, College of Business

EDUCATION:

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

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

B.A., Psychology, Colgate University, 1995

AREAS OF EXPERTISE:

Organizational Behavior

Business Ethics

Decision Making

Organizational Leadership

Management



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Dr. Chuo received her Doctorate in Organizational Psychology from Alliant University in 2003, a Masters of Psychology from Pepperdine University in 1998, a Bachelors of Psychology from Colgate University, in 1995. Dr. Chuo has conducted research in stress and burnout and its relationship to job satisfaction in the corporate setting. Dr. Shirley Chuo has co-authored 3 published papers in the areas of International Business, Banking, and Manufacturing. In addition, Dr. Chuo has consulted for companies such as AT &T, Time Warner Cable, Honeywell, Goodwill Industries. Professor Chuo has 14 years of teaching experience and has been employed at Pepperdine University, Loyola Marymount University, American InterContinental University, and Argosy University. Professor Chuo has taught classes in Organizational Behavior, Decision Making, Entrepreneurship, Business Ethics, Critical Thinking and Planning, International Business, Management and Leadership.

SAMANTHA DANG

Assistant Professor, College of Business

EDUCATION:

Juris Doctor, University of Oregon School of Law 2000

B.A., Business Administration and Management, Seattle University 1996

AREAS OF EXPERTISE:

Samantha N. Dang is currently a Professor at Irvine University College of Law and Lead Faculty at Westcliff University. Ms. Dang was honored with the prestigious “Professor of the Year” award in 2014 from Irvine University. Previously, Ms. Dang has over 12 years of litigation and legal experience in the areas of commercial/business, real estate, telecommunications, construction, family law, immigration, medical malpractice/insurance defense and bankruptcy law. She opened the very first English-Vietnamese law office in the State of Oregon in 2002. Ms. Dang has represented multi-million dollar companies in areas such as medical, legal, hospitality, construction and real estate. She graduated with honors from Seattle University with a degree in Business Administration in 1996. She earned her Juris Doctor at the University of Oregon School of Law in 2000, where she was the editor of the Oregon Law Review. Besides being a professor and former litigator, Ms. Dang owns a restaurant, a construction company, an import and export company, and a movie franchising company. She also loves to run marathons in her spare time.



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TIM FONTENETTE

Assistant Professor, College of Business

EDUCATION:

MBA, Business Administration, University of Phoenix 2007

BA, Sociology, University of California, Santa Barbara 1996

AREAS OF EXPERTISE:

Professor Fontenette graduated from UC Santa Barbara with a Bachelor's in Sociology and earned his MBA for the University of Phoenix. His professional life started out of college with Enterprise Rent-A-Car and has included working in areas such as real estate, mortgage lending, consulting and entrepreneurship. He has consulted to many small companies over the last 5 years and still sits on the board for My Fruity Faces and The Bar Pages, two companies he helped get up and running. Having a love for teaching and passing on great lessons he has learned in business and in life, Professor Fontenette started teaching at the college level in 2009. He has been with Westcliff University since 2014 and is currently also teaching at College of the Canyons, a junior college in Valencia, CA where he teaches Intro to Business, Business Ethics, and Business Entrepreneurship. He also has an application pending at Pepperdine University and is also constantly working with associates and business partners on starting a new company.

Professor Fontenette is married and has two beautiful, busy boys Julian (8) and Dominic (6). In his personal time, he loves spending time with his family and friends, mountain biking and road cycling, golfing, being outdoors, watching movies, cooking and being a PTA dad.

JEANNETTE GUIGNARD

Associate Professor, College of Business

EDUCATION:

Ed.D., Organizational Leadership, Pepperdine University 2010

MBA, Business Administration, California State Polytechnic University Pomona 2005

BS, Business Administration-Marketing Management 1999

AREAS OF EXPERTISE:

Dr. Guignard holds a Doctorate from Pepperdine University, Malibu Ca and both an Masters (M.B.A.) and Bachelors of Science in Business Administration from California Polytechnic University, Pomona CA. She has



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over 17 years of administrative, management and marketing experience and is dedicated to sharing her leadership skills, education and experience towards a goal of working with, helping and teaching students.

Currently, she is a consultant specializing in corporate training and before working full time in professional corporate training and higher education, she spent 10 years in the Electronics Industry working with Aerospace and Defense designers. During that time, her responsibilities included maintaining and growing customer relationships, and she also played a key role in organizational development specializing in developing new executives; including interviewing, hiring and training new employees. Her passion is teaching and training in order to help individuals develop their leadership and management skills and achieve their own professional goals.

MADELENE HARRIS

Assistant Professor, College of Business

EDUCATION:

MBA, Technology & Organization Development, University of California Los Angeles 1990

BA, Economics, Independent Pattern of Study, Occidental College 1981

AREAS OF EXPERTISE:

Professor Harris received a Master of Business Administration from UCLA Anderson School of Management in 1990 and a Bachelor of Arts in Economics from Occidental College, CA. She has taught business courses in information systems management, strategy, entrepreneurship, and statistics at Westcliff University since 2009.

She has taught Business courses in the past at California Polytechnic University, Marylhurst University, and Mt. Saint Mary's College. Professor Harris has worked as a business systems analyst for various organizations, including Fidelity National Title Group, Beckman Coulter, Inc, National Cancer Institute, Toyota Motor Sales, Walt Disney Consumer Products, and SIBS Heath Care Management.

STEPHANIE HOON

Associate Professor, College of Business

EDUCATION:

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

MAEd., Educational Psychology, Northern Arizona University 1999



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MA, Communications/Journalism, Marquette University 1994

BA, English, Theatre, Ripon College 1993

AREAS OF EXPERTISE:

Dr. Stephanie Hoon is a writer and educator who resides in Orange County, CA. She holds a Doctor of Management – Organizational Leadership degree from University of Phoenix where she focused her research interests around compassionate leadership. She also holds a Master of Arts degree in Communications from Marquette University, a Master of Education in Educational Psychology from Northern Arizona University, and a Bachelor of Arts degree from Ripon College. She has owned her own freelance communication business and has taught in higher education for over 15 years and has instructed and designed online courses since 1999. Her areas of specialty are compassionate leadership and group dynamics. In her spare time, she enjoys spending time with her daughters, running, and practicing yoga.

EDMUND KHASHADOURIAN

Assistant Professor, College of Business

EDUCATION:

Ph.D., International Economics, National University of Iran 1998

M.S., Theoretical Economics, National University of Iran 1991

B.A., Economics, National University of Iran 1989

AREAS OF EXPERTISE:

Ed Khashadourian is the principal at Opportunity to Assets, a startup Social Enterprise that offers programing, technology, and technical support to community based organizations in field of asset building. He has an extensive research background and has published articles in the areas of saving, wealth building, and economics. In 2008, Ed received the Master of Innovation Award from United Way of Greater Los Angeles. In 2009, he was recognized as an Innovation Champion by the Center for Enterprise Development (CFED) in Washington DC and in 2012, Ed received the Robert A McNeely Trailblazer Award from the Community Financial Resource Center in Los Angeles.

Ed holds a PhD degree in international economics. Aside from his involvement in the field of community economic development, Ed is involved with private regional universities in S. California and teaches courses in organizational leadership, economics, and statistics. He also serves on dissertation committees for doctoral degree candidates.



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Ed also serves as a commissioner at the Audit Committee of City of Glendale.

SHOURA KHATIBLOO

Assistant Professor, College of Business

EDUCATION:

M.A., Marriage & Family Therapy, Chapman University 2013

MBA, Industrial Management University 1995

B.A., English, Azad University 1993

AREAS OF EXPERTISE:

Shoura Khatibloo graduated from Chapman University masters program in Marriage and Family Therapy. She has over 12 years experience in human relations, human resources and business through executive positions in a large multinational corporation where she lead and developed varied programs of social value to help deepen employee morale and to improve worker relationships through professional development and advanced job related skills. She has a solid understanding of the necessary skills of personal interaction and has proven relationship skills that have allowed her to penetrate complex negotiations in order to find common ground beneficial to all parties of negotiations ranging in size. Shoura Khatibloo has hundreds of hours of advanced negotiating training skills related to finding common ground among varied interest groups and personnel interests in large corporate settings.

She also has advanced domestic violence training. She also holds an undergraduate degree in English and a Masters in Business Administration. Both degrees were earned with the highest of honors for outstanding academic excellence. Shoura Khatibloo is also a proud mother and wife where she dedicates her free time to her child's school through a variety of volunteer activities to help further educate elementary level education. Ms Khatibloo is a strong supporter of OMID multicultural institute for development and is a proud member of the OMID clinical team. She has a deep interest in serving the Iranian – American community and in particular the LGTB members of the Iranian – American community.



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LAVELLE LEMONIER

Assistant Professor, College of Business

EDUCATION:

Ph.D., Business Management (concentration in Accounting), Capella University 2016

MBA, Finance, Capella University 2012

BAASc, General Business, Lamar University 2009

AREAS OF EXPERTISE:

Mr. Lemonier is an experienced educator who currently teaches for several universities and has more than 20-years of management level experience in Accounting and Finance. He has served as the campus President for ITT Technical Institute and is a decorated U.S. Army Veteran. He has worked primarily for state agencies in California and Texas and also has experience with a public CPA firm that is based in Austin, TX. Mr. Lemonier is married and has four beautiful children who are all adults. In his spare time he enjoys traveling with his wife, playing golf, and fishing.

FLAVIA LLOYD

Assistant Professor, College of Business

EDUCATION:

J.D., Abraham Lincoln University, 2013

M.A., American Public University, 2013

B.S., University of Phoenix, 2011

AREAS OF EXPERTISE:

Before graduating from law school, Professor Lloyd worked for 12 years in the immigration law field as a supervising immigration paralegal. While in law school, Professor Lloyd volunteered at immigration clinics and other immigration-related organizations. After passing the bar exam, Professor Lloyd became a full-time professor and immigration attorney at Fleming's Fundamentals of Law. In addition to her teaching responsibilities as a bar review instructor and adjunct faculty at Abraham Lincoln University School of Law, Professor Lloyd practices family and employment-based immigration law. She also devotes her time to scholarly work by writing research papers and presenting them at national and international conferences.



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DONOVAN MCFARLANE

Assistant Professor, College of Business

EDUCATION:

Ed.D., Educational Leadership, St. Thomas University, 2010

D.B.A., Management, California Pacific University, 2008

M.S., Marketing, Ashworth College, 2014

M.I.B., International Business, St. Thomas University, 2008

Graduate Certificate in International Business, St. Thomas University, 2007

M.B.A., Management, Nova Southeastern University, 2005

B.S., Business Administration, Nova Southeastern University, 2003

AREAS OF EXPERTISE:

Dr. Donovan A. McFarlane is member of the College of Business at Westcliff University where he teaches at both the undergraduate and graduate levels. He earned a Bachelor of Science (B.S.) in Business Administration from Farquhar College of Arts and Sciences and a Master of Business Administration (M.B.A.) from the Huizenga College of Business and Entrepreneurship, Nova Southeastern University. He earned a Master of International Business (M.I.B.) from the Gus Machado School of Business at St. Thomas University, and a Doctor of Education (Ed.D.) in Educational Leadership from the School of Arts and Education at St. Thomas University. Having taught thousands of MBA students in the field of Marketing, Dr. McFarlane also earned a Master of Science (M.S.) in Marketing with Highest Distinction from Ashworth College, and a Doctor of Business Administration (D.B.A.) from California Pacific University. He is a Nationally Certified Professional Mediator, and has published in several academic and peer review journals including the Journal of Strategic Marketing (JSM), International Journal of Management and Business (IJMB), Atlantic Marketing Journal (AMJ), Journal of Knowledge Management Practice (JKMP), College Quarterly (CQ), among several other journals. Dr. McFarlane enjoys writing essays in his spare time and is a member of several honor societies.

KAMBIZ MOGHADDAM

Assistant Professor, College of Business

EDUCATION:

Doctor's in Organizational Leadership & Strategic Management, Pepperdine University, 2005

M.B.A., Strategic Management & Planning, Management Science, International Business, California



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Polytechnic University 2000

B.S., Aerospace Engineering, Northrop Aeronautical Institute, 1986

AREAS OF EXPERTISE:

Dr. Kambiz (Kami) Moghaddam is the lecturer and adjunct professor of the graduate school of business and management. He specializes in the field of global corporate strategic management, corporate strategic planning, corporate scorecard, corporate performance architecture, and applied management science (a.k.a. operations research) in conjunction with the field of operations management, systems dynamics, managerial decision models, project and advanced program management.

As the second generation Peter Drucker's professor of management studies, and as an industry practitioner coupled with academic regimen, he has been able to develop "effective" methods that cultivates, aligns, and embeds corporates' mission, strategy, and execution to achieve results.

Dr. Moghaddam's teaching methodologies has helped his graduate students to learn various complex and advanced topics of the leadership and management field in much simplified and conceptual learning experience. Additionally, his interdisciplinary knowledge from theory to practice has helped his graduate students to clearly understand the concepts and applications of the complex management problems. Dr. Moghaddam's teaching approach has bridged the gap between the theory and the real world from observation to applications.

BOBBY PAPOULIAS

Assistant Professor, College of Business

EDUCATION:

Ed.D., Organizational Leadership, Pepperdine University, 2015

M.A., Communications (Marketing/Advertising), California State University – Fullerton, 2010

B.A., Communications (Journalism), California State University – Fullerton, 2004

AREAS OF EXPERTISE:

L. Bobby Papoulias earned both his Bachelor's and Master's Degrees in Communications at California State University, Fullerton. He is continuing his education at Pepperdine University to pursue a Doctorate Degree in Organizational Leadership. Bobby is currently completing his dissertation "Dominant Learning Styles of Millennial Students in an Online Business Marketing Course" and is planning to be completed May 2015. He



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has worked Full-Time and Adjunct Faculty positions in Business, Leadership, and Communications, in both traditional and online format among several Universities.

Professor Papoulias has worked in several different fields, including Marketing, Advertising, Real Estate, Consulting, and Teaching. He is the founder of Lambe 2, a Marketing & Advertising Consulting firm based out of Orange County, focusing in small business communications and exposure. He is a citizen of both the United States and Greece (European Union) and enjoys traveling to Greece with his family to the picturesque village of Kapsia, located within the stunning fields and mountains of Mantinea, Peloponnesos.

MICHELLE PYO

Assistant Professor, College of Business

EDUCATION:

Ed.D., Education, University of Southern California, 2013

M.Ed., Education, University of California, Los Angeles, 2008

B.A., Cognitive Neuroscience, University of California, Berkeley, 2004

AREAS OF EXPERTISE:

Dr. Pyo comes to Westcliff University with 15+ years of working in the educational field. She is currently serving as an Instructional Coach for Mathematics and Science teachers at a high school in Los Angeles. Prior to this, she served as a high school mathematics teacher in for over 8 years, teaching everything from Pre-Algebra to Advanced Placement Calculus. In San Francisco, Dr. Pyo was the Program Director for a non-profit organization that worked with at-risk youth in the San Francisco Unified School District.

Much of Dr. Pyo's research and practice has been centered on improving the instructional practices of pre-service and in-service teachers to provide a better education for students and increase educational outcomes. Though her expertise spans all areas of instruction, her focus has been on mathematics and science instruction.

EVANGELINE QUIMPO

Associate Professor, College of Business

EDUCATION:

M.A., Public Management, Development Academy of the Philippines, 1995

B.A., Psychology, Philippine Normal University, 1982



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AREAS OF EXPERTISE:

Professor Quimpo received her Master of Arts in Public Management from the Development Academy of the Philippines in 1996. Her Bachelor of Arts in Psychology was obtained from the Philippine Normal University in 1982. She also took several units towards her Master of Science degree in Clinical Psychology in 1986 from the University of Santo Tomas.

Recently, she finished her Associate in Arts degree in Paralegal Studies from Fremont College in Cerritos, CA, where she graduated Summa Cum Laude. Aside from teaching at Westcliff University, Professor Quimpo is also an Adjunct faculty instructor at Nobel University, American International University, and Kingston University. She also owns a small independent Paralegal Business in Long Beach.

BRENT RAPISARDI

Assistant Professor, College of Business
Program Chair, Undergraduate Program

EDUCATION:

M.B.A., Marketing, Bentley University, 2008

B.S., Management Science – Marketing Concentration, Bridgewater State University, 2000

AREAS OF EXPERTISE:

Professor Rapisardi has been an active marketing professional for over 16 years. His career evolution has mirrored that of the marketing and advertising landscape – beginning in traditional media buying and strategy at a full service agency, to working in marketing analytics and digital marketing strategy. Areas of expertise include: brand development, media buying, email marketing, quantitative and qualitative analysis, search engine marketing, content marketing, social media marketing, and account based marketing (ABM).

In addition to his extensive professional experience, Professor Rapisardi has been a professor in Marketing for over 8 years. He has taught at all university levels: undergraduate, graduate, and doctorate. He uses a blend of applied and theoretical learning strategies to weave in his professional experiences with documented resources such as textbooks, case studies, and white papers.



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MOE SAOULI

Assistant Professor, College of Business

EDUCATION:

Doctor of Public Administration, University of La Verne, 2003

Master of Business Administration, University of Redlands, 1991

AREAS OF EXPERTISE:

Dr. Saouli is a learning facilitator, an academician, and administrator, with industry experience extending over the past three decades. He holds a Doctorate in Public Administration from University of La Verne, and an MBA from University of Redlands. He has more than 25 years of experience in the aerospace, telecom and electronics industry. Dr. Saouli served as vice president, Consultant, Director of Technology and as an engineer at several Southern California firms and has managed global projects in Asia, Europe and South America. He has over 15 years of research and teaching experience, both undergraduate and graduate, and has several research publications in peer reviewed journals and conference presentations. His research interest is in technology, business and education.

ELENA SHACKELFORD

Assistant Professor, College of Business

EDUCATION:

Ph.D., Industrial-Organizational Psychology, Alliant International University, 2015

M.S., Industrial-Organizational Psychology, Alliant International University, 2012

B.A., Psychology & Sociology (emphasis in law and society), University of California – Davis, 2008

AREAS OF EXPERTISE:

Dr. Elena Shackelford is an adjunct professor for the College of Business at Westcliff University. In addition to teaching, she also a Manager of Talent & Organizational Development. Dr. Shackelford holds a PhD degree in Industrial-Organizational Psychology.

KAVEH SHAMSA

Associate Professor, College of Business

EDUCATION:

MBA, Finance, California State University Dominguez Hills 2013

PH.D. , Applied Mathematics, USC 2003



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M.A., Applied Mathematics, USC 1999

M.Sc. Mathematics, California State University Northridge 1998

PH.D., Mechanical Engineering, USC 1988

M.Sc., Mechanical Engineering, USC 1980

M. Sc., Industrial & Systems Engineering, USC 1979

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

AREAS OF EXPERTISE:

Dr. Shamsa has an extensive educational background comprising two doctorate degrees, five master degrees, and a bachelor degree. His higher educational background is diverse, spanning business administration, applied as well as pure mathematics, statistics, and engineering. In addition, he has extensive experience working in academic environments. He has taught a variety of subjects, namely, business administration, social and business research methods, leadership styles, mathematics, statistical research methodology, and engineering in several institutions of higher education; specifically, University of Southern California, California State University at Northridge, Los Angeles branch of American Intercontinental University, Loyola Marymount University, Pepperdine University in Malibu, several branches of Argosy University, and WESTCLIFF University. In addition to teaching he has been very active in guiding doctoral students through their dissertation process at Argosy University. So far, has participated in dissertation committees of forty students pursuing doctor of business administration, or doctor of education in organizational leadership, or doctor of education, through completion of the dissertation process. He has experience in acting as an administrator in academic environments, as the professor of Practice for College of Business in Orange County branch of Argosy University, and as the Mathematics Specialist in Developmental Mathematics Program of California State University at Northridge. Besides academic experience, he has professional experience acting as the cost estimator for a construction company, and as an engineer in three different enterprises.

Dr. Shamsa's teaching interests include subjects in accounting, financial management, investment analysis and portfolios, international finance, quantitative aspects of operations management, management science, management decision models, business models, business statistics, quantitative research methods, qualitative research methods, and is always open to teach any subject in mathematics and statistics. As a guide of doctoral students he is interested in any dissertation about leadership styles, business models, marketing research, business research, accounting systems, and any topic in finance. Regarding dissertations focused on finance; Dr. Shamsa is particularly interested in research on financial markets; portfolio theory; security analysis, including analysis on financial derivatives; and effectiveness of technical indicators.



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HERSHELL WARLICK

Assistant Professor, College of Business

EDUCATION:

Ph.D., Public Policy & Management, Claremont Graduate University, 2005

M.A., Management, Claremont Graduate University, 1993

B.A., Economics, University of California – San Diego, 1972

AREAS OF EXPERTISE:

Dr. Warlick has a wealth of knowledge, having assumed many roles in the private sector, government sector and not-for-profit organizations.

At the City of Los Angeles, he successfully managed the issuance, repayment, and associated disclosure of all short-term and long-term debt, totaling nearly \$850 million. Prior to this position, he worked in the City's Los Angeles World Airports, preparing monthly financial performance reports for the Airport Commissioners.

In addition, Dr. Warlick has worked at the Federal Reserve Bank of San Francisco and the United States Treasury Department in the area of banking regulation. While at the Fed, he managed the implementation and support of a comparative cost analysis report for banks with more than \$1 billion in deposits.

At the Bank of America, he managed the design, development and implementation of financial software targeted to Fortune 1000 corporate treasurers and designed to track various forms of cash, including payables and receivables, investments, debt and foreign exchange.

At a \$1.6 billion credit union, he prepared, presented and justified to the President and the Board of Directors pricing changes to all products, based on financial analyses and statistical market research.

Dr. Warlick earned a BA in Economics from the University of California, San Diego and a PhD in Political Science and Management from Claremont Graduate University. The title of my empirical dissertation is Assessing the Effects of Corruption and Capital Control Policies on the Volume & Composition of Capital Flows to Developing Countries.



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JESSICA ZAKARIAN

Assistant Professor, College of Business

EDUCATION:

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

B.A., English (History minor), Loyola Marymount University, 2010

AREAS OF EXPERTISE:

Jessica Zakarian graduated from Loyola Marymount University with her B.A. in English Literature. She then followed her dreams of becoming a college instructor by attending La Sierra University's M.A. program in English where she taught as an adjunct for two years. After receiving her M.A. in English, Jessica continued her teaching position at La Sierra University for an additional three years teaching topics such as English Composition, College Writing, and ESL. She has also tutored students various topics such as ESL, SAT preparation, and English at a tutoring center in California. Jessica is currently the Student Services Coordinator at Irvine University College of Law.

GIOVANNA BRASFIELD

Professor, College of Business

EDUCATION:

Ph.D., Organizational Leadership, University of La Verne, 2007

Ph.D., Public Administration, University of La Verne, 2006

M.B.A., University of Phoenix, 2000

B.A., Business Administration and Marketing, Mount St. Mary's College, 1998

AREAS OF EXPERTISE:

Marketing

Entrepreneurship

Marketing

Organizational Behavior

Dr. Brasfield received her Doctorate in Public Administration from the University of La Verne in 2006, while simultaneously starting and completing her second doctorate degree in Organizational Leadership in 2007. Dr. Brasfield holds a Bachelor of Arts in Business Administration from Mount St. Mary's and a Master of Business Administration from the University of Phoenix. She is also a graduate of the Los Angeles African American Women Public Policy Institute (LAAAWPPI). Dr. Brasfield is a Certified NxLevel Business Instructor.



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She has over 12 years of experience in marketing, market research, and business development. She is the founder of Brasfield & Associates Marketing, a marketing consulting company that offers a broad range of marketing, event and sales consulting services. Dr. Brasfield has more than a decade of increasingly responsible experience in community capacity building as a business service program developer and strategist. She has created and implemented several programs related to youth, young adults, business-financial expansion and enrollment management. In 2007, Dr. Brasfield partnered with the El Camino College Small Business Development (ECC SBDC) to develop the Youth Entrepreneur Program (YEP), a no-cost youth and young adult program that will provide entrepreneurial opportunities for ages 14 to 27. In addition, Dr. Brasfield aided the ECC SBDC in managing the California Construction Contracting Program (CCP), a government contracting program for minority and women-owned businesses. Dr. Brasfield was the Lead Organizer for the South Los Angeles Jefferson Office for the California Democratic Party (CDP) in 2006; and was awarded for her civic engagement by the CDP as a recipient of the John F. Kennedy Jr. Award for Outstanding Public Service in 2007. She was also awarded Female Democrat of the Year for the 52nd Assembly District in 2008. Dr. Brasfield was the Past Ballot Measure Committee Co-Chair for the Los Angeles County Democratic Party (LACDP), Past Treasurer for the California Democratic Party- African American Caucus (2008-2009), and Financial Secretary for the Los Angeles African American Women Public Action Committee (2009-Present). She was also a Commissioner for the Compton Unified School District Bond Oversight Committee (2008-2009), a Member of the Sisters of the Academy Institute, a founder of the Consortium of American Schools, Colleges, and Universities, a Corporate Member of the Regional Black Chamber of Commerce, and a Member of the American Society of Public Administration.

LESLIE WILLS

Associate Professor, College of Business

EDUCATION:

Ed.D., Organizational Leadership, University of La Verne

M.B.A., Webster University

B.S., Business Management, University of Phoenix

A.A., Merchandising and Advertising, Fashion Institute of Design and Merchandising

AREAS OF EXPERTISE:

Operations

Organizational Leadership

Leslie Wills teaches Organizational Behavior and Leadership, and has also taught at Webster University at Edwards Air Force Base, where she was recruited to improve that school's M.B.A. degree program. Dr. Wills



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received her Doctorate in Organizational Leadership from the University of LaVerne and her Master of Business Administration from Webster University. She received her Bachelor of Science in Management from the University of Phoenix. Leslie has substantial experience working with various levels of leaders and aspiring leaders. She has worked with leading technology companies, including Lockheed Martin Information Technology, as well as NASA. She also has considerable experience working for non-profit organizations and has taught Business courses at Webster University. Her latest publication is entitled –Which Way Is Up?: Examining the Degree of Influence Various Factors Have On the Professional Advancement of African-American Women.

JANNETTE E. ATTAR FLORES

Associate Professor, College of Business

EDUCATION:

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

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

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

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

AREAS OF EXPERTISE:

Small Business Management and Entrepreneurship

Business Negotiations

Business Ethics and Diversity

Leadership and Research in Higher Education

Dr. Flores received her Doctor of Educational Leadership from the University of Southern California in 2013, a Master of Business Administration with a concentration in Public Administration in 2009, a Bachelor of Science in Behavioral Science in 2006, and an Associate of Arts in Liberal Arts and Science in 2004. She teaches at DeVry University, Argosy University, and ITT Technical Institute. Dr. Flores has held numerous management positions in the private and public sector, and served as the owner and instructor for accessCPR for over six years, where she worked with small and large corporations to train employees in American Red Cross emergency preparedness courses. She serves as an active member on both the National Center for Higher Education and National Student Affairs Administrators in Higher Education associations, and travels across the United States, conducting seminars on unique student populations in higher education. Currently, Dr. Flores is working on authoring and co-authoring books based on her research and experience in higher education.



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Dr. Flores' teaching philosophy is to effectively teach her students, instill in them a love of learning, and strive to help them become life-long learners. She provides an exciting learning environment that is safe, supports risk-taking, and invites a sharing of ideas.

MARKO NINO

Assistant Professor, College of Business

EDUCATION:

Ph.D. Business Administration, Donetsk Institute of Commerce, 1997

M.S. Economics, Donetsk Institute of Commerce, 1993

B.S. Economics, Donetsk Institute of Commerce, 1993

AREAS OF EXPERTISE:

MIS and Information Technology

Marketing and Sales Management

Marko Nino received her Ph.D in Business Administration from Donetsk Institute of Commerce in the Ukraine. She taught several courses regarding marketing and business at the Irbid Private University in Jordan from 1997 to 2004. From 2004 to 2007 she taught multiple courses in MIS and Information Technology at Isra Private University in Jordan. From there, she taught at Delmon University for Science and Technology in Bahrain from 2007 to 2010. Currently, Nino teaches beginner and intermediate levels of Arabic at the Beverly Hills Lingual Institute. She has participated in an outstanding amount of workshops, seminars, conferences, and certification courses from all over the world, including, the International Conference on "Education for the Survival of the Human Race" in Guwahati, India, and the workshop on the Methodology of Scientific Research and Constraints at Irbid Private University in Jordan. She also has had a hand in eight publications, including, The Effect of Data Systems Competency on the Effectiveness of Decision Making in the Housing Bank for Trade and Finance Branches in the North Region, Nov 2001, LIL-buhooth Wa District, No. 1, Vol. 4, and Problem Solving Approach for Global Marketing Functions, April 2002, LIL-buhooth Wa District, No. 2, Vol. 4

JAIME MITCHELL

Assistant Professor, College of Business

EDUCATION:

M.S. in Procurement and Acquisitions Management, Webster University

B.A. in Psychology, Limestone College in Gaffney

AREAS OF EXPERTISE:



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Mrs. Mitchell received her Master's Degree in Procurement and Acquisitions Management from Webster University of St. Louis, Missouri and her Bachelor's degree in Psychology from Limestone College in Gaffney, South Carolina.

Professor Mitchell has more than twelve years experience in Supply Chain Management with a concentration Purchasing and Inventory Management. She has worked mainly in electric utilities and most recently in manufacturing. Her areas of expertise are purchasing and inventory management. Professor Mitchell is a member of APICS, the Associations for Operations Management.

Jaime Mitchell teaches classes in Supply Chain Management, Purchasing, and Logistics at Westcliff University. She is currently employed by a leading global manufacturer of elevator products and resides in South Carolina.

STEPHEN SHU

Assistant Professor, College of Business

EDUCATION:

M.B.A., University of Chicago, 1999

M.S., Electrical Engineering, Cornell University, 1992

B.S., Electrical Engineering, Cornell University, 1991

AREAS OF EXPERTISE:

Finance

Operations

Strategic Planning

Professor Shu received a Master of Business Administration from the University of Chicago in 1999 and both a Master of Science and Bachelor of Science in Electrical Engineering from Cornell University in 1991. He is a management consultant and business development professional with over eighteen years of industry experience with specialties in business strategy, marketing and provides both interim management and business strategy, marketing, finance, and operations consulting services to clients. Specialty sectors include high-tech, software, services, communication/telecom, startups, and growth-phase companies. Professor Shu has held a number of consulting and management roles, including as a principal consultant with Nortel Business Consulting where he incubated the business and led the carrier practice to provide services such as business and marketing plan development and spectrum valuation. He also served as the Vice President of Operations and Business Development for FiveSight (acquired by Intalio) where he played a lead role in



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obtaining both corporate venture capital financing and new clients. As COO for 21 Publish, he also helped with international expansion.

KARL ANDERSON

Assistant Professor, College of Business

EDUCATION:

M.A., Organizational Development, Fielding Graduate University

B.A., Agricultural Studies, Delaware Valley College

B.A., Liberal Studies, California State University – Fullerton

AREAS OF EXPERTISE:

Information Technology

Operations

Project Management Supply Chain Management

Professor Anderson received a Master of Arts in Organizational Development from Fielding Graduate University, a Bachelor of Arts in Liberal Studies from California State University, Fullerton, and a Bachelor of Arts in Agricultural Studies from Delaware Valley College. Professor Anderson has presented at numerous workshops and seminars for the Project Management Institute. With 22 years of technology and business solution experience as a project producer, Professor Anderson has an exceptional broad range of hands-on expertise and experience implementing sound project practices for countless businesses.

Professor Anderson's past work experience includes performing large, small, and multiple projects for various organizations, including Valent Pharmaceutical, Amgen, GE Energy, Los Angeles Police College, 24 Hour Fitness, Johns Manville, Rockwell Semiconductors, Qualcomm, Intuit, Cendant, Qwest Communications, ICG Telecom Group, The Walt Disney Studios, City and County of San Francisco, and many others.

Professor Anderson has also designed and initiated a pharmaceutical tech transfer project for 80 products, a \$30 million product line creating 40 project time-lines, and working with the supply manager and marketing team to develop 12 new products.



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RAEF ASSAF

Assistant Professor, College of Business

EDUCATION:

DBA, International Business, Argosy University 2010

MBA, Marketing, Wayne State University 2006

B.Sc., Marketing, Wayne State University 2001

Experienced national and international professional and trainer of franchisees in sales and in developing new markets for products and services. Solid understanding of distribution systems related to imported products, fuel systems, wholesale and retail background both national and International. Executive experience managing organizations with over \$10M in annual revenues. Experience in analyzing problem-based issues and developing strategies for improving overall productivity, quality, and efficiency. Excellent interpersonal and communication skills, sustaining an environment that is empowering, supportive, visionary, creative, and collaborative. Proven leadership skills - planning, organizing, directing, inspiring and leading other people. Well-rounded educational and personal background that will help build an inquiring, independent, and analytical approach to learning while bringing theory to practical real-life examples to the class room.

YVAN NEZERWE

Assistant Professor, College of Business

EDUCATION:

D.B.A., Finance, Alliant International University, 2011

M.B.A., Finance, Alliant International University, 2006

B.S., International Business, United States International University, 2004

Dr. Yvan Nezerwe is currently a Finance Professor, Professional and Author. He earned a Doctorate in Finance at Alliant International University - San Diego California. Dr Nezerwe's areas of interest are Corporate Finance, Financial Accounting, Business Valuation and Acquisition. Before joining the Consulting field and Academia, Dr. Nezerwe worked in the financial services industry for 10 years as Personal Banker, Consultant and Financial Advisor. Dr. Nezerwe has published research articles in the fields of Corporate Finance, International Finance and Empirical Asset Pricing. He has presented his research studies at several academic conferences in the United States. During his spare time, Dr. Nezerwe enjoys playing tennis.



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COLLEGE OF EDUCATION

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. The college focuses on excellence, theoretical knowledge, and integrity through the application of innovative processes, effective use of technology, and fosters the development of educational leaders and policymakers.

BACHELOR OF ARTS IN EDUCATION (BAEd)

BA ED PROGRAM MISSION STATEMENT

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

BAED PROGRAM DESCRIPTION

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

BAED PROGRAM LEARNING OUTCOMES

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

1. Identify skills dealing with the needs of a range of students and how they learn.
2. Review theories and practices through the critical analysis and exploration of a diverse range of educational issues.
3. Demonstrate a capacity to create and maintain a safe and challenging learning environment through the effective use of a variety of appropriate classroom management skills.
4. Exemplify the ability to plan, assess, and report for effective learning.
5. Employ an ability to critically reflect upon and continually improve professional knowledge and practice.
6. Demonstrate a capacity to actively and collaboratively engage with members of the education profession and with the wider community.



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BAED PROGRAM GRADUATION REQUIREMENTS

The BA Ed program consists of a program requirement of 120 credit hours, including 60 credits of Core Education Courses and 60 credits of General Education Courses.

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

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



General Education

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

GENERAL EDUCATION COURSE REQUIREMENTS (60 CREDIT HOURS)

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

General Education Breadth Requirements (30 credit hours):

- English- 2 courses (6 credit hours) required
- Math- 1 course (3 credit hours) required
- Arts and Humanities - 2 courses (6 credit hours) required
- Social and Behavioral Sciences- 3 courses (9 credit hours) required
- Natural Sciences - 1 course (3 credit hours) required
- Communications- 1 course (3 credit hours) required

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

GENERAL EDUCATION COURSES OFFERED BY CATEGORY

English

ENG 120 English Composition	3 credit hours
LIT 150 English Literature	3 credit hours

Math

MAT 135 College Algebra	3 credit hours
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Arts and Humanities

ART 100 Art History	3 credit hours
HUM 165 Human Geography	3 credit hours
HUM 170 Human Civilizations	3 credit hours



HUM 180: World Religions	3 credit hours
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Social and Behavioral Sciences

HIS 140 U.S. History	3 credit hours
POL 205 International Relations	3 credit hours
POL 210 American Government	3 credit hours
POL 220 World Politics	3 credit hours
PSY 235 Introduction to Psychology	3 credit hours
PSY 240 Human Development	3 credit hours
SOC 245 Introduction to Sociology	3 credit hours

Natural Sciences

BIO 260 General Biology	3 credit hours
SCI 275 Introduction to Ecology	3 credit hours
SCI 280 Environmental Science	3 credit hours
GEO 290 Physical Geography	3 credit hours

Communications

COM 115 Introduction to Communication	3 credit hours
PHL 190 Critical Thinking and Problem Solving	3 credit hours

BACHELOR OF ARTS IN EDUCATION PROGRAM CORE COURSES

EDU 300 Introduction to Teaching	3 credit hours	EDU 350 Assessment of the Teaching and Learning Process	3 credit hours
EDU 305 Education Psychology	3 credit hours	EDU 355 Exceptional Students	3 credit hours
EDU 310 Globalization of Education	3 credit hours	EDU 360 Curriculum and Instruction	3 credit hours



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EDU 315 Educational and Social Justice	3 credit hours	EDU 365 Multicultural Education	3 credit hours
EDU 320 Home, School, and Community Collaboration	3 credit hours	EDU 370 Teaching English Language Learners	3 credit hours
EDU 325 Art of Effective Teaching	3 credit hours	EDU 375 Teaching with Technology	3 credit hours
EDU 330 Building the Foundations of Literacy	3 credit hours	EDU 400 Differentiating and Scaffolding Instruction	3 credit hours
EDU 335 Early Childhood Development	3 credit hours	EDU 405 Teaching Principles, Policies, and Current Problems	3 credit hours
EDU 340 Adolescent Development	3 credit hours	EDU 410 Educational Research	3 credit hours
EDU 345 Introduction of Art, Music, and Fitness in Early Childhood Education	3 credit hours	EDU 450 Directed Field Experience	3 credit hours

Total BA Ed Education Core Courses

60 credit hours



MASTER OF ARTS IN TESOL (MA TESOL)

MA TESOL PROGRAM MISSION STATEMENT

The mission of the MA TESOL Program is to prepare students to be competent and reflective TESOL professionals in the global community who possess the breadth and depth of knowledge in the theories and pedagogy necessary for varied ESOL teaching contexts and student needs.

PROGRAM DESCRIPTION

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.

MA TESOL PROGRAM GRADUATION REQUIREMENTS

Student must complete thirty-six (36) prescribed credit hours with a cumulative G.P.A. of 3.0 or higher. Students may complete all 36 credits at Westcliff University. Alternatively, students may apply to be granted course waivers for up to 6 credit hours of the required MA TESOL 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.

MA TESOL COURSE REQUIREMENTS (36 CREDIT HOURS)

TSL 502 Vocabulary Instruction	3 credit hours
TSL 507 Pronunciation Instruction	3 credit hours
TSL 512 Writing Instruction	3 credit hours
TSL 515 Second Language Acquisition	3 credit hours
TSL 520 Grammar Instruction	3 credit hours
TSL 527 Methods of Teaching ESL/EFL	3 credit hours
TSL 532 Listening and Speaking Instruction	3 credit hours
TSL 542 The English Language in Society	3 credit hours
TSL 545 Reading Instruction	3 credit hours



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TSL 552 Special Topics in TESOL	3 credit hours
TSL 590 Curriculum Design	3 credit hours
TSL 600 Practicum	3 credit hours

Total MA TESOL Program

36 credit hours

MA TESOL CONCENTRATIONS

Concentration: Educational Technology (EDT)

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

Four (4) courses required including practicum

TSL/EDT 591 Foundations of Educational Technology and Pedagogy:

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/EDT 592 Digital Assessment in Teaching and Learning:

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/EDT 593 Creating Digital Content for Teaching:

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.



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TESL/EDT 600 Practicum-Educational Technology

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 a mix of online and onground classroom observations 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.



EDUCATION COURSE DESCRIPTIONS

EDUCATION COURSES-BAED

EDU 300 Introduction to Teaching (3 credit hours) – This introductory course is an overview of the teaching profession, the professional teacher, and the learner. The roles and responsibilities of the educator and historical and current educational system in the United States will be examined. Students will learn about diverse learners, learning styles, and theories. Creating a positive learning environment, managing classrooms effectively, and developing and conducting standards-based lesson plans will be covered.

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 310 Globalization of Education (3 credit hours) – This course will cover developments reflecting influences and ideas shaping particular manifestations of globalization and their influence on education in both industrialized and developing countries. The global view of political structures, educational systems, and workforce development will be emphasized. Students will compare and investigate systems and ideals, examine solutions, and engage in dialogue and debate surrounding globalization and educational changes.

EDU 315 Educational Leadership and Social Justice (3 credit hours) – This course will challenge students to be effective advocates for social justice. Students will learn about current realities in educational leadership training and in school practices 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 will be able to define key players in their 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 secondary students in a mainstream class.

EDU 335 Early Childhood Development (3 credit hours) – This course focuses on both typical and atypical child development from birth through age eight. It highlights the diversity of child development and prepares one to meet the needs of children with different backgrounds.

EDU 340 Adolescent Development (3 credit hours) – This course examines the psychological, physiological, behavioral, and cognitive characteristics and factors that affect learning among adolescents. The course emphasizes the teaching of adolescents in diverse secondary school environments.

EDU 345 Art, Music, and Fitness in Education (3 credit hours) – This course reviews the strategies teachers can use to engage in the exploration of play and the tangential factors concerning play. The course focuses on environmental literacy, the impact of technology, and the importance of outdoor play, music, and movement.

EDU 350 Assessment of the Teaching and Learning Process (3 credit hours) – This course teaches students how to assess teaching and learning process. Students will learn how to clarify learning targets, select assessment methods, and design quality classroom assessment tasks. Students will also 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 will 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 365 Multicultural Education (3 credit hours) – This course will integrate 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 will 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 375 Teaching with Technology (3 credit hours) – This course examines the history, current practices, and future possibilities for integrating technology into the classroom. Students will 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 not only meet the needs of students but also to provide variety and challenge to students.

EDU 405 Teaching Principles, Policies, and Current Problems (3 credit hours) – This course identifies and analyzes significant and persistent issues in early childhood education in the United States and the issues that relate to student achievement and teacher effectiveness.

EDU 410 Educational Research (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 will rely on their research from previous courses and thoroughly examine and evaluate their learning experiences in order to analyze the issues related to teacher education, advocacy, policy, and working with families. Students will research the next steps in professional development and create a plan for further growth as a professional in the K-12 field.

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



EDUCATION COURSES-MA TESOL

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 suprasegmental (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



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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 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.

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 OUTCOMES

Westcliff University (WU) 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, WU and the College of Education (COE) 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.



GRADUATE CERTIFICATE IN MA TESOL COURSE REQUIRMENTS (9 CREDIT HOURS)

TSL 512 Writing Instruction	3 credit hours
TSL 532 Listening and Speaking Instruction	3 credit hours
TSL 545 Reading Instruction	3 credit hours

GRADUATE CERTIFICATE IN TESOL COURSE DESCRIPTIONS

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 532 Listening and Speaking Instruction (3 credit hours). This course explores the conceptual frameworks and challenges of teaching ‘speaking’ and ‘listening’. This theory is balanced with a focus on practical teaching strategies. Also included are lesson planning and skill assessment techniques.

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.

TESOL CERTIFICATE PROGRAM

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

- Foundations of TESOL
- Second Language Acquisition
- Teaching Speaking and Pronunciation
- Teaching Vocabulary
- Teaching Grammar
- Teaching Reading
- Teaching Listening
- Teaching Writing
- Total Certificate Program Hours 152 hours**



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 COURSE DESCRIPTION

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 ELL classroom. Also included in this unit is an overview of effective lesson planning.

Second Language Acquisition – This portion of the course provides an overview of second language acquisition. The course will cover the mechanism of how language is acquired including research on critical period hypothesis of second language acquisition.

Teaching Speaking and Pronunciation – This portion of the course 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. This unit also examines the application of phonetics and phonology to the teaching of pronunciation to ELLs.

Teaching Vocabulary– This portion of the course is an overview of the study of word structures and rules. It focuses on content words and function words, morphemes, and rules of word formation. This unit also covers the teaching of vocabulary to ELLs.



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Teaching Grammar – This portion of the course introduces the grammar of contemporary English and the teaching of grammar for teachers of English Language Learners (ELLs). Emphasis is placed on sentence structure and identification of the various parts of speech of a language.

Teaching Reading – This portion of the course examines the methods of teaching reading to English Language Learners (ELLs). The course will cover reading strategies that are sensitive and responsive to students.

Teaching Listening - This portion of the course examines core concepts and best practices in teaching listening to English Language Learners (ELLs). It provides listening strategies and concepts that can be applied to the classroom in many different situations.

Teaching Writing - This portion of the course explores approaches to teaching writing to English Language Learners (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).



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COLLEGE OF EDUCATION FACULTY

JULIE CIANCIO, Ph.D.

Dean of College of Education

EDUCATION:

Ph.D., Social Psychology, University of Brasilia, Brazil, 2005

M.A., Applied Linguistics, University of Brasilia, Brazil, 2001

B.A., Psychology, Regis University, Denver, Colorado, 1989

Dr. Julie Ciancio is the Dean for the College of Education at Westcliff University in Irvine, California, where she oversees the TESOL Master's program and TESOL Certificate program, among others. Previously, she was the TESOL program administrator at California State University, San Bernardino, where she managed the TESOL master's program, several TESOL certificate programs, and Intensive TESOL Teacher Training programs. She is adjunct faculty for the CSUSB College of Education, where she has taught and developed many courses. She has published numerous articles, conducted professional development workshops, and teacher training workshops on TESOL around the world. She is an English Language Specialist for the US State Department, Bureau of Educational Affairs. She was a Senior English Language Fellow also for the US State Department, Bureau of Educational Affairs in Gujarat, India for two years, stationed at Ahmedabad Management Association, where she taught in the MBA program and led many workshops and lectures. During her time in India, she conducted teacher training workshops and led seminars in Tamil Nadu, Maharashtra, Gujarat, and Delhi. She was an EFL teacher, teacher trainer, university professor, and director of the language department at IESB University in Brasilia, Brazil while she lived in Brazil for 13 years.

She has a Master's in Applied Linguistics and a Ph.D. in Social Psychology from the University of Brasilia (UnB), Brazil, where she conducted research on the influence of acculturation on second language acquisition. She also holds an MBA in International Business from California State University.

JANNETTE FLORES, Ed. D.

Program Chair, College of Education

EDUCATION:

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

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

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

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

Dr. Flores earned her Doctor of Educational Leadership from the University of Southern California in 2013, a Master of Business Administration with a concentration in Public Administration in 2009, a Bachelor of Science in Behavioral Science in 2006, and an Associate of Arts in Liberal Arts and Science in 2004. She is a



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leader and educator in the field of higher education, has held numerous management positions in the private and public sector, and previously served as the owner of a small business for over six years. She currently serves as an active evaluator and member for several higher education accrediting bodies, and travels across the United States, conducting seminars on at-risk student populations in higher education. Currently, Dr. Flores is working on authoring and co-authoring books based on her research and experience in higher education.

Dr. Flores' teaching philosophy is to effectively teach her students, instill in them a love of learning, and strive to help them become life-long learners. She provides an exciting learning environment that is safe, supports risk-taking, and invites a sharing of ideas.

JENNIFER HIRASHIKI, M.A.

Assistant Professor of Education
TESOL Program Chair

EDUCATION:

M.A. TESOL, Azusa Pacific University, 2015
B.A. French Literature/Linguistics, Ohio University, 2005
TEFL Certification, Ohio University, 2005

Jennifer Hirashiki started teaching EFL in France for the Ministry of Education assistant English teacher program in 2005. She then moved to Japan in 2006 to teach at an English language school for all ages. Upon her return to the US in 2011, she started at EF Language Centers in Redondo Beach. During her time at EF, she was a senior teacher and eventually became Academic Director. As Academic Director, she hired, trained, and managed teachers, developed curriculum, and ran the academic department of the school. Her interests include curriculum development, technology in the classroom, and action research.

EVELIN SUIJ-OJEDA, Ph.D.

Assistant Professor of Education

EDUCATION:

M.A TESOL , University College Plymouth, St Mark & St John, England, 2012
M.A Education, Reading and Writing, Universidad de Carabobo, Venezuela, 2009
B.A, Education, Modern Languages: English, Universidad de Carabobo, Venezuela, 2001

Evelin is a Ph.D in Education student at Universidad Internacional Iberoamericana . She holds a Master's degree of Arts in Teaching English and another one of Education in Spanish Reading and Writing. She has



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been working as Spanish/English teacher, teacher trainer and ELT consultant for the last 16 years not only in Valencia, Venezuela but also abroad, specifically in England and The Netherlands. From 2003 to 2014, she was a university professor, academic director and teacher trainer at Universidad de Carabobo, Faculty of Education in Venezuela, coordinating different subjects and modules dealing with language teaching and learning.

She has been an active member of VenTESOL since 1999 starting as a regional representative and organizing several successful events ever since. She was VenTESOL president 2013-2015. Currently, she holds the past-presidency, acting as an advisor for this teachers' organization. She is also an active member of TESOL International Association. Her interests include blended learning, written corrective feedback, creative writing and reading.

SHALOM BAY, M.A.

Assistant Professor of Education

EDUCATION:

M.A. Applied Linguistics with a Certificate in TESOL, Biola University, 2014

B.A. Linguistics, University of California of Los Angeles, 2010

Shalom Bay obtained her B.A. in Linguistics and French at UCLA and earned her M.A. in Applied Linguistics with a Certificate in TESOL from Biola University. She started teaching ESL at California University of Management and Sciences in Anaheim, CA. She has taught in several Intensive English Programs for Japanese university students at University of California, Irvine, as well as Brazilian students at California State University, Fullerton. In addition, she has taught English Composition courses at Bethesda University and Biola University. Her adult education experience comes from teaching at Santa Ana College School of Continuing Education. She spent her summer abroad teaching at Pyongyang University of Science and Technology. She is currently a member of CATESOL and TESOL and enjoys attending conferences and learning/teaching about language and culture.



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RENAE BETTEN, M.A.

Assistant Professor of Education

EDUCATION:

M.A. TESOL, California State University, San Bernardino, 2012

B.A. Communication, California State University, San Bernardino, 2010

Renaë Betten received her Master of Arts in Education with an emphasis in TESOL and her Bachelor of Arts in Communication with a concentration in Human Communication from California State University, San Bernardino. She is presently a part-time Adjunct Faculty at Cal Baptist University in Riverside in the Intensive English Program. She has taught ESL classes to university students for Global Leaders Academy at Cal State San Bernardino. She is also experienced in curriculum design for TESOL programs and uses her TESOL knowledge and experience as a consultant in the development of a program called International Connect 1 for the Center for International Studies and Programs at CSUSB.

SHEILA CORWIN, Ed. D.

Adjunct Professor of Education

EDUCATION:

Ed.D., Educational Psychology, California Coast University, (dissertation review stage)

M.A., TESOL, Monterey Institute of International Studies, 2008

TESL Certification, Sonoma State University, 2002

B.A., Global (International) Studies, French Language and Culture, Sonoma State University, 1999

Sheila Corwin has been involved with ESL/EFL for over 20 years. She has taught English language learners and trained new and already practicing language teachers from all over the world. Originally from California, she now lives in Italy where she works as an online instructor for the TESOL International Association and a TEFL certificate course based in London, England. In addition, she serves as an English teacher trainer for a teacher training organization in Mexico. In Florence, she developed and leads Weekend TEFL and other courses for teachers. In previous years, Sheila served as an English language instructor at a university in Oaxaca, Mexico; and in a private language school in her home state, California, USA. She has recently submitted her dissertation, which is currently under review. The title of her dissertation is: Toward the Development of a Model Program to Promote an Engaged, Student-Centered Classroom for English Language Teachers in Italy. Her interests in TESOL include the correlation between culture and language and the use of authentic materials in second and foreign language classrooms.



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SEAN DAILEY, M.A.

Assistant Professor of Education

EDUCATION:

M.A., Education TESOL option, California State University San Bernardino, 2016

B.A., History, University of California Riverside, 2004

Sean Dailey holds a B.A. in History from the University of California Riverside and an M.A. in Education from the TESOL program at California State University San Bernardino. He has garnered a total of 11 years of experience teaching, including English at the middle school level in California and EFL at the elementary and middle school levels in South Korea. Sean currently resides in Seoul where he studies Korean as a second language and is an active member in the Korea TESOL organization (KOTESOL). He has experience training new EFL teachers, and his research interests include Computer Assisted Language Learning, particularly blended learning in the EFL tertiary context.

JULIE DOUGLASS, M.A.

Assistant Professor of Education

EDUCATION:

M.A. TESOL, Biola University, La Mirada, CA, 2012

B.A. Intercultural Studies, Minor in Linguistics, Biola University, La Mirada, CA, 2007

Julie Douglass comes to Westcliff University with a Master's degree in TESOL, a BA in Intercultural Studies and a minor in Linguistics. She has been teaching ESL in academic institutions in Orange County since 2008. Her professional experience includes presenting at professional conferences in California, as well as curriculum and program development work at Concordia University Irvine. She is well-traveled, including spending her growing up years in Kenya, and doing a 6-month internship in India.

DEBORAH EBERSOLD, M.A.

Assistant Professor of Education

EDUCATION:

M.A., Education, Ashford University, 2013

M.A., TESOL, California State University, Los Angeles, 2003

B.A., Liberal Studies, California State University, Los Angeles, 1999



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Deborah Ebersold has taught ESL for Pacoima Skills Center, American International University, and Rinaldi Adult School. She is also an experienced tutor, having worked with students of all ages and backgrounds at the Learning is Fun Center and Academic Advantage and at Woori Tutor.

Professor Ebersold recently graduated from Ashford University with her master's degree in education with an emphasis in special education.

SHOURA KHATIBLOO, M.A.

Assistant Professor of Education

EDUCATION:

M.A., Marriage and Family Therapy, Chapman University, 2013

M.B.A., Industrial Management University, 1995

B.A., English, Azad University, 1993

Professor Khatibloo has over 5 years teaching experience at the college and university level in the field of psychology. Prof Khatibloo has a very unique and diverse background in her professional career with over 20 years experience in the fields of Human Resources, Management and Finance, having earned an MBA and spent many years in the corporate world before completion of her masters in psychology and marriage and family therapy from Chapman University, Orange (Cum Laude). She is currently in practice at OMID Multicultural Institute, where she serves as senior therapists for individuals and couples seeking therapy. She also serves as administrator for the institute in areas of administration, fund raising and community outreach. Professor Khatibloo also provides regular training sessions to marriage and family interns at OMID and facilitates monthly workshops for the diverse community of patients and the public in relation to mental health.

SELIN NIELSEN, Ph.D.

Assistant Professor of Education

EDUCATION:

Ph.D., Educational Administration, Education Leadership and Policy Studies, University of California Riverside, 2011

MATESOL, California State University San Bernardino, 2002

B.A., French, University of California Berkeley, 1994

Dr. Selin Yildiz Nielsen, has worked in international education for the last 25 years as a director, professor, coordinator, manager, instructor and consultant. She has worked in the field of TESOL both overseas and



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nationwide. She has taught classes in Washington DC, Des Moines Iowa, Gaziantep, Turkey and Riverside, California in both undergraduate and graduate level. Throughout her career, she has published articles and book chapters related to international education. Selin received her Ph.D. in Educational Leadership and Policy Studies from the University of California at Riverside. Her dissertation emphasized globalization of education in graduate school. She has a master's degree in Education (TESOL) from California State University, San Bernardino, and also holds a TESOL Certificate from UCR Extension. She has a Bachelor's degree in French from University of California, Berkeley. She is the co-founder of Glocally Connected, a non-profit organization that promotes community building in order to help the refugee population.

JULIEN PARK, M.A.

Assistant Professor of Education

EDUCATION:

Master's Degree in Education (TESOL option), California State University, San Bernardino, 2011

TESOL Certificate, Trinity College London, 1995

Julien Sanghyo Park is one of the top online English instructors in Korea with many successful online lectures including Grammar in Use series at ybmsisa.com and has over 20 years of a broad spectrum of experience in English education for both young learners and adults. Her career includes curriculum & content development for different courses; authoring books including 'Easy Speaking and Writing Guide for Basic Grammar by Cambridge University Press; and stint teacher training at different sites, one of which was Seoul Metropolitan Office of Education. She previously taught at Hansei University in Korea and most recently has been working with G-TELP Korea, an approved agency by International Testing Services Center (ITSC)

She earned Trinity College London TESOL Certificate in 1996 and holds a Master's degree in education with an emphasis in TESOL from California State University San Bernardino.

LUKE PLONSKY, Ph.D.

Assistant Professor of Education

EDUCATION:

Ph.D., Second Language Studies, Michigan State University, 2011

M.A., Teaching English as a Second Language, Northern Arizona University, 2004

B.A., Spanish, Northern Arizona University, 2002

Luke Plonsky (PhD, Michigan State University) specializes three areas of applied linguistics and TESOL: second language acquisition, research methods, and language pedagogy. Recent and forthcoming publications in these and other areas appear in virtually all major journals, including Annual Review of



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Applied Linguistics, Applied Linguistics, Language Learning, Modern Language Journal, and Studies in Second Language Acquisition and in edited volumes published by Routledge, Cambridge University Press, Wiley Blackwell, and de Gruyter. In addition, Luke has written and edited several textbooks. He has taught teachers as well as learners of English and Spanish in the US, Puerto Rico, Spain, and The Netherlands. Luke is Associated Editor of Studies in Second Language Acquisition and Managing Editor of Foreign Language Annals.

MARY JANE OUTCAULT-HILL, M.A.

Assistant Professor of Education

EDUCATION:

M.A. TESOL, California State University San Bernardino, 1995

M.B.A., Marketing, University of Phoenix, 2016

M.J. Outcault Hill received her Master of Arts in Education with emphasis in TESOL from California State University San Bernardino and a Master of Business Administration with emphasis in Marketing from University of Phoenix. She holds a California Multiple Subject Credential and a CLAD Credential. She has taught K-6 education, ESL with the American Language Institute, California State University Long Beach, university credential classes as well as supervised student teachers for several universities. She is working on a law degree with Concord University.

JUDY WILLIAMS, Ph.D.

Associate Professor of Education

EDUCATION:

Ph.D. Curriculum & Instruction, ELL Focus

Capella University, 2011

M.A. Education, Grand Canyon University, 2001

B.A. Education, Speech, Drama, Whitworth University, 1972

Judy Williams comes to Westcliff University with 35+ years in the educational field. She has taught grades Kindergarten – 12, and is currently an adjunct professor for Azusa Pacific University teaching in the undergrad and graduate educational programs. She holds a California Life Teaching Credential, has certification in CLAD, Bridges to Understanding the English Language Learner, GLAD, English Language Development Institute, and written research on the Dual Immersion Classroom for English/Spanish Students. Dr. Williams also does professional development and seminars for California Science Teachers Association, National Science Teachers Association, California Math Council, Discovery Education and Houghton Mifflin Harcourt Publishers offering sessions in ELL, reading, math and science with a focus on integrating technology.



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DEANNA BRADY, Ed.D.

Adjunct Professor of Education

EDUCATION:

Ed.D., Educational Leadership at University of Southern California

Administrative Credential- USC

M.A., Public Policy Administration- CSULB

General and Special Educational Credentials- CSULB

CLAD Certified

B.A., Liberal Arts – CSULB

Dr. Deanna Brady received her Ed.D in 2001 from the University of Southern California, her M.P.A in 1991 from Cal State Long Beach, and her BA in Liberal Studies in 1983. She holds three California credentials and is CLAD certified. She has served in a variety of education positions including K-6 teacher, Learning Specialist, Site Principal, Consultant, and Professor of Education at the University level. Much of Dr. Brady's research and practice has been centered on best practice strategies and in promoting excellence in education for all students. Her areas of specialty, including workshops are focused on Reading and Language Arts, Classroom Management, Special Education, Practicum, and Communications.

SHERRY DAVIS, M.A.

Associate Professor of Education

EDUCATION:

M.A., English, California State University, Dominguez-Hills, 2000

B.A., Interdisciplinary Studies, California State University, Dominguez-Hills, 1996

Professor Davis received her Master of Arts in English with an emphasis on TESOL and her Bachelor of Arts in Liberal Arts from California State University, Dominguez-Hills, Carson. She is credentialed to teach adult education in English, ESL and Communications.

Professor Davis has taught TESOL abroad and in the U.S. She is a technical writer and continues to develop instructional material for the distance learning community.



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SHERRY MACKAY, M.A. TESOL

Assistant Professor of Education

EDUCATION:

M.A. Education: Teaching English to Speakers of Other Languages, California State University, San Bernardino, 2012

Adult Education Credential, University of California, Riverside Extension Center, Riverside, 2006

B.A. Education: Teaching English to Speakers of Other Languages, Brock University, St. Catharines, Ontario, Canada, 1994

Sherry MacKay comes to Westcliff University with 20 years experience in the educational field. She taught English as a Second Language to new immigrants and refugees in Canada. She taught and developed programs for international students at the University of California Riverside. Throughout her career she has taught visiting elementary and secondary school teachers from South Korea. She holds a Bachelor of Education in Teaching English to Students of Other Languages (TESOL), an Adult Education credential, and a Masters of Education in TESOL. She also created and marketed a conversational board for the ESL classroom. She has presented at local, state and international levels for the TESOL organization.

MARIA LUKE MYERS, M.A.

Assistant Professor of Education

EDUCATION:

M.A. Education – TESOL, California State University at San Bernardino, 2009

B.S. Business Management, University of Phoenix, 1999

Professor Myers earned a Masters in Education, concentrating on TESOL at CSUSB.

She taught English to foreign students at the College of Extended Learning, CSUSB for five years. Subsequently, she has taught at ELS at University of LaVerne, and is currently teaching at CalBaptist University in Riverside.



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STEPHEN BURNS, M.A.

Assistant Professor of Education

EDUCATION:

M.A. English Composition: Applied Linguistics\TESL, CSU San Bernardino, 2009

M.A.Theology (in progress), Franciscan University of Steubenville, OH

B.A. Psychology\Minor in Russian language, CSU Fresno, 1993

Prof. Steve comes to Westcliff University with over 20 years of experience as an educator, having served in a wide variety of teaching situations from individual/small group tutoring responsibilities to full-size classes—in both professional and volunteer capacities (including courses in which English was not the primary language of instruction), with student ages ranging from infant to retired adult. Steve has lived and worked in Russia and Japan, and has extensive travel experience in Europe, Latin America, Asia & Australia. Having studied and used at least 3 languages other than his native English, Steve understands firsthand what L2 students—and their instructors—face as they work toward both linguistic fluency and cultural competence. He holds an M.A. in Applied Linguistics/TESL from CSUSB, is currently studying in a 2nd master’s program (theology), and hopes to continue toward a terminal degree in the field of education/linguistics in the near future. Steve currently resides in Riverside, approx. 35 miles from the main Westcliff campus, with his wife and 3 young daughters.

KYLE VAN HORN, M.A. TESOL

Assistant Professor of Education

EDUCATION:

M.A. Education: Teaching English to Speakers of Other Languages, California State University, San Bernardino, 2013

Advanced Certificate in TESOL, California State University, San Bernardino, 2012

B.A. Education: Teaching English to Speakers of Other Languages, North Carolina State University, Raleigh, NC, USA, 2003

Kyle Van Horn comes to Westcliff University with a BA in English, a Master’s degree in TESOL, and over 10 years of experience teaching and training in the United States and Asia. He has experience training teachers both formally and informally, and he has worked with students at every level from preschool to university and beyond. He has been active locally, nationally, and internationally for several years in the TESOL Organization. He currently resides in Yongin, South Korea where he is a faculty member of the English Department at Yongin Songdam College.



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ANNALISA CHRISTENSEN, M.A.

Assistant Professor of Education

EDUCATION:

M.A.Ed., Teaching English to Speakers of Other Languages, California State University, San Bernardino, 2012

B.S., Communicative Disorders, Utah State University, 2013

B.S., Music, Pacific Union College, 2011

(Minors in Spanish and Biblical Languages, Pacific Union College, 2011)

Currently, I teach adult ESL Grammar, Vocabulary/Idioms, Listening/Speaking/Pronunciation, and Reading/Writing courses at International Mid Pacific College (IMPAC). I have also taught adult ESL at Central Pacific College. Prior to that, I taught EFL courses for children and businessmen in South Korea. I also have experience tutoring students of various ages in English and Spanish.

JACOB LUDWIG, M.A.

Assistant Professor of Education

EDUCATION:

M. A., Education – TESOL, California State University, San Bernardino, 2012

B.M., Music Composition, California State University, Northridge, 2001

Jacob Ludwig started teaching EFL in Taiwan in 2002. In Taiwan, Mr. Ludwig taught preschool, elementary and middle school students, developed EFL curriculum, trained teachers in EFL instruction and wrote children songs to be used in the EFL classroom. In 2012, Mr. Ludwig received a MA in Education with an emphasis in TESOL from CSU San Bernardino. He has taught in extension programs at UC Riverside and CSU San Bernardino. He is currently faculty in the ESL department at Fullerton College and in the Academic English department at UC Irvine. His research interests include student identity, and critical discourse analysis.



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SARAH SEONG, M.A.

Assistant Professor of Education

EDUCATION:

M.A., Applied Linguistics, Teachers College, Columbia University, 2013

B.A., International Development Studies, UCLA, 2010

Sarah Seong received her master's degree in Applied Linguistics from Teachers College, Columbia University in New York. During her time in NY, she was actively involved in NYS TESOL organization where she worked as the membership and operations manager and publicity chair for the 34th Annual Applied Linguistics Winter Conference. Upon receiving her degree, she taught multiple level ESL to young immigrant students, adults, and senior citizens in the Bronx. In order to gain a wider scope of teaching experience, she spent one academic year in South Korea where she taught academic and conversation English at Baekseok University.

WILLIAM ARBUTHNOTT, M.A.

Assistant Professor of Education

EDUCATION:

M.A. TESOL, Westcliff University, 2014

B.A., Political Science, University of California, Riverside, 2005

Professor Arbuthnott has been teaching since 2006 and found his passion for teaching English as a Second Language (ESL) in 2009. He also has international experience teaching English in South Korea. Upon returning to the U.S., he started teaching ESL classes at Hancock International College, Irvine CA. Moreover, Professor Arbuthnott holds an M.A. TESOL from Westcliff University and has been teaching for the university since he graduated. He also holds a Bachelor of Arts in Political Science from the University of California, Riverside in 2005.



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ADMISSIONS POLICIES

ENROLLMENT POLICY AND REQUIREMENTS

Applications for admission are taken year-round. Enrollment forms are available online and from the registrar on campus.

Students may enroll, upon acceptance, into their chosen course of study, in one of six program starts during Fall, Spring or Summer semesters as stated in their acceptance letter.

Students are required to complete their enrollment agreement as part of their enrollment process.

ADMISSIONS 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 date of acceptance, the student's acceptance status will be revoked. Student must then reapply and repeat the admissions process.

As a prospective student, 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 30 days of applying.

The minimum academic requirements to apply to the **Bachelor of Business Administration Degree Program** are;

Regular Non-Degree Applicants – An applicant who has a high school diploma or equivalent (GED) can apply for entrance into Westcliff University.

Transfer Applicants – Applicants who have earned credit hours from a regionally or nationally accredited institution may transfer up to sixty (60) general education semester credit hours and up to thirty (30) semester credit hours of upper division Business coursework to Westcliff University College of Business subject to evaluation of grades and courses.



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The minimum academic requirements to apply to the **Master of Business Administration Degree Program** are;

Regular Degree Applicants – An applicant with a Bachelor degree from a regionally or nationally accredited institution can apply for entrance into Westcliff University. Undergraduate degrees obtained outside of the United States will only be accepted if they have been evaluated by a member in good-standing of the National Association of Credential Evaluation Services (NACES) or another nationally recognized credentialing service. In this case, the listed U.S. degree equivalency will be used.

Transfer Applicants – Applicants who have earned credit hours from a graduate program in a related field from a regionally or nationally accredited institution may transfer up to six (6) semester credit hours to Westcliff University College of Business subject to evaluation of grades and courses.

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

Regular Degree Applicants – An applicant with a Master’s Degree from an approved regionally-accredited or nationally-accredited college or university, or have earned a comparable degree from a recognized institution outside of the United States. Students pursuing a Doctorate of Business degree must have a Master’s Degree in the field of business or a business-related field (MBA, MPA, Master’s in Economics, etc.) While these Master’s Degrees serve to satisfy the prerequisite for a Doctor of Business Administration (DBA) offered at Westcliff University, only a transferred MBA will fully satisfy any academic prerequisite for the DBA. The other aforementioned Master’s Degrees may or may not satisfy all DBA prerequisites, depending on the coursework taken in pursuit of these degrees. The coursework must encompass courses in Economics, Accounting, and Finance in order to fully satisfy the academic prerequisites for the DBA Degree. If the transferred Master’s Degree does not meet one, any, or all of these requirements, prospective transfer students must take Business Foundational Courses at Westcliff University in addition to be fully accepted into the DBA program at Westcliff University. These Business Foundational Courses are BUS 505-Managerial Economics, BUS 535-Managerial Accounting, and BUS 550-Financial Management, all of which are offered under Westcliff University’s MBA curriculum.

Transfer Applicants – Applicants who have earned credit hours from a doctoral program in a related field from a regionally or nationally accredited institution may transfer up to nine (9) semester credit hours to Westcliff University College of Business subject to evaluation of grades and courses.

The minimum academic requirements to apply to the **Bachelor of Arts in Education Degree Program** are;



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Regular Non-Degree Applicants – An applicant who has a high school diploma or equivalent (GED) can apply for entrance into Westcliff University.

Transfer Applicants – Applicants who have earned credit hours from a regionally or nationally accredited institution may transfer up to sixty (60) general education semester credit hours and up to thirty (30) semester credit hours of upper division Education coursework to Westcliff University College of Business subject to evaluation of grades and courses.

The minimum academic requirements to apply to the **Master of Arts in TESOL Degree Program** are;

Regular Degree Applicants – An applicant with a Bachelor degree from a regionally or nationally accredited institution can apply for entrance into Westcliff University. Undergraduate degrees obtained outside of the United States will only be accepted if they have been evaluated by a member in good-standing of the National Association of Credential Evaluation Services (NACES) or another nationally recognized credentialing service. In this case, the listed U.S. degree equivalency will be used.

Transfer Applicants – Applicants who have earned credit hours from a graduate program in a related field from a regionally or nationally accredited institution may transfer up to six (6) semester credit hours to Westcliff University College of Education subject to evaluation of grades and courses.

The minimum academic requirements to apply for the **TESOL Certificate Program** are:

Regular Applicants – An applicant who has a high school diploma or equivalent (GED) can apply for entrance into Westcliff University.

REQUIRED DOCUMENTATION FOR ADMISSIONS

Students are accepted to Westcliff University on a provisional basis pending the submission of all required documentation, which include:

1. **Admissions Application** – All students who wish to apply must complete an Admissions Application. The application can be requested from the Registrar's Office or downloaded off and submitted from the Westcliff University website: <http://www.westcliff.edu/apply/> the application must be completed thoroughly or it will be returned without action.
2. **Application Fee** – All applicants must submit an application fee of thirty dollars (\$30.00) with the Admissions Application or by credit card online. If the fee does not accompany the Admissions Application, the application will not be processed. The application fee is non-refundable.



3. **Personal Statement** – All applicants must submit a one page personal statement indicating why they wish to study at Westcliff University highlighting any special personal qualifications or personal circumstances; citing examples of personal attributes or qualities that will enable completion of study successfully; describing personal determination to achieve goals, initiative and ability to develop ideas, and ability to work independently; listing any background characteristics that indicate overcoming an educational disadvantage (English language learner, family economic history, lack of educational opportunity, disability, etc.)
4. **Transcripts** – All applicants must submit official transcripts from previously attended institutions. If transcripts are from a foreign institution, a University-approved evaluation agency must review and send their official evaluation directly to the Registrar. Regular Degreed applicants must show evidence of a Bachelor’s degree. Regular Non-degreed applicants must show evidence of 60 semester credit hours of college work. Transfer applicants must also submit official transcripts from their previous school to be evaluated. (The students provisionally accepted must submit an official transcript before the end of the first enrollment period which shall not exceed 12 semester credit hours.)
5. **Personal Identification** – All applicants are required to submit a copy of a current form of personal identification such as State driver’s license, government issued identification card, passport, visas, etc. which must contain a photo of the applicant.
6. **Disclosure forms** – All applicants must sign and submit required disclosure forms which include:
 - a. Memorandum of understanding
 - b. Photograph/Video/ Testimonial consent to release form
 - c. FERPA (Family Educational Rights and Privacy Act) form
 - d. Attestation form
 - e. Acknowledgement of handbook rules and regulations
 - f. Consent to release information of education
 - g. Disability description and accommodation
 - h. School performance factsheet
7. **Enrollment Agreement** – Applicants are required to review and sign their individual enrollment agreement; The agreement contains the complete understanding between Westcliff University and the student regarding the University providing educational services in exchange for payment of fees and tuition.
8. **Registration** – Once accepted for admission, students must complete enrollment materials. Upon enrollment to the University, students will be registered for courses. Admission is only valid for the accepted term. Payment of all fees and tuition are due at the time of registration. Students may seek financial counseling with a designated University financial representative.



9. **Readmission** – The University requires all candidates who applied in prior years to complete new application materials. Any student who wishes to re-enroll must submit a Readmission Petition. Upon approval of readmission, students must also complete a new Admission Application. The Readmission Petition and Admission Application must be accompanied by a non-refundable application fee of \$30.00 each.

Students who were dismissed by the University must complete the reinstatement section of the Readmission Petition form.

10. **F1 International Students** – Westcliff University admits students from other countries. The institution does not provide visa 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 admissions requirements, more detail can be found in the F-1 International Student Handbook.

International students are advised to begin the admission process as early as possible prior to the time they wish to enter Westcliff University because of the tests required, delays in international mail, etc. To apply to Westcliff University, international students must submit the following additional materials:

- a. Copy of their passport
- b. Copy of passport for all dependents (if applicable)
- c. Affidavit of support: To be issued an I-20 from Westcliff University, a student living independently must be guaranteed the minimum amount of financial support that is comparable to cost of living in Irvine, CA, including tuition and books. This form is required for the student's admission and must be completed by the student and his or her sponsor. The form identifies whether the student is solely responsible for his/her tuition at Westcliff University or if a sponsor will contribute funding then the information provided in the form identifies from where the funds for the tuition is coming from.
- d. Bank statement showing financial capability: An original and current bank statement from the sponsor's bank account must be provided to validate the certification noted on the affidavit of support form.
- e. Proof of health insurance: Due to the high cost of health care in the United States, going without health insurance can be detrimental to a student if they fall ill or if they are injured in an accident. Westcliff University requires that international students be covered by health insurance throughout their entire period of study. A variety of coverage options can be found at isoa.org Students are required to submit proof of health care prior to arriving to the United States to begin their studies.
- f. Certified academic documents--CSC, CXC, GCE, WASC, CGSE--or official final secondary school records, official University transcripts, mark sheets, and course syllabi or catalogs. All students must have official transcripts evaluated by the International Educational Research Foundation (IERF) Service (www.ierf.org).
- g. If the applicant is applying to a higher degree program than previously earned, with no transfer courses, a general report is requested.



- h. If the applicant is applying to a degree program, with possible transfer courses, a detailed report (course by course translation) is requested.
 - i. Evidence of English language proficiency as prescribed in the University Policy on English language Proficiency for applicants whose native language is not English. (For complete information on English Proficiency Requirement, please refer to the English Proficiency Required Section of the Catalog.)
 - j. Resume (optional)
11. **Transfer International Students (F1)** – If a student is currently in F-1 status from another U.S. institution and intends to begin studies at Westcliff University, he/she is considered a "Transfer Student" for the purposes of issuing an I-20. A transfer of the supervision of his/her F-1 status from his/her old or current school to Westcliff University is required by the Department of Homeland Security (DHS). International students (F1) desiring to transfer to Westcliff University must meet all admissions requirements and in addition submit the following documents:
- a. Transfer form: The transfer form (F1) must be filled out by both the student and the current campus international liaison or DSO (Designated School Official.) The transfer form contains the date that the student's record is eligible to transfer to Westcliff University.
 - b. Copy of current I-20
 - c. Copy of current I-94
 - d. Copy of I-797 form (For students that have received a change of status approval)
12. **Military Veterans:** - The University's programs are approved for enrollment of persons eligible to receive educational benefits under Title 38, U.S. Code. Students who are eligible for educational assistance through the Veterans' Education Benefit programs must submit the following:
- a. Certificate of eligibility: A certificate of benefits eligibility form must be obtained and submitted to Westcliff University. Service members can apply for this form utilizing the Veterans Administration website <https://www.ebenefits.va.gov/ebenefits/homepage>. Service member are advised to request their eligibility certificate as early as possible keeping in mind that processing times by the Veterans Administration can vary and delays may slow the admissions and enrollment process.
 - b. Military transcript: Service members wishing for their military education to be evaluated must submit an official transcript which can be obtained at <https://jst.doded.mil/>.
 - c. Copy of service members DD Form 214
13. **Students Dismissed by the University:** - Students who wish to re-enroll at Westcliff University after being dismissed by the university must wait for one full session before petitioning for readmission. Students must submit the Readmission Petition and complete the reinstatement section at least 1 session (2 months) before the start date in which he/she requests readmission. Students must answer all questions and sufficiently explain how they plan to improve their performance in order to maintain good standing.

The Readmission Committee will assess the student's ability for future success in the program of study and notify the student, in writing, for reinstatement and ability to resume coursework at



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Westcliff University. After readmission approval, students will need to complete a new Admission Application with the Admissions Office to submit updated admission materials and academic transcripts to be officially reinstated.

NOTIFICATION OF ACCEPTANCE

Once an Application Form and all supporting documents have been received by the Admissions Office, 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 semester/term. An applicant may be provisionally (conditionally) admitted for enrollment if his/her admission's file shows deficiency of needed documents

APPLICATION FOR ENROLLMENT

Upon acceptance into the University, applicants are required to review and sign their individual enrollment agreement for the program in which they will enroll; the agreement contains the complete understanding between Westcliff University and the student regarding the University providing educational services in exchange for your payment of fees and tuition.

Once a student has completed his/her enrollment agreement and is officially enrolled in their program of study, student services will guide new students through the course registration process and provide access to the campus Global Academic Portal. New students are required to attend new student orientation in one or two formats, on ground or 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 30 days, regardless if the student has returned lessons and materials that might have been sent to the student before cancellation notice was received. The refund does not include the \$30 Application fee, or \$25 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.



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The student shall have the right to cancel the agreement and receive a full refund before the first lesson and materials are received. Cancellation is effective on the date written notice of cancellation is sent. The institution shall make the refund as follows: If the institution sent the first lesson and materials before an effective cancellation notice was received, the institution shall make a refund within 45 days after the student's return of the materials.

The institution shall transmit all of the lessons and other materials to the student if the student:

- 1) has fully paid for the educational program; and
- 2) after having received the first lesson and initial materials, requests in writing that all of the material be sent;
- 3) if the institution transmits the balance of the material as the student requests, the institution shall remain obligated to provide the other educational services it agreed to provide, such as responses to student inquiries, student and faculty interaction, and evaluation and comment on lessons submitted by the student, but shall not be obligated to pay any refund after all of the lessons and material are transmitted
- 4) the enrollment agreement shall discuss the institution's and student's rights and duties

ENGLISH PROFICIENCY REQUIRED

A. 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:

- Undergraduate Degree: A minimum score of 500 on the paper-based Test of English as a Foreign Language (TOEFL PBT), or 61 on the Internet Based Test (iBT), a 6.0 on the International English Language Test (IELTS), or 44 on the Pearson Test of English Academic Score Report.

A high school diploma completed at an accredited/recognized high school (where the medium of instruction is English).

- Master's Degree: A minimum score of 530 on the paper-based Test of English as a Foreign Language (TOEFL PBT), or 71 on the Internet Based Test (iBT), a 6.5 on the International English Language Test (IELTS), or 50 on the Pearson Test of English Academic Score Report.
- First Professional Degree or Professional Doctoral Degree: A minimum score of 550 on the paper-based Test of English as a Foreign Language (TOEFL PBT), or 80 on the Internet Based Test (iBT), a 6.5 on the International English Language Test (IELTS), or 58 on the Pearson Test of English Academic Score Report.
- A minimum score on the College Board Accuplacer ESL Exam Series as follows:

ESL Language Use: Score of 85

ESL Listening: Score of 80

ESL Reading: Score of 85

ESL Sentence Meaning: Score of 90



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ESL Writeplacer: Score of 4

Comprehensive Score for all exams of 350

- A minimum grade of Pre-1 on the Eiken English Proficiency Exam;
- A minimum B-2 English proficiency level identified within the Common European Framework of Reference (CEFR) standards and assessed through various ESOL examinations, including the University of Cambridge;
- A transcript indicating completion of at least 30 semester credit hours with an average grade of “C” or higher at an institution accredited by an agency recognized by the United States Secretary of Education and/or the Council for Higher Education Accreditation (CHEA), or accepted foreign equivalent that is listed in the International Handbook of Universities where the language of instruction was English. A “B” or higher is required for master’s degree, first professional degree, or professional doctoral degree.

B. Transcripts not in English must be evaluated by an appropriate third party and translated into English or evaluated by a trained transcript evaluator fluent in the language on the transcript. In this case, the evaluator must have expertise in the educational practices of the country of origin and include an English translation of the review.

TRANSFER STUDENTS

Westcliff University will consider accepting transfer students from other schools. To transfer to the University, a student must file an application for admission, satisfy all admission requirements, and submit official copies of transcripts from all schools previously attended.

The maximum number of credits that can be transferred from other appropriately accredited institutions into Undergraduate Programs at Westcliff University is 90 credits, of which:

A maximum of 60 credits may be transferred in order to satisfy the requirements for lower division General Education courses (see Transfer Credit Policy for Lower Division General Education Courses).

A maximum of 30 credits may be transferred in as Course Waivers for Upper Division Core Business Courses (see Transfer Credit Policy for Upper Division Courses).

The maximum number of credits that can be transferred from other institutions into Graduate Programs at Westcliff University is, 6 credits for Master-level, and 9 credits for Doctorate-level.

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



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TRANSFER CREDIT POLICY FOR GENERAL EDUCATION COURSES

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

General Education Requirements (30 credit hours):

- English- 2 courses (6 credit hours) required
- Math- 1 course (3 credit hours) required
- Arts and Humanities - 2 courses (6 credit hours) required
- Social and Behavioral Sciences- 3 courses (9 credit hours) required
- Natural Sciences - 1 course (3 credit hours) required
- Communications- 1 course (3 credit hours) required

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

Applicants who have earned undergraduate level general education credits at another appropriately accredited institution may transfer them to Westcliff University subject to evaluation of an official transcript and review of the grades and courses taken. Transfer credits may only apply to courses that are part of the general education and elective categories for an undergraduate degree. The maximum amount of credits that may be transferred is sixty (60) credits for Bachelor Degrees.

Only non-remedial courses with passing grades of a C- or higher will be accepted. Courses with a grade of "D or D+" will only be accepted for transfer credit as part of an entire Associate, Bachelor, or Master Degree Transfer. In the case of a transferred Associate's Degree, 60 credits will be accepted and will satisfy all of the General Education and electives requirements for a Bachelor Degree from Westcliff University (provided that coursework for the degree encompasses typical general education categories such as English, math, arts, humanities, natural sciences, and communications).

Applicants who wish to transfer credits should submit the regular application and must provide an official copy of their transcripts from all colleges and universities that they wish to transfer credits from. If an unofficial transcript is provided, then the University will conduct a pre-evaluation for the student indicating the potential transfer credits that will be awarded. Once the official transcript is received by the University, an official evaluation will be conducted and the student will be notified of all transferrable credits and any remaining credits needed to complete their degree. Official transcripts must be sealed upon receipt and contain official institution stamps or markings and must be sent to the Office of Admissions.



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CREDIT TRANSFERS FROM CAREER-CENTRIC INSTITUTIONS

Westcliff University understands the value of education presented in curriculum offered by educational institutions that follow career-centric programs in related areas of study. The rigor and the amount of work are typically congruent to that found in traditional college, general education, and elective courses. This type of education may include courses taken in the areas of science, technology, public service, criminal justice, health, and a variety of vocational areas. Since these courses have been taken in pursuit of a degree, credential or certificate program at other accepted educational institutions, Westcliff University will evaluate these credits and determine if they are applicable as transfer credit to satisfy general education and elective course requirements (cannot be used to waive out of core courses). If Westcliff University deems these credits as applicable, they will be transferred in the form of “Block Transfer Credit”. In these cases, the prospective student’s transcripts are reviewed carefully and transfer credit is awarded as a block of credit rather than on a direct course-by-course basis. The amount of Block Transfer Credit has a maximum of 60 credits that can only be applied towards general education and elective requirements. An exception to the Block Transfer Credit policy can exist if the courses are equivalent in content and rigor to specific programs offered at Westcliff University such as Nursing, Criminal Justice, and similar programs.

TRANSFER CREDIT AWARDED VIA PRIOR EXPERIENTIAL LEARNING (PEL)

Students may seek to earn credit towards their degree by applying for Prior Experiential Learning Credit. Prior Experiential Learning (PEL) is any prior learning experience that was not part of a college or university course and does not in or of itself carry academic degree credit. The following conditions apply to PEL:

- A maximum of 30 semester units, or 25%, whichever is less, can be transferred as PEL credit
- PEL transfer credit applies only to Undergraduate Programs
- Official Guideline for PEL must be adhered to as dictated by the Westcliff University “ACADEMIC CREDIT FOR PRIOR EXPERIENTIAL LEARNING” policy.

TRANSFER CREDIT POLICY FOR UPPER DIVISION COURSES

Students who have earned upper division undergraduate credits or graduate level credits at another appropriately accredited institution may request to waive courses required by the degree program to which they are applying at Westcliff University subject to evaluation of an official transcript and review of the grades and courses taken. A course waiver applies only to courses that are required to complete a specific major of an undergraduate or graduate degree and do not apply to undergraduate general education courses. Only equivalent courses with a grade of 2.0 or “C” will be waived. Approved courses will then count as credit applied towards the total credit requirement of the degree. The maximum amount of credits that may be waived is six (6) credits for Master Programs and thirty (30) credits for Bachelor Degrees. The number of credit hours accepted as transfer credit, will be determined after an evaluation of the number of credit hours earned per course and of the similarity between the waived courses and those courses required



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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.

TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

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 BBA, MBA, DBA, MA TESOL, or TESOL 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.

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.



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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 Associates Degree, block credits (see credit transfer policy), conditional acceptance prior to completion of programs at partner schools or Prior Experimental Assessment (PEA) (see credit transfer policy.)

Both Articulation Agreements and Memorandum of Understandings will ensure that they are designed to not only create strong relationship but also inform the student on which courses will and will not transfer or specify the nature of the agreement and the process to transfer.



ACADEMIC POLICIES

STUDENT CODE OF CONDUCT

Each student is expected to be an example of proper conduct. All students are expected to adhere to the University Policies laid forth in the Student Handbook- Catalog. The administration of Westcliff University has the authority to take appropriate action or administrative disciplinary measures if this Code of Conduct is not adhered to. Any violation of policies and procedures may result in disciplinary action, suspension or dismissal. Any suspended or dismissed student shall be given the right to appeal the administrative decision.

ACADEMIC INTEGRITY POLICY

Plagiarism is the deliberate copying of written work of any length that has been published in books, in journals and magazines, and on the Internet without giving full credit to the original author for their contribution with a proper citation.

It is considered unethical, a violation of University rules, and it is against U.S. copyright law. It is important to understand that plagiarism is a breach of academic integrity. It is 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 Dean, Faculty, or Director of Academic Affairs of 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 will 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 Director of Academic Affairs. The Director of Academic Affairs will then forward this information to the Disciplinary Committee.
6. The Disciplinary Committee will review all the materials, interview the student and depending on the final decision, the student may be academically suspended or dismissed from the University.
7. The length of suspension depends largely on the student's behavior before the hearing; truthfulness and contrition are appropriate when the evidence is compelling.



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8. The student will receive a letter from the Director of Academic Affairs outlining the final decision and corrective process recommended by the Disciplinary committee.
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 their Dean of the College.

ACADEMIC YEAR

Westcliff University operates on a semester basis. The academic calendar consists of three 16-week Semesters (Fall, Spring, and Summer). Each semester consists of two (2) 8-week sessions.

The academic year for a Westcliff University undergraduate student, either Title IV, non-Title IV, or international student, is defined as a minimum of 24 credits and 32 weeks of instruction time. The academic year includes 2 semesters consisting of 12 credits each.

The academic year for a Westcliff University graduate student who decides to utilize Title IV funding, is defined as a minimum of 12 credits and 32 weeks of instruction time. The academic year includes 2 semesters of 6 credits each. However, all other Westcliff University graduate students follow an academic year defined as a minimum of 18 credits and 48 weeks of instruction time. The academic year includes 3 semesters of 6 credits each.

An academic year begins with the first eligible course of a degree program and ends when a student successfully completes the minimum requirements of credit hours and weeks of instructional time.

REGISTRATION FOR CLASSES

At Westcliff University, program coordinators 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 semester. This process allows students to focus on their academics and ensures that students are registered for the courses they need to earn their degree.

CHANGES TO REGISTRATION:

Add/ Drop Course Deadline

The deadline to Add a course is before the third class meeting and the deadline to Drop a course is the last day of the first week of instruction. Courses dropped after this date will be considered a Course Withdrawal. See the Withdrawal Policy.



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Course Cancellation Due to Non-attendance

Students who have three consecutive unexcused absences for the first three weeks of instruction will have their course canceled. Canceled courses will not appear on a student transcript or registration and will not be considered as courses attempted.

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” will be assigned to a student who officially withdraws within the first 75% of the course. 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.

AUDITING OF CLASSES

Students who wish to audit a class may do so with the permission of the Dean or Director of Academic Affairs.

Students who choose to audit classes will be required to pay no less than 50% of the tuition for the class and the grade previously earned even if it was an “incomplete” will be recorded in their academic transcript for the course.

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.

SCHEDULE OF CLASSES & CLOCK INSTRUCTIONAL HOURS

Westcliff University offers both online courses and hybrid campus courses. A hybrid campus course is one that is taught both online, and requires typically attendance on-site for one class per week. F1 International students are also required to attend a discussion session each week, usually on the same day as class.

Hybrid campus courses typically offer evening and weekend classes to meet the needs of its working students. Evening sessions generally meet for 2 hours week from 6:00pm to 8:00pm. Discussion Sessions usually follow class from 8:00pm to 10:00pm. Sometimes class may be held on the weekends as well.

Additional class sessions are added as the demand requires.

If the course in which a student is enrolled is valued at three credit hours, the student can expect to participate in the course during its period of time, a total of 135 hours (45 hours of academic engagement



time and 90 hours of preparation time). This calculation is clarified in each course syllabus which identifies how the hours of engagement are likely to be spent by the student for successful completion of the course.

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 (lessons, projects, etc.) and the instructor's response to and evaluation of the work.

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 listed below:

SYSTEM REQUIREMENTS FOR PC, MAC, AND LINUX

System Requirements

- An internet connection – broadband wired or wireless (3G or 4G/LTE)
- Speakers and a microphone – built-in or USB plug-in or wireless Bluetooth
- A webcam or HD webcam - built-in or USB plug-in
- Or, a HD cam or HD camcorder with video capture card

Supported Operating Systems

- Mac OS X with MacOS 10.6.8 /(Snow Leopard) or later
- Windows 10
- Windows 8 or 8.1
- Windows 7
- Ubuntu 12.04 or higher
- Mint 17.1 or higher
- Red Hat Enterprise Linux 6.4 or higher
- Oracle Linux 6.4 or higher
- CentOS 6.4 or higher
- Fedora 21 or higher
- OpenSUSE 13.2 or higher
- ArchLinux (64-bit only)

Supported Tablet and Mobile Devices

- [Surface PRO 2 running Win 8.1](#)
- [Surface PRO 3 running Win 10](#)



- [iOS and Android devices](#)
- Blackberry devices

Supported Browsers

- Windows: IE7+, Firefox, Chrome, Safari5+
- Mac: Safari5+, Firefox, Chrome

Processor and RAM Requirements

	Minimum	Recommended
Processor	Single Core 1Ghz or Higher	Dual Core 2Ghz or Higher (i3/i5/i7 or AMD equivalent)
RAM	N/A	4Gb

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, WiFi 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

Note: Devices support vary with systems. Please test them first.

- [Magewell HDMI capture](#) (Mac or Win)
- [Startech Composite/SVideo to USB](#) (Win)
- [Blackmagic Design Intensity Extreme](#) (Mac)

SYSTEM REQUIREMENTS FOR IOS AND ANDROID

Equipment:

- An Internet connection – WiFi (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, iPad 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 WiFi

Recommended bandwidth over WiFi:

- 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.



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THE DETERMINATION OF CREDIT/CLOCK HOURS FOR ANY COURSE

Westcliff University conforms to commonly accepted higher education practices regarding the issue of determining credit/clock hours for any course taught at our University.

It is the University's policy that each faculty person is responsible for designing any course taught to match (pursuant to the formulae identified herein) the number of credit hours being assigned to that course, based upon the standards enumerated in this policy.

Westcliff University uses the Federal definition of credit hour, which is as follows:

"Semester and quarter hours shall be equivalent to the commonly accepted and traditionally defined units of academic measurement in accredited institutions. Academic degree or academic credit-bearing distance learning courses (as well as all hybrid 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."

PROCTORED EXAMINATION POLICY

NATURE OF PROCTORED EXAM

A proctored exam promulgated by Westcliff University (WU) is one which is overseen by an impartial individual (referenced as a Proctor) who monitors and/or supervises a student while he/she is taking an exam. The Proctor ensures the security and integrity of the Westcliff University distance education exam process.



PURPOSE OF POLICY

A purpose of this policy is to ensure that the identity of the student enrolled in a class is the same individual taking an examination. Another purpose is to ensure that the environment in which a student takes an exam given through distance learning is similar to that for all students.

APPLICATION OF POLICY

This policy applies to all final class and program comprehensive examinations and any other examinations which the faculty determines needs to be proctored. These types of examinations are to be administered to you by a Westcliff University approved proctor on a date that is mutually convenient for the student and the proctor. The student is responsible for nominating a qualified proctor that is approved by Westcliff University. The university reserves the right to directly contact the proctor in order to verify information. Westcliff University also reserves the right to require the student to request a different proctor.

Individuals Qualified to Become Recognized by Westcliff University as a Proctor

The following individuals or organizations may serve as proctors:

- Manager or Supervisor (Must be of higher position or rank than student.)
- University/College Testing Center, Private Testing Center, Office of Representative, Military Base Testing Office, Embassy Education Office
- School Principal or Vice Principal, Full-time Librarian, Teacher, or School Counselor
- College Professor, Dean, or Director
- Human Resource Manager, Training Director/Officer
- Minister, Priest, Rabbi, etc. of an established church, temple, mosque, or synagogue

The following individuals are not acceptable as proctors:

- Relatives, neighbors, and friends
- Co-workers or employees
- WU students and tutors,
- Anyone with a perceived or real conflict of interest.

NOTE: Providing false proctor information or not following the proctor testing procedures will result in failure of the examination and will be grounds for dismissal from the university degree program.

Proctor Approval and Examination Procedure

It is the student's responsibility to initiate the proctor nomination process. It is recommended that each student identify more than one proctor to eliminate scheduling conflicts that can arise when a proctor is not available during the allotted class timeframe. Students may have three approved proctors identified at any one time. The approved proctor's information will remain on file for the student and the student may use the proctor until one of the following actions occurs:



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- The student or proctor cancels the proctor agreement.
- Westcliff University disapproves or cancels the proctor agreement.

Students must provide the potential proctor(s) with the Examination & Proctor Policy along with the Proctor Nomination Form. The Proctor will complete and submit the agreement to WESTCLIFF UNIVERSITY.

- The student and proctor may assume the proctor is approved unless otherwise notified by IU.
- NOTE: If a proctor is already approved to proctor for another Westcliff University student; then a second Proctor Nomination Form is not required. However, the student must send an email to registrar@westcliff.edu stating the name of the proctor and include the proctor as a recipient on the email.
- Students must allow time for the proctor to return the agreement to WESTCLIFF UNIVERSITY and for processing before submitting the “Proctor Nomination Form.”
- Upon receipt of a completed “Proctored Examination Request” which contains the pre-approved proctor’s name, Westcliff University will process the request and send the online examination instructions to the identified pre-approved proctor.

Proctor Responsibilities

The primary function of the proctor is to verify that the correct student takes the exam and to monitor the students taking the exam to ensure they do not receive help with the exam. In order to accomplish this, the proctor must do the following:

- All Westcliff University examinations are taken and submitted via the Westcliff University Online Campus classroom; therefore, the proctor must provide the student with a private area that is appropriate for taking an exam. The area must have internet and computer capability for the student to sign into the Westcliff University classroom.
 - Download and print the email for Westcliff University Registrar that contains the student’s name and any special instructions
 - Arrive in a timely manner before the student(s) arrive
 - Ensure that the computer(s) are turned on and the internet is working.
 - Once the student(s) leave, you will send an email to registrar@westcliff.edu, providing the exam name, the name of student(s) who took the exam, the start and finish time, and if there were any issues that arose before, during, or after the exam took place.
- Check government issued photo ID of student to ensure the individual is actually the person scheduled to test.
 - Assign each student a computer and ensure that the student cannot open the computer until you give the permission to do so



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- The student is allowed to use the textbook for the class and a calculator when taking a final exam; no textbooks are allowed during a comprehensive exam, unless otherwise directed by the course Professor. Also, you are to ensure that the student does not have access to notes or other information including surfing the internet, unless otherwise instructed by the Professor.
 - Tell the student(s) to enter the Westcliff University online campus by using their Westcliff University username and password.
 - Provide the students with the password you were given in the email from Westcliff University for the students to enter their exam (NOTE: this password is different from the password the students use to sign into the Westcliff University Online Campus).
 - Secure and protect the exam password.
 - Ensure no one makes or emails a copy of the exam.
- Time the exam and stop the student when time limit has expired. Have the student go to the bottom of the exam and select the button to submit the exam to the grader. Two hours is allowed for final exams and three hours is allowed for program comprehensive exams unless otherwise stated in the exam instructions you receive from the Professor.
- If an exam cannot be administered due to power outages, sickness, etc., notify registrar@westcliff.edu as soon as possible. The exam will be rescheduled at a later date.

GRADUATION REQUIREMENTS

All students enrolled in graduate degree programs are required to take an internship course and engage in an internship as it is a graduation requirement. The required internship is an integral part of the established curriculum here at Westcliff University. The internship course allows students the opportunity to gain practical training and real-life experience pertaining to their current program of study. The internship course is worth one credit each semester. At least one semester of an internship is required for all students to complete prior to graduation. Domestic and F-1 students have the option to acquire an internship opportunity either on-campus or off-campus. On-campus part-time internships (20 hours or less) are on an availability basis and do not require Curricular Practical Training (CPT). Off-campus internships will require CPT authorization for F-1 students. Engaging in an internship provides students with networking, educational, and career advancement opportunities. The university also can be more flexible with scheduling on-campus internships that could benefit the busy lifestyles of students.

MA TESOL Graduation Requirements Policy

The credit hours required for graduation include:



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

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

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

Upon graduation and fulfillment of all graduation requirements, students will receive a Master Degree in Teaching English to Speakers of Other Languages.

BBA Graduation Requirements Policy.

The credit hours required for graduation include:

Students must complete one-hundred-twenty (120) prescribed credit hours with a cumulative G.P.A of 2.0 or higher.

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

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

MBA Graduation Requirements Policy

The credit hours required for graduation include:

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

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

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

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

DBA Graduation Requirements Policy

The credit hours required for graduation include:

Students must complete sixty (60) prescribed credit hours with a cumulative G.P.A of 3.0 or higher.

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



In support and pursuit of candidacy for the Doctor of Business (DBA) degree, doctoral students must submit a scholarly written report, with original research and investigation as its foundation. This report is commonly and collectively referred to as the Final Project or Dissertation and is indicative of high academic integrity and rigor, congruent with doctorate level studies. The doctoral final project/dissertation can result in new theory that is created, or it may be focused on contextual topics or phenomenon. The final project/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 final project/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 Final Project/Dissertation Oral Defense, students will receive a Doctor Degree in Business Administration.

Qualifying Examination

At the end of Year 1 for the DBA Program, it is a requirement to take, complete, and pass the Doctoral Qualifying Examination as required by the University and its accrediting body. You will answer and/or respond to 3 of 4 subject areas of study that was presented in year 1 of the DBA Program. This is an open-book/notes examination and you will have 10 days to complete it. The exam is graded by at least 2 graders within a 15-day time frame. In the event that the 2 graders don't achieve consensus, a 3rd grader will intervene and the majority consensus will prevail in the decision of the final grade. Doctoral students can earn a "Pass", "Fail", or "Rewrite" grade. If the doctoral student earns a "Pass", the student is allowed to begin Year 2 of the DBA Program. If the Doctoral Student earns a "Fail", they will have a 2nd opportunity to retake the exam in its entirety at the next scheduled exam date set by the University. If the doctoral student earns a "Rewrite", they will have the opportunity to revise the submitted exam and make the recommended edits, additions, or deletions as denoted within a time frame of 5 days. In the event of either a fail or rewrite, the doctoral student will not be permitted to begin Year 2 of the DBA Program. In addition, if the doctoral student does not pass the 2nd time (either the rewrite or 2nd attempt), they will not be permitted to continue to the next Year 2 course of the DBA Program until they pass the Qualifying Examination. Only a maximum of 3 attempts (cumulative) will be allowed to pass this examination. If the doctoral student is not successful in passing the Qualifying Examination, they may be removed from the DBA Program by the University and its administration.

Comprehensive Examination

At the end of Year 3 for the DBA Program, it is a requirement to take, complete, and pass the Doctoral Comprehensive Examination as required by the University and its accrediting body. You will answer and/or respond to 4 of 5 subject areas of study that was presented in year 2 of the DBA Program. This is an open-book/notes examination and you will have 10 days to complete it. The exam is graded by at least 2 graders within a 15-day time frame. In the event that the 2 graders don't achieve consensus, a 3rd grader will intervene and the majority consensus will prevail in the decision of the final grade. Doctoral students can earn a "Pass", "Fail", or "Rewrite" grade. If the doctoral student earns a "Pass", the student is allowed to begin the first Final Project/Dissertation block and will be considered a "Doctoral Candidate". If the Doctoral



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Student earns a “Fail”, they will have a 2nd opportunity to retake the exam in its entirety at the next scheduled exam date set by the University. If the doctoral student earns a “Rewrite”, they will have the opportunity to revise the submitted exam and make the recommended edits, additions, or deletions as denoted within a time frame of 5 days. In the event of either a fail or rewrite, the doctoral student will not be permitted to begin the first Final Project/Dissertation block of the DBA Program. In addition, if the doctoral student does not pass the 2nd time (either the rewrite or 2nd attempt), they will not be permitted to continue to the first Final Project/Dissertation block of the DBA Program until they pass the Comprehensive Examination. Only a maximum of 3 attempts (cumulative) will be allowed to pass this examination. If the doctoral student is not successful in passing the Comprehensive Examination, they may be removed from the DBA Program by the University and its administration.

PARTICIPATION:

The value of a class lies, as much in learning to apply course concepts to one’s actual teaching, as in the concepts themselves. Therefore, your success in this course depends heavily on the quality of your participation in all class discussions.

Regular, attentive participation will help increase intellectual quality and rigor, with respect to both the class as a whole, and the learning modalities of one’s classmates. Westcliff University thus provides an “open forum” environment: There is no limit to the discussion in which you may involve yourself.

Students are expected to participate in the class each week. Preparation for class involves reading all assigned materials, and working through some assignments for class in advance. By conscientiously and consistently preparing themselves in this fashion, students will maximize their learning.

EXPECTATIONS FOR STUDENT ASSIGNMENTS:

When assigned individual work, you are expected to **avoid** the following:

1. Copying all or part of another student’s work (with or without ‘permission’), or allowing another student to copy your work.
2. Asking another person to write all or part of an assignment for you.
3. Working together with another student in order to answer a question, solve a problem, or write a computer program.
4. Consulting or submitting work (in whole or part) that has been completed by other students in this or previous years for the same or similar assignment.
5. Consulting or using content from Power Point slides from other courses in previous years.
6. Using print or Internet materials directly related to a problem set unless explicitly authorized by the instructor, and/or using such materials without explicit citation.
7. Submitting the same, or similar, piece of work for two or more subjects without the explicit approval of all instructors involved.
8. Sharing your/another’s work with anyone else in the class.



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9. Consulting materials outside the course unless explicitly asked to in the instructions of the assignment.

Please note that many classes will require a combination of team and individual work. Make sure that you follow the guidelines given for each assignment by your professor.

FORMAT FOR WRITTEN ASSIGNMENTS:

The following are formatting guidelines, which are expected to be used for each written assignment:

1. APA style formatting is required for each written assignment. Please use the APA 6th edition. An updated copy of the APA changes and a sample of an APA paper can be found in the General Course Forums of the course Global Academic Portal (GAP).
2. All papers are to consist of original composition, double spaced, 12 type font in Times New Roman.
3. The page length requirement does not include the title page, abstract or reference pages.
4. Papers should begin with an introduction and should end with a conclusion.
5. The body of the paper must include citations according to the APA style format.
6. Every assignment should contain at least two references.

SUBMISSION OF ASSIGNMENT CRITERIA (APPLIES TO PA'S AND CLA'S):

Late assignments receive a 10% deduction for each day they are late past the due date. Assignments more than 3 days late will not be accepted. Only when extenuating circumstances exist that prohibits the timely submission of assignments beyond this timeframe, 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 11:59pm 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.

Proctored Examinations Policy:

It is possible that the quizzes you are to take for a given course may be selected by the University's Administration as having to be proctored. A proctor ensures the security and integrity of the Westcliff



University distance education exam process, as referenced in the Student Handbook/ Catalog. Your professor will advise you during the first week of the course if your quizzes are to be proctored. At that time students will be given more information about the proctoring requirements. This information is always available in the Student Handbook/ Catalog. For assistance regarding the proctored exam policy you may contact your Student Services Coordinator at studentservices@westcliff.edu.

GRADING CRITERIA

Student Assignments	Portion of Overall Grade
A. Class Discussion in <u>On Campus</u> or <u>Virtual</u> Sessions	25%
B. Professional Assignments	20%
C. Quiz	5%
D. Comprehensive Learning Assessment 1 (CLA 1)	20%
E. Comprehensive Learning Assessment 2 (CLA 2)	30%
Total	100%

SUMMARY OF ESTIMATED HOURS STUDENT SPENDS ON PER COURSE ACTIVITY:

The purpose of this chart is to estimate the total number of hours each student should expect to spend during the 8-week course.

	Undergraduate Courses	Graduate Courses
Academic Engagement		
Direct Teach Instruction:	16	16
On-Campus Class or Virtual Class Sessions		
Indirect Teacher Instruction:	10	10
Online viewing of Voicethreads/PowerPoints		
Contributing to Online Discussions	18	18
Taking Quiz	1	1
Total	45	45
Preparation		



Reading Required Texts	30	30
Reviewing of PPTs, Supplementary Articles and Videos	17	17
Completing PA	10	17
Completing CLAs 1 and 2	28	24
Studying for Quiz	5	2
Total	90	90
Total Hours	135	135

	TESOL Certificate
Academic Engagement	
Direct Teach Instruction:	24
On-Campus Class or Virtual Class Sessions	
Indirect Teacher Instruction:	10
Online viewing of Voicethreads/PowerPoints	
Contributing to Online Discussions	30
Taking Quiz	2
Total	66
Preparation	
Reading Required Texts	14
Reviewing of PPTs, Supplementary Articles and Videos	24
Teaching Hours and Preparation, Fieldwork Log, Notes	33
Completing CLA	10
Studying for Quiz	5
Total	86
Total Hours	152

Student work includes direct or indirect faculty instruction. Academic engagement may include, but is not limited to, submitting an academic assignment, viewing class lectures on campus or online (synchronous or asynchronous), taking an examination, completing an interactive tutorial or computer-assisted instruction, attending a study group that is assigned by the institution, contributing to an academic online discussion, initiating contact with a faculty member to ask a question about the academic subject studied in the course,



conducting laboratory work, and completing an externship or internship. Preparation is typically homework, such as reading and study time, and completing assignments and projects. Therefore, a 3 semester credit hour course requires 135 semester hours (45 hours of academic engagement and 90 hours of preparation).

ACADEMIC DISTINCTIONS POLICY

The University promotes academic excellence and acknowledges exceptional students with the following honors:

DOCTORAL STUDENTS

Graduation with Highest Honors - Students who graduate with an overall grade point average of 4.0.

Graduation with Distinguished Honors - Students who graduate with an overall grade point average of 3.7 and higher.

Graduation with Honors - Students who graduate with an overall grade point average of 3.6 and higher.

Dean's List - Students who earn a semester grade point average of 3.5 or higher, for that semester.

GRADUATE STUDENTS

Graduation with Highest Honors - Students who graduate with an overall grade point average of 4.0.

Graduation with Distinguished Honors - Students who graduate with an overall grade point average of 3.7 and higher.

Graduation with Honors - Students who graduate with an overall grade point average of 3.6 and higher.

Dean's List - Students who earn a semester grade point average of 3.5 or higher, for that semester.

UNDERGRADUATE STUDENTS

Graduation with Highest Honors - Students who graduate with an overall grade point average of 3.7 or higher.

Graduation with Distinguished Honors - Students who graduate with an overall grade point average of 3.6 or higher.

Graduation with Honors - Students who graduate with an overall grade point average of 3.5 or higher.

Dean's List - Students who earn a semester grade point average of 3.5 or higher, for that semester.



GRADES

The University uses the traditional 4.0 scale grading system for all examinations and final grades.

Percentage	Grade	Grade Point	Description
93% - 100%	A	4.00	Superior
90% - 92%	A-	3.67	Excellent
87% - 89%	B+	3.33	Good
83% - 86%	B	3.00	Good
80% - 82%	B-	2.67	Good
77% - 79%	C+	2.33	Average
73% - 76%	C	2.0	Average
70% - 72%	C-	1.67	Average
67% - 69%	D+	1.33	Poor
63% - 66%	D	1.00	Poor
60% - 62%	D-	0.67	Poor
<60%	F	0.00	Failing

Grades are assigned after the completion of each course and generally based on:

Doctoral Level:

1. Not less than 20% on participation.
2. Not less than 30% on Final Project/Presentation/ Final Assessment.
3. Not less than 20% on Mid-Course Examination.
4. Not more than 30% on other criteria, i.e., Mid-terms, homework assignments, group work, quizzes, etc.

Graduate Level:

1. Not less than 20% on participation.
2. Not less than 30% on Final Project/Presentation/ Final Assessment.
3. Not less than 20% on Mid-Course Examination.
4. Not more than 30% on other criteria, i.e., Mid-terms, homework assignments, group work, quizzes, etc.

Undergraduate Level:



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1. Not less than 20% on participation.
2. Not less than 30% on Final Project/Presentation/ Final Assessment.
3. Not less than 20% on Mid-Course Examination.
4. Not more than 30% on other criteria, i.e., Mid-terms, homework assignments, group work, quizzes, etc.

Final examinations are given at the end of each course. All examinations are graded and final grades are posted on the Global Academic Portal within 10 days thereafter for review by the student. Examination criteria are uniform, fair and fully disclosed to the students. Curving of grades is not permitted and grade inflation is not tolerated. Persons seeking to resolve problems or complaints about their grades should first contact the professor in charge. Further requests may be made to the Dean.

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 GRADES

The instructor may assign the "Incomplete" grade when work is of passing quality but is incomplete for good cause. Assigning an "Incomplete" is at the discretion of the instructor, who is not obligated to do so.

If an instructor issues a grade of "Incomplete," the remaining coursework must be finished by the end of the next completed semester (Fall, Summer, and Spring). If the course is not completed, the "Incomplete" will automatically lapse to an "F".

It is the student's responsibility to discuss with the instructor the conditions and time frame for completing the course by the next regular term. The student is not to re-enroll in the course again unless the student receives an "F".

If the "Incomplete" is not removed within the allowed time frame, the student must petition the University to request an extension of time at least 2 weeks prior to the deadline.



University approval is not guaranteed.

To File an Extension of an “Incomplete”

1. The student must obtain a Petition form from the Director of Academic Affairs.
2. The student must attach explanation of why they are making this request. In particular, they should address:
 - a. Why they are unable to complete the course in the allowed time.
 - b. A description of what specific work will be made up (e.g. final exam, research paper, missed labs, etc.)
 - c. The exact date the course will be completed (mm/dd/yy).
3. Where appropriate, they should attach documentation supporting their circumstances (e.g. medical verification, or letter from doctor indicating level of disability as a result of your illness or accident).
4. The student should ask the instructor to sign the Petition form.
5. If the student is requesting an extension of more than one semester, they must also submit a letter of support from the Instructor written on departmental letterhead.
6. Submit a completed Petition form, explanation, as well as supporting documentation, to the Director of Academic Affairs.

How GPA is affected:

The grade of “Incomplete” will be marked on the transcript until the final grade is complete. However, it will not be calculated into the GPA. Once the completed grade is reported to the Registrar, the grade is posted and the final grade is averaged into the cumulative GPA.

GRADE APPEAL POLICY/ CHANGE OF GRADES

The following policy has been adopted by Westcliff University to provide the mechanism to deal with such unusual occurrences of grade appeals:

Course grades assigned by instructors are presumed to be correct. It is the responsibility of the student, who appeals an assigned grade to demonstrate clerical error, prejudice, or capriciousness in the assignment of



the grade, or that a reasonable accommodation for a documented disability was requested and not appropriately provided; otherwise, the judgment of the instructor is final.

A student who believes that a course grade has been assigned inappropriately must follow the proper steps in the appeal process, observing the time limits for completion of various steps in the process as follows:

Step 1: The student should communicate with the instructor during the first three weeks of the semester following the assignment of the grade. Note: If the grade is assigned in the spring semester, the student should follow these procedures in the following summer semester. If the instructor is on leave, on sabbatical, or is not currently on the faculty at the time of the appeal, the University shall attempt to contact the instructor on behalf of the student.*

If an appointment cannot be arranged, the student should attempt to communicate with the instructor by phone, e-mail or fax. If a grade has been assigned in error, the instructor can correct the error promptly by submitting a change of grade form to the Registrar's Office.

Step 2: If the grade dispute is not resolved with the instructor and the student intends to appeal the grade, the student must appeal to the next level as soon as possible, but no later than the fifth week of the following semester by submitting a written statement. In most cases, the student will appeal to the Dean of the College that offered the class. If the instructor is a Dean, the student should appeal to the Director of Academic Affairs. The person to whom the student appealed will discuss the issue with the instructor and respond to the student, usually within two weeks. =

Step 3: If the student is still not satisfied after receiving the response from this second level of appeal, the student may submit the written statement within ten working days to the University Course Grade Appeal Committee. The formal grade appeal should be submitted prior to the end of the regular semester following the semester for which the grade was assigned.

Step 4: The Chair of the University Course Grade Appeal Committee will forward the student's statement to the instructor. The instructor will be asked to respond in writing by a specified date (normally within two weeks). The student's statement and the instructor's response will then be reviewed by the entire committee, normally within two weeks of receipt of the instructor's response.

The Committee will take one of the following actions:

- i. Request additional information from the student and/or the instructor.
- ii. If the University Course Grade Appeal Committee finds that the student has grounds for complaint based on discrimination, caprice, or clerical error, then the instructor of record will be asked to reevaluate the grade. If the instructor refuses to reevaluate the grade or the instructor's reevaluation results in the same grade, then the Dean of the College that offered the class shall be asked to find a qualified faculty member with academic training comparable to the instructor of record to evaluate the student's work and assign a grade. If the instructor



is a dean, the Director of Academic Affairs shall be asked to find a qualified faculty member with academic training comparable to the instructor of record to evaluate the student's work and assign a grade.

- iii. Recommend to the instructor that the grade be maintained as given.
- iv. Call for a formal hearing.

Step 5: When the Committee has made its recommendation, the student will be notified of it in writing, and be given a copy of the instructor's written response to the student's statement. This grade appeal procedure may take six to eight weeks to complete. The outcome of the formal grade appeal procedure is final; there is no higher level of appeal.

In summary the four (4) steps are as follows:

1. Student meets with the instructor (within 3 weeks of grade assignment).
If not resolved:
2. Student submits a written statement to Academic Dean or Director of Academic Affairs (within 5 weeks of grade assignment).
If not resolved:
3. Appeal goes to Grade Appeal Committee (within 2 weeks).
4. Student is notified of final decision.

The Office of Academic Programs shall ensure that the university catalog and other pertinent publications reflect this policy.

COURSE REPEAT POLICY

Any course in which a grade of C- or below is earned can be repeated once. If the student originally took the course for a letter grade, they **MUST** take it for a letter grade the second time. If they are within the 12 credit hours of repeat credit, the second grade, for better or worse, is calculated into the cumulative and term grade point average (GPA).

Important Additional Restrictions

- Students may repeat the same course only once.
- Students may receive credit hours for a repeated course only once.
- Students will not receive credit for a course repeated after they have completed a more advanced course in the same sequence with a grade of C or better.
- Students may repeat up to 12 credit hours of GRADED coursework.

If the student used the 12 credit hours of repeat credit or do not have enough repeat credit, they may still repeat a course in which they received a C- or below. However, both grades will be averaged into their cumulative GPA.



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It is possible to repeat an equivalent Westcliff University course at another institution; however, the student must consult with the College Dean or Director of Academic Affairs first. Depending on the institution, grade credit may not transfer to WU, in which case the courses cannot be used to repeat a Westcliff University course.

It is the recommendation of the University for students to consult with the Director of Academic Affairs if they have any questions about repeating courses.

Students may request approval to attend another university concurrently while enrolled at Westcliff University. Students requesting concurrent enrollment must be enrolled at least part time at Westcliff University during the semester they wish to be concurrent elsewhere. In order to be considered for concurrent enrollment, students must put their request in writing to the Director of Academic Affairs no later than the last day of the semester prior to which they wish to be concurrently enrolled. Students must include the course name and description for the university to which they wish to enroll. Such requests will only be granted if Westcliff University does not offer a similar course or the course is offered at Westcliff University at a time that generally conflicts with the student's other courses.

ATTENDANCE

In order to fulfill the attendance requirements, students are required to attend at least 75% of the course unless otherwise specified in the syllabus. *Students who are receiving Title IV funding and have three consecutive unexcused absences will be withdrawn from the course.*

Professors reserve the right to fail students who do not meet the attendance requirement as referenced above.

Students enrolled in a Hybrid course must attend the On-campus Class Session to satisfy the attendance requirement for any given week.

Students enrolled in an Online course must complete one of the following each week (Monday to Sunday) to satisfy the attendance requirement for that week:

- Attend a Virtual Class Session (VCS) or submit a VCS Summary
- Respond to a Discussion Question
- Post a discussion question response to peers or faculty
- Submit one of the following assignments:
 - Quizzes
 - Professional Assignments (PAs) or Lesson plans
 - Comprehensive Learning Assessments (CLAs)

Absences: It is accepted academic philosophy that sustained attendance is essential to the overall educational value of a course of study in higher education. In order to achieve maximum benefit from educational activities, Westcliff University expects regular attendance from all students. Notices of absences that have not been received or approved by Administration are considered unexcused absences. Students are limited to one excused absence per course.



Tardiness: Tardiness is a disruption of a good learning environment and is discouraged. A student is considered to be tardy to class if they arrive 10-40 minutes after the class starts. Students who arrive to class more than 40 minutes after the class starts are considered absent. In addition, four tardy marks is equivalent to one absence. Therefore, faculty will strictly monitor students for their punctuality and students will be marked down if they arrive late. These absences will follow according to the attendance policy and may put your status at risk.

Evaluating Attendance Percentage: The attendance percentage is determined by dividing the total hours attended by the total number of hours scheduled.

Leave of Absence Policy

Students enrolled in term enrollment programs that are unable to enroll in one or more terms may apply for a temporary Leave of Absence (LOA) from the university. This policy is designed to allow a student the flexibility to take a temporary break from their academic program and upon return a student will not be required to apply for readmission to the university. A student will not be granted a LOA in the middle of a term, therefore for purposes of Title IV a student granted a temporary LOA will be considered withdrawn from the university during this time. An R2T4 will be completed and the student will have to apply for readmission.

A student is expected to complete all courses if currently enrolled in a term and apply for a LOA to begin at the start of the next term in the academic program. If a student is having difficulty or unable to complete all courses in the term they may apply for an incomplete, an incomplete for special circumstance or withdraw, in which case a Return of Title IV calculation may be required.

A student may apply for a LOA by submitting the Leave of Absence Request Form located in the Global Academic Portal. All requests must be submitted a minimum of 3 weeks prior to the start of the term a student will be unable to attend. A temporary LOA from the university will only be granted to a student planning to return to their academic program at the end of the LOA. In addition, for undergraduate and graduate students the LOA request may not exceed more than two consecutive terms within a 12 month period. A student may request more than one LOA during their academic program not to exceed two terms within a 12 month period. A student may return from a LOA early and resume enrollment in the next available term or enrollment period.

Important facts concerning a Leave of Absence:

- For purposes of Title IV a student will be considered withdrawn from the University while on a LOA; therefore federal student loans are not eligible for an in-school deferment;
- A student will not be eligible to receive federal student aid while on a LOA;

A student who fails to return from a LOA will be required to reapply for admissions to the University after a period of 12 months of inactivity in their academic program.



SATISFACTORY ACADEMIC PROGRESS (SAP) POLICY FOR TITLE IV AND NON-TITLE IV STUDENTS

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:

- Be in good standing at the university, and
- 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 an approved program, whether receiving Federal Title IV, HEA funds, partial funding assistance, or self-pay. The SAP policy is reviewed annually by the Office of Financial Aid.

PROCESS OVERVIEW & RESPONSIBILITIES

Federal regulations require all schools participating in state and federal financial aid, Title IV, HEA programs to monitor Satisfactory Academic Progress (SAP). These standards are applicable to all students attending Westcliff University.

To be eligible for Title IV, Financial Aid, a student must maintain satisfactory academic progress (SAP) as per section 668.16(e) of HEA 1965. Westcliff University 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. The policy is consistently applied to all applicable students. The Financial Aid Office in coordination with the Dean monitors quantitative and qualitative progress. The SAP is reviewed manually and a copy of the latest transcript is maintained in the college's computer system.

The relevant SAP policies are summarized below. All students must maintain Satisfactory Academic Progress according to the following standards in order to continue enrollment. Satisfactory Academic Progress will be evaluated and measured at the end of each semester (financial aid payment period) and will be checked prior to disbursement of aid.

TITLE IV ELIGIBLE PROGRAMS:

Westcliff University Programs eligible for Title IV Funding include:

1. Bachelor of Business Administration (BBA)
2. Master of Business Administration (MBA)
3. Master of Arts in TESOL (MA TESOL)

Certificate programs are not eligible for Title IV Funding.



COMPLETION TIME POLICY

Undergraduate Programs	Total Credits	Academic Year		Published Length of Program
		Non-Title IV	Title IV	
Bachelor of Business Administration	120 credits	32 weeks/year	32 weeks/year	40 months
Bachelor of Arts in Education	120 credits	32 weeks/year	32 weeks/year	40 months
<p>All Students:</p> <ul style="list-style-type: none"> • Students who attend full-time year-round can expect to complete the program in 3.3 years • 16 week semesters with two (2) 8-week sessions • 12 credits per Semester; 24 credits per Academic Year • 1 academic year = 2 semesters per year = 24 credits • 1 calendar year = 3 semesters per year = 36 credits 				

Graduate Programs	Total Credits	Academic Year		Published Length of Program
		Non-Title IV	Title IV	
Doctor of Business Administration	60 credits	48 weeks/year	32 weeks/year	36 months
Master of Business Administration	36 credits	48 weeks/year	32 weeks/year	24 months
Master of Arts in TESOL	36 credits	48 weeks/year	32 weeks/year	24 months
<p>Non-Title IV/International Students :</p> <ul style="list-style-type: none"> • DBA students who attend full-time year-round can expect to complete their program in 3 years • MBA/MA TESOL students who attend full-time year-round can expect to complete their program in 2 years • 16 week semesters with two (2) 8-week sessions • 6 credits per Semester; 18 credits per Academic Year • 1 academic year = 3 semesters per year = 18 credits • 1 calendar year = 3 semesters per year = 18 credits 		<p>Title IV Students:</p> <ul style="list-style-type: none"> • DBA students who attend full-time year-round can expect to complete their program in 3 years • MBA/MA TESOL students who attend full-time year-round can expect to complete their program in 2 years • 16 week semesters with two (2) 8-week sessions • 6 credits per Semester; 12 credits per Academic Year • 1 academic year = 2 semesters per year = 12 credits • 1 calendar year = 3 semesters per year = 18 credits 		



The SAP policy for Title IV students at Westcliff University is the same as the school’s standards for all students enrolled in the same educational programs who are not receiving Title IV aid. The Title IV SAP policy is the same as the school’s SAP for students not participating in Title IV.

The Financial Aid Office reviews the Title IV, HEA SAP policy to ensure it meets all federal requirements. The Chief Academic Officer notifies the Financial Aid Office if the school changes its academic policies. SAP standards are established by the President and the CEO.

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 School will not count transfer hours that apply toward the student’s current program in determining SAP.

1. **Qualitative (GPA) Requirement:** A Cumulative Grade Point Average (CGPA) 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 semester, students must have a CGPA 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. Grades from credits transferred into the college will not be used in the calculation of the Cumulative Grade Point Average.

Student must maintain a cumulative GPA of 2.0 to be considered in good academic standing. If students cumulative GPA falls below 2.0 the student will be placed on academic probation. Successful completion of a class is defined as earning a grade of “D-” or better but still must maintain the required CGPA (2.0 and 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 semester (pay period) a final grade will be assigned and recorded as part of the student’s permanent record.

Grade	Interpretation	Average Value	Grade Point Value
A	Superior	100 – 93%	4.00
A-	Excellent	90 – 92%	3.67
B+	Good	87 – 89%	3.33
B	Good	83 – 86%	3.00
B-	Good	80 - 82%	2.67
C+	Average	77 – 79%	2.33
C	Average	73 – 76%	2.00
C-	Average	70 – 72%	1.67
D+	Poor	67 – 69%	1.33
D	Poor	63 – 66%	1.00



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D-	Poor	60 – 62%	0.67
F	Failing	60% – Below	Fail
I	Incomplete	NA	
W	Withdraw	NA	

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.

- 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.

EVALUATION PERIODS

Formal Satisfactory Progress Evaluations for Title IV, HEA in both attendance (clock hours and weeks), academic progress (Pace), and academics (Grade Point Average) will occur at the end of every semester (payment period).

EVALUATING SATISFACTORY ACADEMIC PROGRESS

Evaluations are conducted at the end of each semester (payment period) to determine if the student has met the minimum requirements. Evaluations are based on the cumulative GPA and academic progress (pace) as of the last day of the evaluation period.

Grades of A, A-, B+, B-, C+, or C are considered as hours attempted and successfully completed (earned) for graduate students. Grades of A, A-, B+, B-, C+, C, C-, D+, D, or D- are considered as hours attempted and successfully completed (earned) for undergraduate students.

Grades of F, NC (non-completion), I (incomplete), and W (withdrawals and drops) 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 tuition to retake the course. Course repeats are counted as attempted hours and either earned or unearned depending upon the grade assigned as noted above.

All college-level course work attempted at the University is considered when determining satisfactory progress. The School will not count transfer hours that apply toward the student's current program in determining SAP.

Course work attempted and grades earned in semesters will be included in the hours attempted, hours earned or unearned, and cumulative grade point average for calculating satisfactory academic progress under this policy.



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Evaluating Academic Progress (Pace): Academic Pace is determined by dividing courses (weeks) scheduled by courses (weeks) completed.

Evaluating GPA: The CGPA is determined using the grades from all completed courses as of the last day of the evaluation period.

DETERMINATION OF PROGRESS

Student pre-evaluations of Satisfactory Academic Progress are completed mid-semester to determine if the student is on track to meet the minimum requirements for SAP by the end of the payment period. Formal evaluations of Satisfactory Academic Progress are completed after each semester to determine if the student has met the minimum requirements for SAP as of the last day of the pay period. Students meeting the minimum requirements for academics and attendance at the end of each evaluation period (end of payment period) will be considered making SAP until the next scheduled evaluation. Students who have failed to meet any one of the three criteria for SAP (academic progress/PACE or GPA) will be determined to have not met SAP for that pay period.

FAILURE TO MEET SAP

Title IV Students - Financial Aid Warning

If a Student receiving Title IV funds has been determined to have not met SAP then student is placed on **Financial Aid WARNING** during the subsequent semester (payment period). The student will receive written notice of their Financial Aid Warning status and will be advised to seek academic guidance from the Dean of the relevant college or the Director of Academic Affairs. After counseling, the student signs an agreement to the conditions of the **Financial Aid WARNING period**. The student on financial aid warning for a payment period may not receive funding for the subsequent period unless the student makes SAP.—During the Financial Aid WARNING period, eligibility for financial aid continues. The following will not be considered as credits successfully completed: W and I.

Non-Title IV Students – Academic Probation

If a Student not receiving Title IV funds has been determined to have not met SAP then student is placed on **Academic Probation** during the subsequent semester. The student will receive written notice of their probation status and will be advised to seek academic guidance from the Dean of the relevant college or the Director of Academic Affairs. After counseling, the student signs an agreement to the conditions of the **Academic Probation period**. The student on Academic Probation for a must meet SAP during the subsequent semester. The following will not be considered as credits successfully completed: W and I.



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DISMISSAL POLICY

Title IV Students

A student who does not meet SAP at the end of the **Financial Aid WARNING period will be terminated from the college, but will have a right to an appeal process.**

Non-Title IV Students

A student who does not meet SAP at the end of the **Academic Probation period will be terminated from the college, but will have a right to an appeal process.**

APPEAL PROCESS:

A student who loses their financial aid eligibility and is terminated from the University due to not making SAP at the end of a financial aid warning or academic probation period has the right to file an appeal regarding their SAP Evaluations.

A student, who wished to appeal a disciplinary action and/or decision made in reference to the Satisfactory Academic Progress policy, must submit a typed letter to their respective Dean. This letter must contain information about the student's reason regarding the action and/or decision and reasons why the student is wishing to appeal. Student's must provide supportive documentation along with their letter in order to support their position and any mitigating circumstances that may have existed. The Dean will hear any student who disagrees with a SAP decision, on an appointment basis only.

The student will be notified by the Deans' decision within fifteen (15) business days following the receipt of the student's appeal letter. Additional time may be taken to thoroughly review the student's appeal. A student, who wishes to appeal any SAP decision made by the Dean, must submit a typed letter to the President with the supportive documentation explaining the reason why the student is wishing to appeal the decision. The President will notify the student within fifteen (15) business days of the receipt of the letter, additional time may be taken to thoroughly review the student's appeal. The President will make a final decision, although, the appeal can be escalated to the chief Executive Officer.

If the Title IV student wins the appeal they will then be placed on **Financial Aid Probation**, which is a status assigned by the institution to a student who fails to make SAP, who has appealed and has had his/her Title IV, HEA eligibility reinstated for one payment period.

If the non-Title IV student wins the appeal they will then be placed on **Academic Probation** for the semester that he/she is reinstated.



FINANCIAL AID PROBATION:

If Financial Aid Probation Status is granted, the student will regain Title IV, HEA eligibility for the next eligible payment period only. The student must be making SAP at the end of the payment period to regain Title IV, HEA 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 the academic plan (a copy will be kept in the student's file).

A student on Financial Aid Probation because of a successful appeal is eligible for Title IV, HEA funds for ONE payment period only. Students who regains SAP at the end of the next payment period will have regained full eligibility for Title IV, HEA funding.

REINSTATEMENT OF TITLE IV, FINANCIAL AID:

Reinstatement of aid is limited to the period under evaluation, the next payment period. Students making SAP by the conclusion of the Warning/probation status will be removed from the warning/probation status and will regain eligibility for Title IV, financial aid.

WITHDRAWAL DATE

If a student does not continue with class, the withdrawal date will be determined after the student exceeds the number of allowed absences (refer to Student Attendance Policy). However, if a student is in communication with the institution via any means of communication to inform that the student will no longer be attending, that date of communication will be considered the date of determination for the student. A student must contact the Dean or Registrar to give any notification of official withdrawal.

Students who withdraw from the college and later re-enter in the same program will continue at the same satisfactory progress and evaluation points in effect at the time of withdrawal. A student, who chooses to transfer from one program to another, will have only the grades and credits that apply to the new program will be applied to the student's Cumulative Grade Point Average (CGPA).



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READMISSION PROCESS

Students who wish to re-enroll at Westcliff University must submit the Readmission Petition. All students who were dismissed by the university must also complete the reinstatement section on the form. Upon approval of readmission, students are required to demonstrate academic progress and maintain the required G.P.A.

A candidate for acceptance into a program at Westcliff University will be reviewed and evaluated in a fair and unbiased manner. Westcliff University will not refuse a qualified applicant on the base of age, race, gender, disabilities, or national origin. Westcliff University reserves the right to deny admission to applicants for any reason which is deemed to the best interest of the university.

The following guidelines are required for readmission:

- Students must file a Readmission Petition and pay a non-refundable application fee of \$30.00.
- Students that were dismissed must also complete the Reinstatement section of the Readmission Petition form and meet with the Student Services Department.
- Students that have a prior outstanding balance must pay it one month before the session start date.
- Students must interview with the Director of Admissions, Dean or Director of Academic Affairs if warranted.
- Students will only be approved for readmission if space is available.
- After readmission approval, students will be referred to the Admissions Office to restart the application process and pay the non-refundable application fee of \$30.00.
- Students must submit official transcripts from all institutions they attended while absent from Westcliff University (if applicable).

A detailed process is listed on the Readmission Petition form.

REINSTATEMENT AFTER 180 DAYS

Students who have been terminated or withdrawn from school and re-enroll (if determined eligible), after more than 180 days will pay an application fee and will have to sign a new enrollment agreement. All re-enrolling students will be evaluated by the Readmission Committee. All readmitted students must satisfy any delinquent payments prior to re-enrollment.

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.



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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 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.

FAMILY EDUCATIONAL RIGHTS and PRIVACY ACT POLICY (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 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 of the University community are required to maintain the confidentiality of business and nonpublic 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



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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.

The following guidelines will be utilized with respect to the disclosure of student records:

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



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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



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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 data 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



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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 inquires about a specific University Code of Conduct violation which the student was accused of committing;
2. The student exhibits a repeated pattern of misconduct and has exhausted or failed to complete required program or other performance requirements;
3. The Code of Conduct violation constitutes a felony under state or federal law;
4. The student has been involved, or has involved others, in a potentially life-threatening situation;
5. In a professional judgment of the staff of the Office of Judicial Affairs, a report to the parent or guardian of the student is advisable under the specific facts and circumstances of the disciplinary incident in question.

The University will not provide any information or documentation for any student or graduate who is delinquent in payment of tuition, fees or any other financial obligation incurred through the University. Irvine University has the right to deny students to sit for final examinations, to have final examinations graded, or to register for the next term.

Documents and files (both electronic and hard copy) containing confidential information are to be accessed, used, and disclosed only with explicit authority and only on a need-to-know basis for the purpose of a job function, contract, volunteer or paid service to the University.

Confidential information regarding any individual or entity acquired during the course of employment at, or providing services to, the University must never be divulged to anyone outside of the University without authorization or to anyone within the university except on a need-to-know basis.

Upon conclusion of employment of service, or upon request of a supervisor, all originals and copies of confidential records, whether electronic or hardcopy, must be returned to the University and all further access to and use of such information relinquished.

Records must be maintained and disposed of according to 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.



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:

- institutions certify to the Secretary of Education that they have developed plans to “effectively combat” the unauthorized distribution of copyrighted material
- 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
- institutions publicize alternatives to illegal file sharing

This document 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 and not more than \$30,000 per work infringed. For "willful" infringement, a court may award up to \$150,000 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 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.

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:

(a) 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;

(b) 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;

(c) 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);

(d) 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;

(e) 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;



(f) 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;

(g) 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

(h) 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.

STUDENT LOAN CODE OF CONDUCT POLICY

PURPOSE

The purpose of this policy is to prohibit conflicts of interest in situations involving student financial aid and to establish standards of conduct for employees with responsibility for student financial aid. This Policy applies to all employees who work in the Office of Financial Aid and Scholarship Services and all other University employees who have responsibilities related to educational loans or other forms of student financial aid.

DEFINITIONS

1. A Conflict of Interest -Conflict of interest exists when an employee's financial interests or other opportunities for personal benefit may compromise, or reasonably appear to compromise, the independence of judgment with which the employee performs his/her responsibilities at the University.



2. Gift - Any gratuity, favor, discount, entertainment, hospitality, loan, or other item having a monetary value of more than a de minimus amount. The term includes a gift of services, transportation, lodging, or meals, whether provided in kind, by purchase of a ticket, payment in advance, or reimbursement after the expense has been incurred. The term "gift" does not include any of the following:
 - a. Standard materials, activities, or programs on issues related to a loan, default aversion, default prevention, or financial literacy, such as a brochure, a workshop, or training.
 - b. Training or informational material furnished to the University as an integral part of a training session that is designed to improve the service of a lender, guarantor, or servicer of educational loans to the University, if such training contributes to the professional development of the University's employees.
 - c. Favorable terms, conditions, and borrower benefits on an education loan provided to a student employed by the University or an employee who is the parent of a student if such terms, conditions, or benefits are comparable to those provided to all students of the University and are not provided because of the student's or parent's employment with the University.
 - d. Entrance and exit counseling services provided to borrowers to meet the University's responsibilities for entrance and exit counseling under federal law, so long as the University's employees are in control of the counseling, and such counseling does not promote the products or services of any specific lender.
 - e. Philanthropic contributions to an institution from a lender, servicer, or guarantor of education loans that are unrelated to education loans or any contribution from any lender, guarantor, or servicer that is not made in exchange for any advantage related to education loans.
 - f. State education grants, scholarships, or financial aid funds administered by or on behalf of a State.

INSTITUTIONAL POLICY REGARDING EDUCATION LOANS AND STUDENT FINANCIAL AID

1. Revenue-sharing Arrangements

The University will not enter into any revenue-sharing arrangement with any lender.

2. Interaction with Borrowers

When participating in the Federal Family Education Loan Program (FFELP), the University will not assign a first-time borrower's federal loan, through award packaging or other methods, to a particular lender. The University will not refuse to certify, or delay certification of, any federal loan based on the borrower's selection or a particular lender or guaranty agency.

When participating in the Federal Direct Loan Program, the University may assign a first-time borrower's federal loan to the Federal Government as the lender.

Under no circumstances will the University assign a student's private student loan to a particular lender, or refuse to certify or delay certification of any private loan, based upon the borrower's selection of lender or guaranty agency.

3. Private Loans



The University will not request or accept from any lender any offer of funds to be used for private education loans to students in exchange for the University providing concessions or promises regarding providing the lender with (i) a specified number of federal loans; (ii) a specified federal loan volume; or (iii) a preferred lender arrangement for federal loans.

4. D.Co-Branding

The University will not permit a private educational lender to use the University's name, emblem, mascot, logo, or any other words, pictures, or symbols associated with the University to imply endorsement of private educational loans by that lender.

5. Staffing Assistance

The University will not request or accept from any lender any assistance with call center staffing or financial aid office staffing. Nothing in this section, however, prevents the University from accepting assistance from a lender related to (i) professional development training for its staff; As defined in the federal Truth in Lending Act, 15 UCSA §1631 et seq. (ii) providing educational counseling materials, financial literacy materials, or debt management materials to borrowers, provided that such materials disclose to borrowers the identification of any lender that assisted in preparing or providing such materials; or (iii) staffing services on a short-term, non-recurring basis to assist the University with financial aid-related functions during emergencies, including State-declared or federally declared natural disasters, federally declared national disasters, and other localized disasters and emergencies identified by the Secretary of Education.

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. No conflicts of interest are to exist between the University and the State of California Bureau for Private Postsecondary Education and the DEAC Commission.

2. Honesty in Selling and Marketing

The university shall monitor and compensate all sales representatives of the university in compliance with DEAC Commission standards

3. Having the Ability to Succeed

It is not the intent of the university and its faculty to promote students who perform failing work to be promoting for the purpose of receiving Title IV funds, as this is unethical behavior. It is the responsibility of the university's admission staff to enroll only those students who have a realistic chance of succeeding in the program in which they enroll.

4. Reducing the Loan Burden on Students



It is the objective of the university and its staff to keep tuition costs as low as possible, and to assist the student in seeking other forms of financing or methods of payment so as to minimize the loan burden assumed by any student.

5. Pricing

It is the intention of the university to assure that the tuition and fees are comparable to or lower than that charged by schools offering the same type of educational programs.

6. Billing and Refunds

It is the responsibility of the university and its appropriate staff to assure 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 universities 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 DEAC rules.

8. Student Verification

The university and its staff and faculty are to take all steps necessary so as to assure that the identity of the student is verified at several points during the period of enrollment so as to be assured that the student who enrolls in the program or course is the same student who is “attending” and taking proctored examinations.

9. Gifts

No employee may accept any gift from a lender, guarantor, or servicer of education loans. A gift to a family member of an employee or to any other individual based on that individual's relationship with the employee shall be considered a gift to the employee if the gift is given with the knowledge and acquiescence of the employee and the employee has reason to believe the gift was given because of the employee's position at the University.

Token awards from professional associations (state, regional, or national) that recognize professional milestones or extraordinary service to parents and students, or scholarships for conference attendance or other professional development opportunities, may be accepted.

10. Prohibited Contracting Arrangements

No employee shall accept from any lender or affiliate of any lender any fee, payment, or other financial benefit (including the opportunity to purchase stock) as compensation for any type of consulting arrangement or other contract to provide services to a lender or on behalf of a lender relating to education loans.



11. Advisory Board Compensation

No employee who serves on an advisory board, commission, or group established by a lender, guarantor, or group of lenders or guarantors may receive anything of value from the lender, guarantor, or group of lenders or guarantors in return for that service.

12. Reimbursement of Expenses

Expenses incurred while attending professional association meetings, conferences, or in connection with service on an advisory board, commission, or group described in Section D. of this Policy must be paid by the University. Entertainment expenses such as concert or sports tickets or greens fees may not be accepted. Employees are expected personally to pay for such expenses or request reimbursement from the University in accordance with University policy.

13. Meals

Employees may occasionally need to share meals with employees of lenders, guaranty agencies, state agencies or other colleges or universities in the course of business. Meals offered as a part of meetings, conferences, or other events may be accepted if all participants in the meeting or event are offered the meals or if the meals are included as a part of a registration fee.

14. Policy Violations

Violations of this Policy may result in disciplinary action, up to and including dismissal.

15. Sanctions

Violations of university policies, including the failure to avoid a prohibited activity or disclose a conflict of interest in timely manner, will be dealt with in accordance with applicable university policies and procedures, which may include disciplinary actions up to and including termination from the university.

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 Clery 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



VERIFICATION POLICY

Westcliff University must check the accuracy of all applications the Central Processing System (CPS) selects for verification, with the exception of students receiving unsubsidized loans only. The CPS will select applicants for verification based on edit checks which identify inconsistencies and/or potential errors. Westcliff must also verify any application the university has reason to believe is incorrect or discrepant.

All financial aid applicants are encouraged to file federal income tax returns for applicant, parent and/or spouse as applicable, prior to completing the Free Application for Federal Student Aid (FAFSA). This will allow students and prospective students to utilize the IRS Data Retrieval tool when completing the FAFSA. The IRS Data Retrieval tool saves time and increases the accuracy of the financial information collected on the FAFSA. The IRS Data Retrieval tool is also the fastest and most secure solution for meeting verification requirements if applicable.

Students selected for verification will be sent an email notification with a secure username and password directing them to login to the Westcliff Financial Aid Portal. This portal will allow students to view all required financial aid documents, check the status of their financial aid application and view their financial aid award once complete. If Westcliff receives a subsequent FAFSA for a student selected for verification after they have been initially awarded federal financial aid, all future disbursements will be placed on hold. The student will be notified of the verification requirements and will have 30 days to complete the process. If verification is not complete, all previously disbursed federal financial aid will be returned which will result in a balance due on the student account.

The data reported on the verification worksheet, federal tax transcript and other supporting documentation provided are checked against the appropriate data elements on the FAFSA. All conflicting information will need to be corrected on the ISIR by the school or student as applicable and a new expected family contribution (EFC) will be calculated. Students will not be awarded federal financial aid until verification is complete. If Westcliff receives a subsequent ISIR affecting overall financial aid eligibility, the financial aid award will be adjusted as applicable. The updated information may require a return of already received federal student aid funds resulting in a balance due on the student account. A student will be notified via email of any changes and directed to login to the Westcliff Financial Aid Portal to view the updated award information and/or additional requirements.

Referrals will be made to the Office of Inspector General should there be allegations of fraud or other criminal misconduct in connection with an applicant's application for financial aid.

STUDENT IDENTITY 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
 - Full Name
 - Student I.D. number
 - Program
 - Social Security Number



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- Email
- Phone and other contact information
- Other information

The student services representative also verifies the student's identify via picture identification; driver license, passport, etc.



WITHDRAWAL AND RETURN TO TITLE IV FUNDS (R2T4) POLICY

HOW A WITHDRAWAL AFFECTS FINANCIAL AID

Title IV (TIV) (federal) financial aid funds are awarded under the assumption that a student will remain in classroom attendance for the entire period (semester) 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 TIV 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 semester has earned less of his/her financial aid than a student who withdraws in the third week. Once the 60% point in the semester 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:

- Completely withdraws;
- Stops attending before the semester's end;
- 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 semester could be responsible for repaying a portion of the financial aid originally received.

Students who do not begin attendance in classes are not eligible for federal financial aid and must repay all aid originally received.

NOTE: Westcliff's institutional tuition refund policy is separate from federal regulations to return unearned aid. Receiving a tuition/fee refund from Westcliff will have no impact on the amount the student must repay to the federal aid programs.

HOW EARNED FINANCIAL AID IS CALCULATED

Financial aid recipients "earn" the aid they originally received by remaining in classes. The amount of federal assistance earned is based on a pro-rated system. Students who withdraw or do not complete all classes in which they were enrolled may be required to return some of the aid originally awarded.

Westcliff is required to determine the percentage of TIV aid "earned" by the student and return the "unearned" portion to the appropriate federal aid programs. Westcliff is required to perform this calculation within 30 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 Financial Aid Office.

The following explains the formula used to determine the percentage of unearned aid to be returned to the federal government:



- 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.
- The payment period for most students is the full, 16-week fall, spring, and summer semesters. Each semester includes two 8-week sessions (modules).
- 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.

Institutional scholarship funds are not subject to the R2T4 policy.

- For Students Enrolled in Modules

A student is considered withdrawn if the student does not complete all of the days in the payment period that the student was scheduled to complete. Westcliff tracks enrollment in each session during the 16-week semester and combines 2 sessions to form a semester. If a student withdraws from a course in a later module while still attending a current module, the student is not considered as withdrawn based on not attending the later module. However, a recalculation of aid based on the change in enrollment status may be required.

If a student provides written notice to the Financial Aid Office at the time of withdrawal from a current module that s/he plans to attend a later module in the same payment period, s/he is not considered a withdrawal. If the student does not provide that written confirmation, the R2T4 recalculation of aid will be done. However, if the student does return in a later module in the same payment period, regardless of whether prior written confirmation was received, the R2T4 process will be reversed and the student will be awarded the funds that s/he is eligible to receive at the time of return.

R2T4 Process

- A copy of the withdrawal form, complete with instructors' signatures and indicating the last date of attendance, is received in the Financial Aid Office. The latest date of attendance in the classes in which the student was enrolled will be used as the withdrawal date.
- The Financial Aid Office determines the amount of TIV aid originally awarded and whether it is "disbursed" or "could have been disbursed."
- The Business Office provides the student's original tuition and fee and bookstore charges.
- An R2T4 worksheet is completed using the above data. The calendar for the payment period will have previously been entered and saved.
- The Financial Aid Office will post the recalculated amount of aid for which the student is eligible (as per the results of the R2T4 worksheet) to his/her account.
- A copy of the worksheet is maintained in the Financial Aid Office and electronically scanned and made part of the student's record after the end of the semester.
- A second copy of the worksheet is forwarded to the Business Office for the purposes of checking the accuracy of data entry and for student billing purposes.
- Westcliff will return funds to the federal programs on the student's behalf and will bill the student.
- In the instances in which a student owes a federal grant repayment in addition to what Westcliff has returned to the federal programs, the student is notified in writing and the amount is reported by the Financial Aid Office as an overpayment.



- The student is responsible for all Westcliff charges and federal overpayments resulting from an R2T4 calculation.
- Withdrawal from a Credit Hour Program
- Instructors provide the student's last date of attendance, the number of days completed as of the last date of attendance, and the number of days expected to have been completed as of the last date of attendance. These data elements are used by the Financial Aid Office in completing the R2T4 worksheet.

The procedure continues as outlined above.

Post-Withdrawal Disbursement of Loan Proceeds

When the R2T4 calculation results in the student's being eligible to receive either Federal Direct Stafford Subsidized or Unsubsidized Loan proceeds, s/he will be contacted via e-mail and US Mail by the Financial Aid Office. Written authorization from the student will be requested and is required before loan proceeds can be processed and awarded to the student.

Determination of Withdrawal Date

The withdrawal date used in the R2T4 calculation is the actual last date of attendance as provided by the instructors on the withdrawal form.

Withdrawing Prior to the 60% Point of a Payment Period

Unless and until a student completes 60% of the term in which financial aid was awarded, the student will be required to return all or part of the financial aid originally awarded for the term.

When a Student Fails to Begin Attendance

If financial aid is processed for a student who never begins attendance in any class for which s/he registered in a term, all aid will be canceled.

The Registrar provides a "no show" report after the census date of the payment period. This report lists the students and the classes in which they never attended. Financial aid originally awarded is canceled for students who failed to begin attendance in all classes in which they were originally enrolled and is adjusted for those who fail to begin attendance in a portion of the classes in which they were originally enrolled.

When a Student Fails All Classes

If a financial aid recipient who has not officially withdrawn fails to receive a passing grade in at least one class during the term, the Financial Aid Office will determine whether the student actually established eligibility for the aid originally awarded. Instructors will be contacted and asked to provide information on the student's attendance. If the student did not begin attendance, or stopped attending during the payment period, the financial aid originally awarded will be canceled or adjusted.



ORDER OF RETURN TO FEDERAL AID PROGRAMS

In accordance with federal regulations, unearned aid will be returned to the federal programs in the following order:

- Federal Direct Loans: Unsubsidized, then Subsidized
- Federal Direct Parent Loans
- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant

INFORMATION REGARDING LOAN REPAYMENT

The R2T4 calculation may result in the student's and parent's being responsible for directly returning additional loan amounts to the US Department of Education.

The loan grace period begins on the withdrawal date from the school, or when a student ceases to be enrolled on at least a half-time basis. If the student does not re-enroll as a half-time student within 6 months of withdrawal or less than half-time enrollment, the loans enter repayment. The student should contact the loan servicer or the US Department of Education to make repayment arrangements. The promissory note signed by the borrower outlines repayment obligations. The student should contact the servicer or the US Department of Education with any questions.

Consequences of Non-Repayment

Students who owe the US Department of Education for an overpayment of TIV 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 semesters or receive academic transcripts until the balance is paid.

How a Withdrawal Affects Future Financial Aid Eligibility

Refer to the Financial Aid Office Satisfactory Academic Progress Policy to determine how a withdrawal impacts aid eligibility.

NOTE: 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 Financial Aid Office.



RECORDS POLICIES

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.

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.

TRANSCRIPT REQUESTS

Transcripts are available from the date the student enrolls in his/her first semester. To request transcripts, student must complete the transcript request form online or in person in the Registrar's office. Official transcripts are \$10 each and will be mailed to the student within 7-10 days after the form has been submitted and all financial obligations are met.

BUCKLEY AMENDMENT

A student's academic records, grades, and personal information, as in compliance with the Buckley Amendment (aka 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.



FINANCIAL POLICIES

TUITION

With the exception of a prior arrangement with university administration, tuition for a class must be paid before class begins. Under no circumstances may arrangements be made with any faculty member in regards to tuition payments. Such agreements/arrangements will be considered null and void. A student will receive official transcripts and/or a degree, only if the student has met the required academic standards and requirements and has paid all financial obligations to Westcliff University in full. Westcliff University reserves the right to collect any unpaid financial obligations by any means necessary for any education services and/or training provided.

The university will not provide documentation for any student or graduate who is delinquent in payment of tuition, fees or any other financial obligation incurred through the school. Nor will any such student be permitted to sit for final examination, to have final examinations graded, or to register for the next term.

Westcliff University does have the right to change the amount of tuition. However, if a student does not maintain a continuous enrollment and according to the school policy, is required to re-apply to the University for re-admission, such a student will be charged for the balance of the previous program at the rate in effect at the time of such re-enrollment. Any changes in the tuition will be presented in the catalog and student handbooks.

STUDENT TUITION RECOVERY FUND

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 created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency program attending certain schools regulated by the Bureau for Private Postsecondary Education.

You may be eligible for the STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid STRF assessment, and suffered an economic loss as a result of any of the following:

1. The school closed before the course of instruction was completed.
2. The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
3. The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.
4. There was a material failure to comply with the Act or the Division within 30-days before the school closed, or if the material failure began earlier than 30-days prior to closure, the period determined by the Bureau.
5. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

You may also be eligible for STRF if you were a student that was unable to collect a court judgment rendered against the school for violation of the Private Postsecondary and Vocational Education Reform Act of 1989.

Requirements for Filing a Claim

A student seeking reimbursement under the Fund shall file a written application on the Student Tuition Recovery Fund Application Form (STRF App Rev. 2010) provided by the Bureau for Private Postsecondary Education (BPPE), signed under penalty of perjury that the form and all attachments are true and correct, which include the following information:

1. The student's name, address, telephone number, email address, and social security number or taxpayer identification number;
2. If any portion of the total charges were paid from the proceeds of a loan, the name of the lender, and any state or federal agency that guaranteed or reinsured the loan;



3. Proof of the amount and description of the student's economic loss for the educational program, and the amount of the student's claim;
4. Proof of the date the student started and ceased attending the institution;
5. A description of the reasons the student ceased attending the institution, or if the student graduated, dates of graduation;
6. The student's or borrower's authorization to allow the Bureau (BPPE) to negotiate with any lender, holder, guarantee agency, or the U.S. Department of Education on the student's behalf to reduce the loan obligation;
7. The student's authorization to allow the Bureau (BPPE) to issue a payment directly to any lender, holder, guarantee agency, or the U.S. Department of Education on the student's behalf, and
8. An assignment to the Fund and the Bureau of the student's rights to collect those funds against the institution if any payment issues as a result of the application;
9. The institution name, address and phone number where the students attended;
10. Proof that the student was a California resident at time of enrollment, or was enrolled in a residency program;
11. Proof that the student paid into the STRF;
12. If the student took an approved leave of absence, documentation of the approval;
13. Whether the student has previously applied for STRF reimbursement;
14. Whether the course of study or portion completed prepared the student to take a state or national licensure exam; and
15. If the student transferred to another school, a list of all classes or units transferred.
16. The application must be fully completed and received by the Bureau (BPPE), with supporting documents that include, but need not be limited to, the enrollment agreement, promissory notes, if any, and any receipts, within two years form date of the closure notice explaining the student's rights under STRF, whether provided by the institution or the Bureau (BPPE), or a maximum of four (4) years if the student received no closure notice.
17. Students whose total chargers are paid by a third party payer are not eligible to apply for payment by the Fund.
18. The Bureau (BPPE) may conduct an investigation to verify whether to grant or deny a claim, any may request any additional information or supporting documentation.

Please note: Effective January 1, 2015, the STRF assessment rate has changed from fifty cents (\$.50) per one thousand dollars (\$1,000) of institutional charges to zero (\$0). The STRF rate is subject to change based upon the balance in the STRF account.

WITHDRAW 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), if notice of withdraw is made prior to or on the first day of instruction, or the seventh day after enrollment, whichever is later. The request for withdraw from class(es) must be in writing and should state the reasons for the request. The school will make any refunds due within 30 days.



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Title IV financial aid funds are awarded under the assumption that a student will remain in classroom attendance for the entire period (semester) 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 semester has earned less of his/her financial aid than a student who withdraws in the fifth week. Once 60% point in the semester 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 semester 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.



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.

Refund Calculation Example:

Refund Calculation Example for 8 Week Course		MBA/ TESOL	MA	TESOL Certificate
Tuition and Registration for Single Course				
Cost of tuition paid		\$1,500.00		\$2,500.00
Non-refundable registration fee (w/cap of \$200/program)		\$25.00		\$0.00
Students withdrawing from course during:	% of Tuition Fees Refunded	Refund Amount		Refund Amount
Week 1 (Days 1-7)	100%	\$1,500.00		\$2,500.00
Week 2 (Days 8-14)	80%	\$1,200.00		\$2,000.00
Week 3 (Days 15-21)	60%	\$900.00		\$1,500.00
Week 4 (Days 22-28)	40%	\$600.00		\$1,000.00
Week 5 (Days 29-35)	20%	\$300.00		\$500.00
Week 6 or Later (Days 35+)	0%	\$0.00		\$0.00



Refund Calculation Example for 8 Week Course		MBA Capstone Course	BBA
Tuition and Registration for Single Course			
Cost of tuition paid		\$1,500.00	\$870.00
Non-refundable registration fee (w/cap of \$200/program)		\$25.00	\$25.00
Students withdrawing from course during:	% of Tuition Fees Refunded	Refund Amount	Refund Amount
Week 1 (Days 1-7)	100%	\$1,500.00	\$870.00
Week 2 (Days 8-14)	80%	\$1,200.00	\$696.00
Week 3 (Days 15-21)	60%	\$900.00	\$522.00
Week 4 (Days 22-28)	40%	\$600.00	\$348.00
Week 5 (Days 29-35)	20%	\$300.00	\$174.00
Week 6 or Later (Days 35+)	0%	\$0.00	\$0.00

Refund Calculation Example for 8 Week Course		DBA Course	
Tuition and Registration for Single Course			
Cost of tuition paid		\$1,650.00	
Non-refundable registration fee (w/cap of \$200/program)		\$25.00	
Students withdrawing from course during:	% of Tuition Fees Refunded	Refund Amount	
Week 1 (Days 1-7)	100%	\$1,650.00	
Week 2 (Days 8-14)	80%	\$1,320.00	
Week 3 (Days 15-21)	60%	\$990.00	
Week 4 (Days 22-28)	40%	\$660.00	
Week 5 (Days 29-35)	20%	\$330.00	
Week 6 or Later (Days 35+)	0%	\$0.00	



All refunds will be paid within 30 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 30 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 Financial Aid Office.

The following explains the formula used to determine the percentage of unearned aid to be returned to the federal government:

- 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.
- The payment period for most students is the full, 16-week fall and spring semesters or the full, 10-week summer semester. However, for students enrolled in modules (mini-sessions), the payment period only includes those days for the module in which the student is enrolled.
- 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.

Institutional scholarship funds are not subject to the Title IV refund policy.



GENERAL ADMINISTRATIVE POLICIES

CATALOG OF RECORD

Westcliff University publishes a catalog and regularly updates it. The Catalog of record for 2014-2015 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 does reserve 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 January, 2013, and thereafter.

This catalog supersedes and replaces all previously published editions of the catalog and is also made available to students online.

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.



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:

- 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.
- Obligation not to interfere with the freedom of members of the university to pursue normal academic and administrative activities.
- 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.
- Obligation not to interfere with the right to hear and study unpopular and controversial views on intellectual and public issues.
- 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.
- 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.
- 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.

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.

- Attempting or committing an act of discrimination, physical violence, sexual harassment, sexual assault, or stalking of a person.
- Malicious destruction, damage, or theft of personal or University property, including incidents of arson, vandalism, larceny, burglary, breaking and entering, robbery, or embezzlement.
- 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.
- 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.
- 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.
- Possession or use of firearms, air guns, explosive devices, or materials of any description, or deadly weapons, in violation of civil laws and ordinances.
- Unlawful possession, use, or distribution of marijuana, narcotics, hallucinogens, barbiturates, amphetamines, prescription drugs, or any other illegal substance.
- Possession, use, or distribution of beer, wine, or intoxicating liquor.
- Gambling.
- Tampering with or misuse of fire alarms, fire-fighting equipment, and/or security equipment of any kind.
- 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.
- Conduct not herein above specifically listed which is classified as a felony under the provisions of the California Revised Code or Federal Statutes.
- Refusal to comply with lawful directions of University officials acting in the performance of their duties.

Students found in violation of this policy will be considered for dismissal by the appropriate administrative body of the academic unit. Students under consideration for dismissal will be notified, in writing, of the time, date, and location where they may be heard by and present information to the decision making body. The student will be notified of the decision and, if dismissed, of their right to appeal the decision.

Students may appeal dismissal from an academic unit in accordance with the appeals process found in the Student Code of Conduct. Appeals of dismissals from an Academic unit will be heard by the University Appeals Hearing Panel.

Students that are dismissed from a University program are expected to have access to advisors that can help them plan a transition to another college or program.



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:

- Right and obligation to provide an open forum for members of the university community to present and debate public issues.
- 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.
- Right to prohibit members of the university community from using its name, its finances, or its physical and operating facilities for commercial activities.
- Right and obligation to provide, for members of the university community, the use of meeting rooms under the rules of the university.
- 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.
- 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.

NON-DISCRIMINATION POLICY

The university does not unlawfully discriminate in its admissions or educational policies on the basis of race, color, sexual orientation, gender, or national and ethnic origin. However, admission into the university is limited to individuals with convictions, goals, and objectives consistent with the mission of the university.

The university 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 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.

POLICY ON HARASSMENT

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. Federal and State laws are enforced by Westcliff University.

For purposes of this policy, harassment is defined as, but not limited to, unwelcome sexual advances, unwelcome requests for sexual favors, and other unwelcome verbal or physical conduct of a sexual nature.



PROCEDURES FOR RESPONDING TO HARASSMENT COMPLAINTS

A student, faculty member, or employee shall bring the complaint to the Dean or President in writing within 24 hours, not to exceed 7 days of the alleged harassment. The allegation shall be investigated and shall result in a finding that may include reporting to the appropriate State enforcement authority. The response will not exceed 7 days.

GRIEVANCE PROCEDURES/POLICY VIOLATION

Students have the right to address grievances per written documentation to the Dean of their discipline.

GRIEVANCE PROCEDURES/POLICY VIOLATION

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 pursue a resolution to the grievance, complaint or dispute through the formal appeals procedure described as follows:

Step 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.

Step 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.

Step 3. Appeal

If the remedy sought by the student is denied in the response described in Step 2, or if the relevant university representative does not respond within 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 15 day period.

Step 4. Appeal Review

The person receiving the appeal by the student is to review the grievance, complaint or dispute and provide a decision within 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.

Step 5. Final Decision



If the remedy sought is denied or if the relevant representative of the university does not respond within 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 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.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888)370-7589 toll-free or by completing a complaint form, which can be obtained on the bureau's Internet Web site www.bppe.ca.gov or by contacting: Distance Education Accrediting Commission (DEAC), 1101 17th Street NW, Suite 808, Washington, D.C. 20036, (202) 234-5100, info@deac.org.

ALCOHOL AND DRUGS POLICY

This policy is applicable to the entire university community, including faculty, staff, students and visitors. For the full policy see Policy #GP105.

Drug Abuse Prevention

The university is committed to a healthful environment for all members of the community at all locations. Drinking of alcoholic beverages and smoking of any material is prohibited in all University facilities, including any university owned vehicles. Smoking includes the burning of any type of lighted pipe, cigar, cigarette, or any other smoking equipment, whether filled with tobacco or any other type of material.

Prohibition of Illicit Drug Use

The university 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.

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 Student Financial Services 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 Financial Aid Office staff 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 drugs on University property shall be subject to discipline on a case-by-case basis.

DRESS CODE

The University's goal is to prepare its students to be professionals. As such, the University encourages its students to dress appropriately and professionally in order to present a professional image, while not infringing on the students' right to self-expression. The University also has an obligation to create a learning environment where all members of the community are comfortable and not offended by inappropriate dress. The dress code is designed to provide appropriate guidelines so that all students may dress in a manner that is respectful of themselves and the community.

The policy states that the following standards must be adhered to by all members of the campus community.

- Dress that is neat, modest and casual is the minimum requirement at all times.
- Hats, caps, do-rags, and other headgear must be removed when in classrooms, and offices.
- Baggy pants or sloppy dress will not be permitted at any time.
- 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.

POSTERS, NOTICES, 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.



STUDENTS WITH DISABILITIES

ADA (Americans with Disabilities Act) Policies

Westcliff University is available to assist students with disabilities who self-disclose and request classroom accommodations. In order for the University to provide eligible disabled students with reasonable accommodations, it is required that an official request for services and appropriate documentation be submitted to your academic counselor by the student. If you need any accommodations during your courses, please immediately contact your academic counselor to complete the ADA self-disclosure and accommodation process. Please note that requesting accommodations directly from a faculty member is not appropriate self-disclosure. All students seeking accommodations must contact their academic counselor in order to begin the self-disclosure and accommodation process.

CALIFORNIA PRIVATE POSTSECONDARY EDUCATION ACT OF 2009

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

EQUAL OPPORTUNITY INSTITUTION AND EMPLOYER

Westcliff University is an equal opportunity educational institution and employer.

FIRE AND SAFETY

The safety of all members of the university community is important. Safety procedures including fire drills, evacuation of buildings because of bomb threat, and emergency assistance 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.

STUDENT ID CARDS

Students are responsible for having their photographs taken during their first term at the university in order to obtain their student identification card bearing their name and photograph. ID cards should be carried at all times. Lost cards should be reported immediately to the administration office. Lost ID cards will cost \$10. Misuse of ID cards will result in disciplinary action.



HOURS OF OPERATION

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

Monday thru Saturday, from 7 a.m. to 7 p.m.

Office Staff are available during these times.

Faculty are available during these times; by appointment.

Technical Support are available during these times.

Holiday-University closure:

Labor Day

Thanksgiving

Christmas Day

New Year's Day

Easter

Memorial Day

Independence Day

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.

Registrar: registrar@westcliff.edu

Admissions: admissions@westcliff.edu

Dean – College of Business: georgesayegh@westcliff.edu

Dean – College of Education: julieciancio@westcliff.edu

Administration: administration@westcliff.edu

Student Services: denriquez@westcliff.edu

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 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, or P.O. Box 980818, West Sacramento, CA 95798-0818, www.bppe.ca.gov, (888)370-7589 or by fax (916)263-1897.



STUDENT SERVICES

LIBRARY

Westcliff University has on campus a space dedicated to research and quiet study.

Students may also gain access to online volumes through the use of computers located on site. The Library hours of operation are from 9:00 am to 7:00 pm Monday – Friday.

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

Director of Library Services: Ron Ross at ronross@westcliff.edu

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 by the Deans is regularly available on the school premises to all students. Likewise, the counseling is available online via skype or ooVoo for all students. Office hours will be posted for student's convenience.

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 hybrid courses and through webinars for those taking only on-line courses.

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.



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.

SCHOOLS FEDERAL CREDIT UNION

All faculty, staff, and students are eligible to become members of the Schools Federal Credit Union. Students can apply for low interest loans and a free interest-earning checking account. The college account package helps students manage their finances.

PARKING

Parking is available in the parking lot which is directly adjacent to the building. Additional parking is available on the street adjacent to the University.

HOUSING

Westcliff University does not have any dormitory facilities under its control. The availability of housing located reasonably near the Westcliff facilities have an approximate range of cost as follows:

Cerritos, California \$850 - \$1,250/month for one-bedroom apartment

Irvine, California \$1,425 - \$1,980/month for one-bedroom apartment

Westcliff University has no responsibility to find or assist a student in finding housing.

FACILITIES AND EQUIPMENT

In Irvine, California, Westcliff University occupies a business building situated in the center of a campus setting. The facilities consist of two large lecture rooms, one library, a computer lab, conference room, student lounge area, reception area, and several offices for administrative staff. Hours of operation for administration offices are 8:00am-7:00pm.



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

As a part of our Hybrid teaching platform in the US, all instruction is provided in a modern, comfortable classroom setting appropriate for higher learning education. The library, complete with several computer terminals for students, is recently renovated to provide suitable study and research spaces for our students and instructors.

Westcliff University facilities are equipped with appropriate equipment for administrative and instructional purposes, complete with copiers, computers, and file cabinets for staff and all the standard equipment and supplies for each classroom. The university also has a student lounge with sitting area and other amenities such as vending machines, microwave, refrigerator, and coffee machine.

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.

EMPLOYMENT ASSISTANCE

Job Fairs in the local community are available for our students to attend each year in the fall and early spring.

Resume Preparation- assistance in preparing and evaluating resumes is available. Including computers and printers on which the resumes can be formatted and printed for qualifying job applicants.

Course and program referrals are routinely provided to students to help prepare them for better paying jobs.

While the University does not guarantee employment, salaries or specific positions post-graduation, its staff assists students in many ways. During the degree programs and after graduation, Westcliff University directs students toward appropriate job contacts and resources. Students are supplied with strategies, such as information about appropriate business attire, resume development, job search methods, interview, and follow-up techniques.



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 the hybrid 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.

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 campus. 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 Program Director or to any other trusted staff member for referral to an appropriate counseling source.



FINANCIAL ASSISTANCE

Westcliff University does not participate in federal and state financial aid programs. For those who cannot pay the entire amount, the following plans are available (none of these options are Title IV Funds):

DEFERRED PAYMENT PLANS

Students may defer tuition payments for each term by spreading the payments over three months. Application for the Deferred Payment Plan must be made at the time of registration. The cost of the Deferred Payment Plan for any term is between \$25.00 and \$50.00 depending on payment plan requested. The deferred payment schedule is as follows:

- 1st payment is due at registration: 1/3 of total tuition amount due plus registration, processing, and defer fees.
- 2nd payment is due one month after the 1st day of class: 1/3 of original amount.
- 3rd payment is due two months after 1st day of class.

Students may use Personal or Business Checks, MasterCard, Visa, Discover, or ATM Debit Cards.

SCHOLARSHIP PROGRAMS

MERIT AND COMMUNITY BASED SCHOLARSHIP

Periodically the University offers scholarships with specific termination dates for application.

Please see the Dean or administration for more details.

STUDENT LOANS

For those students who are interested in applying for an unsecured tuition loan, Schools Federal Credit Union is working with the university to assist eligible students with their tuition costs. Information and forms may be obtained at the university's administrative office.

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.



WESTCLIFF
UNIVERSITY
Educate. Inspire. Empower.

VETERAN'S BENEFITS

The university's programs are approved for enrollment of persons eligible to receive educational benefits under Title 38, U.S. Code. Students who are eligible for educational assistance through the Veterans' Education Benefit programs may obtain information and forms from the university's administration office, or directly from the Department of Veterans Affairs Educational Services at www.gibill.va.gov or by calling them directly at 888.442.4551. Members of the Selected Reserve may also be eligible for educational assistance.

NOTICE OF NO PENDING PETITIONS

This is proper notice that Westcliff University has no pending petitions in bankruptcy, nor is it operating as a debtor in possession, nor has the University filed a petition under the preceding five years, nor has the University had a petition in bankruptcy filed against it within the previous five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.S. Sec. 101 et seq.).



SCHEDULE OF FEES

TUITION

College of Business and College of Education Degree Programs (per credit hour)

Degree Program Tuition

- Domestic or online students

1.1 Bachelor Programs	\$ 315.00
1.2 Master Programs	\$ 525.00
1.3 Doctoral Programs	\$ 575.00

- F-1 International Students

1.1 Bachelor Programs	\$ 435.00
1.2 Master Programs	\$ 575.00
1.3 Doctoral Programs	\$ 630.00

Certificate Program Tuition

2.1 TESOL Certificate – Domestic Students	\$2,600.00
2.2 TESOL Certificate – F1 Students	\$3,400.00

NON-TUITION COSTS

Application Fee (non-refundable)	\$30.00
Registration Fee (non-refundable) per semester	\$25.00
Deferred Payment Fee (Up to)	\$75.00
Late Payment Fee	\$35.00
Degree Diploma Standard	\$50.00
Degree Diploma Gold Embossed	\$100.00
Degree Diploma Replacement	\$50.00
Degree Diploma Frame	\$100.00
Certified Transcript	\$10.00
Return Check Fee	\$35.00
Special Re-Examination	\$25.00



ACADEMIC YEAR CALENDAR 2018-2019

2018-2019

Academic Year Calendar



WESTCLIFF UNIVERSITY
Educate. Inspire. Empower.

August '18						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September '18						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October '18						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November '18						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December '18						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

January '19						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

February '19						
Su	M	Tu	W	Th	F	Sa
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17	18	19	20	21	22	23
24	25	26	27	28		

March '19						
Su	M	Tu	W	Th	F	Sa
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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April '19						
Su	M	Tu	W	Th	F	Sa
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May '19						
Su	M	Tu	W	Th	F	Sa
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19	20	21	22	23	24	25
26	27	28	29	30	31	

June '19						
Su	M	Tu	W	Th	F	Sa
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
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July '19						
Su	M	Tu	W	Th	F	Sa
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August '19						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September '19						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Notes

	Holiday-University Closed	
	Labor Day	9/3/2018 & 9/2/2019
	Thanksgiving	11/22/18
	Christmas Day	12/25/18
	New Year's Day	1/1/19
	Easter	4/21/19
	Memorial Day	5/27/19
	U.S. Independence Day	7/4/19
	Start of New Session	
	Session 1	8/27/18-10/21/18
	Session 2	10/22/18-12/16/18
	Session 3	1/7/19-3/3/19
	Session 4	3/4/19-4/28/19
	Session 5	5/6/19-6/30/19
	Session 6	7/1/2019-8/25/19
	Note: Some online classes may begin the Saturday before the start of a session.	
	No Classes Scheduled	
	Winter Break	12/17/18-1/6/19
	Summer Break	4/29/19-5/3/19
	New Student Orientations	
	Convocation 2018	12/8/18
	Commencement 2019	TBD



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:

- Review instructional program needs for the students
- Help identify and assess labor market requirements
- Review and advise about the establishment and maintenance of realistic and practical instructional programs
- Participate in developing community understanding and support for our programs
- Provide information regarding new developments that require changes in our curricula
- Review the various case studies used in the courses
- 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)

Destyn Laporte	Program Manager, El Camino College
Carmen Carillo	Department Chair, LA Harbor College
Gilbert Sanchez	Dean of Academic, Kingston University
Juliette Hing	Director of Administration, Hancock International College
Donna Brinton	Lecturer/Academic Coordinator, UCLA ESL Service Courses
Sonja Lovelace	Lecturer, Language Academy, USC Rossier School of Education
Nina Ito	Academic Coordinator, American Language Institute, CSULB
Don Sillings	General Manager, CATESOL
Yilin Sun	English Language Specialist, US Department of State
Peggy C. Marcy	Professor, CSUSB & Supervisor, Mt. San Antonio College



Antoaneta Bonev Professor, CSUSB & ESL Instructor, Copper Mountain College

Jesus Ernesto Lisboa Moreno VenTESOL 1st vice-president; Professor at UPEL

PROGRAM ADVISORY COUNCIL (COLLEGE OF BUSINESS)

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 (DBA) 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

<u>Board Chair</u>	<u>Board Member</u>	<u>Board Member</u>	<u>Board Member</u>	<u>Board Member</u>
George Gliaudys	John Lee Yuhnaut	Anthony Lee	Laura Greathouse	Michael Uyeda
Dean Emeritus, Irvine University College of Law	President Emeritus, Westcliff University	CEO and President, Westcliff University	Faculty Development Coordinator, RCC	Director, Global Partnerships, Google

<u>Board Member</u>	<u>Board Member</u>	<u>Board Member</u>	<u>Board Member</u>	<u>Board Member</u>
Daniel Han	Brian Gamido	Brianna Moore-Trieu	Vidal Cortes	Estela Lopez
Manager, New Business Innovation and Strategy at Hyundai Motor America	Head of Business, Deepgram	Institutional Research and Planning Analyst, University of California, Office of the President	Environmental Engineer, Los Angeles County Sanitation Districts	Former Provost, Dean, and Vice Chancellor of several colleges and universities

OFFICERS

David McKinney, Chief Academic Officer

Anthony Lee, Chief Executive Officer

Sean Murray, Chief Financial Officer



The following is a written acknowledgement by the student that he/she has accessed this document which was made available by the University

RECEIPT OF CATALOG - HANDBOOK ACKNOWLEDGEMENT

Westcliff University provides online access to the Catalog and Student Handbook for all students. This catalog and Handbook is a guide to policies, procedures, and general information about the University so as to assist the student understand all aspects of Westcliff University.

I, the student identified below, hereby acknowledge that I have accessed this document as provided by Westcliff University.

I understand that I should consult my Academic advisor or College Dean regarding any questions I might have that may not be answered or covered for fully explained in this Catalog – Student Handbook.

I understand that as the information and policies described herein are necessarily subject to change, I acknowledge that revisions to the Catalog – Student Handbook may occur. It is my understanding that all such changes are to be communicated through official notices, and I further understand that revised information may supersede, modify, or eliminate existing policies.

I acknowledge that this Catalog – Student Handbook is neither a contract of admissions nor a legal document.

I acknowledge that my responsibility to Westcliff University is to comply with the policies contained in this Catalog-Student Handbook and any revisions made to.

Student Name: _____

Student Signature: _____

Date of Signature: _____