WESTCLIFF UNIVERSITY
Educate. Inspire. Empower.

WESTCLIFF UNIVERSITY CATALOG | CALIFORNIA

SEPTEMBER 1, 2025 - AUGUST 23, 2026

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Irvine, CA 92614

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Santa Monica, CA 90401

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University Information

Message from the President

Greetings and welcome to Westcliff University. Selecting the right institution for your studies is a significant decision. You have likely considered several factors, such as reputation, programs, location, cost, and the community of the institution. At Westcliff University, we strive to create an institution that you would be proud to join, one that offers a vibrant and inclusive community in which the needs of our individual students are prioritized and the diversity of our collective student body is embraced and celebrated.

Our learning environment nurtures innovation and excellence at every level. Through our own CAPRI© model of learning, we have developed a curriculum that challenges you to explore diverse perspectives while advancing your capacity for the practical application of relevant industry standards and best practices. We emphasize a personalized learning experience supported by professors who are practicing professionals, offering students valuable opportunities to learn directly from those actively engaged in their fields.

During your time at Westcliff, you will have many opportunities to invest in your own professional and personal growth. Westcliff provides an abundance of resources to support your professional development, including workshops, personalized training sessions, and networking events. We also value the student experience offering a variety of different activities, clubs, and events designed to expand your perspective and enrich your life. Your well-rounded success is central to our mission and our most substantial investment.

We welcome you into the Westcliff community with open arms, and we are prepared and excited to partner with you as you navigate your education and career. Westcliff's entire staff, faculty, and leadership remains committed to honoring the trust you have placed in us by enrolling in our university.

As President of Westcliff University, I am delighted to welcome you to our community, and I have no doubt that choosing Westcliff University for your studies will have a positive impact on your future.

Warm Regards,
Anthony Lee | EdD, MBA
President, Westcliff University

Purpose, Mission and Values

Purpose and 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 (BPPE) in 1993, offers various programs in the College of Business, the College of Education, and the College of Technology and Engineering. Westcliff University's curriculum consists of graduate and undergraduate degree programs in business and education as well as other certificate programs. While some schools focus solely on theoretical concepts, Westcliff University prepares students for the practical and theoretical elements required by the current job market. 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, and other local and national businesses and organizations.

Mission and Vision

The Westcliff University mission is to educate, inspire, and empower students from around the world to achieve personal and professional success by providing practical, innovative, high-quality campus and online programs.

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

Values and Core Competencies

The following values are practiced at Westcliff University:

Social Responsibility & Global Citizenship
Integrity & Accountability
Compassion & Collaboration
Community

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

Critical Thinking
Effective Communication
Professional Integrity
Global Citizenship
Innovation

Critical Thinking: The ability to analyze, evaluate, and synthesize information and ideas from multiple perspectives to reach well-reasoned conclusions. It involves questioning assumptions, examining evidence and logics of the arguments, demonstrating independent judgement, and solving complex problems. The information could include quantitative and qualitative data.
Rationale: This outcome aligns with Westcliff's emphasis on innovation and student success and core values of integrity and accountability by fostering independent, unbiased judgment and reflective decision-making for a diverse, global environment.
Effective Communication: Expressing ideas clearly and reasoning persuasively across written, oral, visual, and nonverbal formats. It entails adapting messages to diverse audiences, using proper conventions, and actively listening to foster meaningful collaboration.
Rationale: This competence reflects Westcliff's core values of collaboration and compassion by enabling learners to share knowledge, collaborate across cultures and disciplines, thereby educating and empowering others.
Professional Integrity: Understanding and applying principles of integrity, honesty, accountability, and respect in decision-making. This includes recognizing and evaluating moral issues or ethical dilemmas, considering the impact of choices, and upholding ethical standards in any setting.
Rationale: It embodies Westcliff's core values of integrity and accountability by preparing students to make principled, responsible choices in any setting.
Global Citizenship: Understanding and engaging with interconnected social, cultural, environmental, and political issues. Central to global citizenship is the ability to build trust and foster respectful relationships across diverse communities, strengthening cooperation and mutual understanding to address challenges beyond national boundaries.
Rationale: Consistent with Westcliff's core values of social responsibility, integrity, accountability and a diverse student body. This outcome involves acting ethically and contributing positively to the common good on a global scale.
Innovation: Intentional application of novel ideas, strategies, and technologies to create innovative solutions and positive change and develop globally competent, ethical, and forward-thinking practitioners and scholars.
Rationale: In alignment with Westcliff's vision to be a globally recognized institution, innovation is both a process and an outcome—driven by compassion, critical inquiry, and a forward-thinking mindset—that prepares students to address complex global challenges while demonstrating the university's core values of integrity, excellence, diversity, and community engagement.
The core competencies are applied cumulatively across several disciplines and foster a holistic approach to educating students to be successful in a variety of endeavors. Individually, these dimensions of competency can be used as a foundational tool for assessment and the subsequent professional development of each student.

Institutional Learning Outcomes (ILOs)

Westcliff University has established Institutional Learning Outcomes (ILOs) that define the expected achievements of students at each level of study—Bachelor's, Master's, and Doctorate—upon their completion of the degree. These ILOs are intended to guide the individual academic and co-curricular departments in the creation of student

learning outcomes for their programs, courses, and services.

Integrative Studies (General Education) Level

- Use appropriate content to convey the writer's understanding to communicate meaning to readers with clarity and fluency *(Written Communication)*.
- Articulate ideas and connect with global audiences through oral communication *(Oral Communication)*.
- Broaden perspective to understand and appreciate differences of all kinds, including cultures, values, experiences and thoughts, developing communication strategies that build bridges between differences *(Interpersonal Skills)*.
- Develop, apply, and embody ethical standards in Integrative Studies (General Education) *(Ethical Reasonings)*.
- Explain how information and data are created and given value, evaluate source authority, and acknowledge sources of information appropriately *(Information Literacy)*.
- Identify and evaluate complex claims, challenging assumptions, reasoning in an evaluative manner to reach logically sound conclusions *(Critical Thinking)*.
- Explain the nature, history, and contemporary significance of quantitative reasoning, as well as be able to communicate and demonstrate sound logic and reasoning based upon known mathematical and statistical information *(Quantitative Reasoning)*.

Undergraduate Level

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

Graduate Level

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

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

Doctoral Level

- Prepare original, content-rich documents which effectively demonstrates a logical, well-constructed argument supported by data that make significant contributions to industry related literature *(Written Communication)*.
- Communicate in a clear and direct style that is assertive and supported by tone of voice, appropriate body language, and current technological aids to effectively articulate viewpoints, beliefs, and feelings *(Oral Communication)*.
- Develop inner excellence and a strong emotional foundation by exhibiting behaviors that lead to stronger human relationships and inspire others to excel in conflict resolution, expectation management, and problem solving *(Interpersonal Skills)*.
- Approach information through the analyses of competing ideas systematically, resulting in clarity of thought and development of original concepts *(Critical Thinking)*.
- Respect diversity in culture, communities, and individuals to foster an environment of understanding and learning, and to recognize and respond constructively to address ethical issues and dilemmas *(Ethical Reasonings)*.
- Acquire, select, interpret, and interact with relevant information for use in academia and/or industry. Add originally prepared research, information, and findings to relevant industry annals *(Information Literacy)*.
- Make use of diagrams and graphs to summarize and express ideas and have the ability to utilize numerical data and concepts to support quantitative reasoning in producing insights and recommendations *(Quantitative Reasoning)*.

Campus Locations

Westcliff University has five California campuses where classes are offered on site: the Main Campus and Creative Campus in Irvine, the Los Angeles Campus in Santa Monica, the San Francisco Campus in San Francisco, and the Nursing campus in Corona. Please call +1 (949) 825-5999 and ask for the Admissions Department to schedule a campus visit. To send Westcliff University a message, visit this page.

Irvine Campus - Intersect

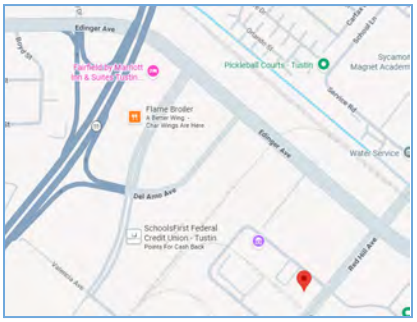
17877 Von Karman Avenue, 4th Floor
Irvine, California 92614
Telephone: +1 (949) 825-5999
Toll Free: +1 (888) 491-8686

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

Western State College of Law

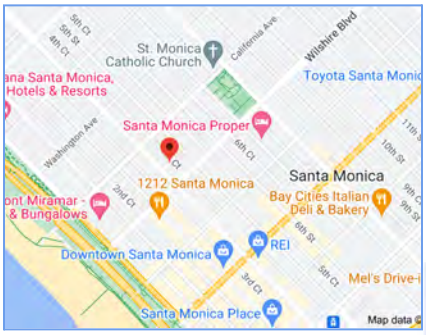
15101 Red Hill Ave.
Tustin, CA. 92780
Telephone: +1 (888) 491-8686

Western State College of Law is located at 15101 Red Hill Avenue in Tustin, California. It is situated near the intersection of Red Hill Avenue and Edinger Avenue, with convenient access to the I-5 and SR-55 freeways.*The catalog for this location and its programs can be found here.*



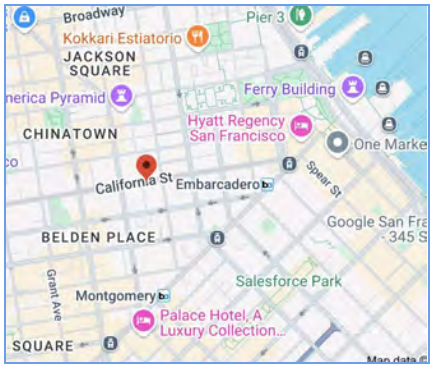
Westcliff University - Los Angeles Campus

401 Wilshire Boulevard, Suite 200
Santa Monica, California 90401
Telephone: +1 (310) 532-2048
Toll Free: +1 (888) 491-8686
Westcliff University's Los Angeles campus is located in downtown Santa Monica, California, near the iconic Santa Monica Pier and Third Street Promenade. It is easily accessed via the I-10 and I-405 freeways and is a 20-minute drive from **Los Angeles International Airport (LAX)**.



Westcliff University - San Francisco Campus

433 California Street, Suite 210
San Francisco, CA 94104
Westcliff University's San Francisco campus is conveniently situated in the heart of San Francisco near **Union Square**. This central location offers easy access to public transportation and is surrounded by vibrant neighborhoods, making it an ideal spot for students and professionals alike.



Westcliff University - College of Nursing Campus

4140 Temescal Canyon Road, Suite 103
Corona, CA 92883
Westcliff University's College of Nursing in Corona, California, is conveniently located near the **Corona Crossings Shopping Center**, providing easy access to a vibrant community and a wealth of clinical placement opportunities within local healthcare facilities. *The catalog for this location and its programs can be found here.*

Hours of Operation

Office Staff and Technical Support Staff are available during hours of operation. Faculty are available by appointment during these times.

Monday - Thursday:	8 a.m. - 8:30 p.m.
Friday:	8 a.m. - 7 p.m.
Saturday & Sunday:	Closed

Accreditations and Approvals

Westcliff University is proud to share the approvals and accreditations we have earned for the exceptional programs in our College of Business (COB), College of Education (COE), and College of Technology and Engineering (COTE).
As an accredited university, all of the degrees and certificates awarded by Westcliff University are also 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 assures quality. It is an assurance to the student that the institution from which they earn their degree or certificate has qualified professors, offers approved programs of study, has adequate equipment and technology, operates on a sound

financial basis, and utilizes approved recruitment and admissions policies.

In the field of education, an accredited university must verify that its programs and administrative processes meet standards established by the United States Department of Education (DOE) and regulated by approved accrediting agencies. The DOE states that, beyond assurance of quality, two major functions of accreditation are:

"...assisting prospective students in identifying acceptable institutions," and

"...assisting institutions in determining the acceptability of transfer credits."

Bureau for Private Postsecondary Education (BPPE) Approval

Under the provisions of the **California Private Postsecondary Education Act of 2009**, the state of California created a Bureau for Private Postsecondary Education (BPPE) (www.bppe.ca.gov) within its Department of Consumer Affairs (DCA), 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 of, as well as 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 Postsecondary Education Act of 2009. The University has received approval to operate from BPPE (https://search-bppe.dca.ca.gov/) to offer academic degree and certificate programs to the public. An approval to operate means Westcliff University complies with state standards as set forth in the *California Education Code, Title 3, Division 10, Part 59, Chapter 8, and Division 7.5 of Title 5 of the California Code of Regulations*.

California Private Postsecondary Education Act Of 2009

Westcliff University policies are in full compliance with the California Private Postsecondary Education Act of 2009 and the university is approved to operate by BPPE.

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 (BPPE) at:

Physical Address
1747 N. Market Blvd. Ste 225
Sacramento, CA 95834
Mailing Address
P.O. Box 980818,
West Sacramento, CA 95798-0818
Telephone: +1 (916) 574-8900
Toll-Free: +1 (888) 370-7589
Fax +1(916) 263-1897
Website: www.bppe.ca.gov

WASC Senior College and University Commission (WSCUC) Accreditation

Westcliff University is accredited by the WASC Senior College and University Commission (WSCUC) (wscuc.org), an accreditation body recognized by the DOE and the Council on Higher Education Accreditation (CHEA).

WASC Senior College and University Commission
985 Atlantic Avenue, Suite 100
Alameda, CA 94501
Telephone: +1 (510) 748-9001
Website: https://www.wscuc.org

Accreditation Council for Business Schools and Programs (ACBSP)

The Westcliff University College of Business is globally accredited by the Accreditations Council for Business Schools and Programs (ACBSP) (acbsp.org). Founded in 1988, ACBSP maintains a standard of excellence in the accreditation process based on the Baldrige Education Criteria for Performance Excellence. The accreditation focuses on recognizing teaching excellence, determining student learning outcomes, and a model of continuous improvement. Institutions with programs accredited by ACBSP are committed to the model of continuous improvement, which ensures their business programs teach students currently employable skills.

Accreditation Council for Business Schools and Programs (ACBSP)
U.S. World Headquarters
11520 West 119th Street
Overland Park, KS 66213
Telephone: +1 (913) 339-9356
Website: https://www.acbsp.org/

Academic Calendar

Academic Year

The Westcliff University academic calendar consists of three, 16-week semesters: Fall, Spring, and Summer. Each semester consists of two, eight-week sessions: Fall 1 and Fall 2, Spring 3 and Spring 4, and Summer 5 and Summer 6.

Undergraduate

The academic year for undergraduate students is defined as 1) a minimum of 24 credit hours and 2) 32 weeks of instruction time. To be considered full-time, 1) students who start at the beginning of the semester must take 12 credit hours and 2) students who begin mid-semester must be enrolled in at least six (6) credit hours.

Graduate and Doctoral

The academic year for graduate or doctoral students is defined as 32 weeks of instruction time. To complete their programs as designed, graduate students are expected to satisfy a minimum of 18 credit hours per year. To be considered full-time, students 1) who start at the beginning of the semester must take at least 6 credit hours; 2) who begin mid-semester must be enrolled in at least 3 credit hours; or 3) must be enrolled in a dissertation course.

September 1, 2025 - August 23, 2026

Starts of Term

Fall Semester	**September 1, 2025**
Fall Session 1	September 1, 2025
Fall Session 2	October 27, 2025
Spring Semester	**January 5, 2026**
Spring Session 3	January 5, 2026
Spring Session 4	March 2, 2026
Summer Semester	**May 4, 2025**
Summer Session 5	May 4, 2025
Summer Session 6	June 29, 2025

Add/Drop Deadlines

FALL - Session 1: 9/9/25 | **Session 2:** 11/3/25
SPRING - Session 3: 1/12/26 | **Session 4:** 3/9/26
SUMMER - Session 5: 5/11/26 | **Session 6:** 7/7/26

New Student Orientation (NSO) Dates

Fall - *Session 1*
NSO #1: 8/20/25 | **NSO #2:** 8/22/25
Fall - *Session 2*
NSO #1: 10/15/25 | **NSO #2:** 10/17/25
Spring - *Session 3*
NSO #1: 12/22/25 | **NSO #2:** 12/23/25
Spring - *Session 4*
NSO #1: 2/18/26 | **NSO #2:** 2/20/26
Summer - *Session 5*
NSO #1: 4/22/26 | **NSO #2:** 4/24/26
Summer - *Session 6*
NSO #1: 6/17/26 | **NSO #2:** 6/19/26

Semester Breaks

Winter: December 22, 2025 - January 4, 2026
Spring: April 27, 2026 - May 3, 2026
Summer: August 24, 2026 - August 30, 2026

Observed Holidays - Campus Closed

Labor Day	September 1, 2025
Veteran's Day	November 11, 2025
Thanksgiving Break	Nov. 27 - 28, 2025
Christmas Eve	December 24, 2025
Christmas Day	December 25, 2025
New Year's Day	January 1, 2026
MLK Jr. Day	January 19, 2026
Memorial Day	May 25, 2026
Juneteenth	June 19, 2026
U.S. Independence Day (observed)	July 3, 2026

Admissions and Enrollment Policies and Requirements

Admission Policies and Requirements

Applications for admission are taken year-round, and are available on the university's website.
Students interested in applying for any program at Westcliff University must meet the eligibility criteria for that specific program. Upon acceptance (including conditional acceptance), the student must register and enroll in a course for the term for which they applied. If a student has not registered and enrolled in a course within six months from the date of acceptance, the student's acceptance is revoked. Students must then reapply and repeat the admissions process.
Applicants who have questions or concerns regarding how to apply, or their application status, should contact the appropriate department:

Domestic Students: Recruitment and Outreach

International Students and Student Athletes (domestic and international): Admissions Department

Notice of Decision

Acceptance: Once a prospective student is admitted into a program they are emailed and/or mailed a Letter of Acceptance. If accepted, please see the "Applicants with Additional Enrollment Requirements" section listed in the *Enrollment Requirements* section, which must be submitted within two (2) weeks of the application deadline or the application is deferred to the next session.
Cancellation: Applications that are incomplete by the application deadline are automatically canceled the day after the deadline.
Denial: Students who apply, but do not meet the eligibility requirements, receive a letter of denial within thirty (30) days of applying.

Official Transcript / Academic Record Policy

Official transcripts/academic records serve as proof of degree completion and must contain a complete list of the applicant's passed courses, grades, and period(s) of attendance. Diplomas are not accepted in place of official transcripts. Degrees will only be accepted if the issuing institution is accredited and recognized by the United States Department of Education or, for international schools, the Ministry of Education or comparable agency. For a list of accrediting associations, please visit the Council for Higher Education Association (CHEA) website.
An official academic record/transcript is a document produced and certified by an academic institution that provides a list of all courses completed, grades earned, and cumulative GPA (CGPA). Once official transcripts are received and saved by Westcliff University, they are a **permanent part of a student's records**. Official transcripts **cannot** be returned to applicants or students.
Applicants must submit official transcripts/academic records from any previously attended institution(s) (i.e. universities, colleges, high school, GED, etc.) **within 60 days of enrollment** at Westcliff University or be dismissed from their program. Students who experience difficulty obtaining their official documents should contact the Registrar's Department for guidance.

Credential Evaluations

For foreign credential evaluations, applicants are required to request that the issuing institution(s) send all official degrees (certificates/diplomas) and official academic records/transcripts directly to Westcliff University.
Acceptable evaluators include any of the following:

- *A member in good standing with the National Association of Credential Evaluation Services (NACES)*
- *Nationally recognized credentialing service*
- *Westcliff University Transcript Evaluation Department (TED)*

Transfer Credit Evaluation and Qualifying Degree Validation

Students must submit official transcripts/academic records for two reasons: 1) final processing of any transfer credit awarded from previous academic or other accepted experience, and 2) validation of any qualifying degrees to support acceptance into the university.
If a student fails to submit official transcripts/academic records **for the purpose of a transfer credit evaluation**, they lose the transfer credit but do not get dismissed from the university.

If a student fails to submit official transcripts/academic records **for the purpose of qualifying degree validation**, they are dismissed from the university as they have not provided proof of their academic background (high school, undergraduate or graduate).
Submission of official transcripts/academic records either for the purpose of transfer credit evaluations or for qualifying degree validations are separate submission processes and must be completed separately.

Qualifying Official Transcripts

Applicants may supply unofficial transcripts with their application for the purpose of transcript evaluation. However, if students are accepted into the university, admission will be conditional and they must supply their official transcripts within 60 days of enrollment. Additionally, if applicants choose to supply unofficial transcripts with their application and supply official transcripts at a later date, they must either send them electronically via email to the Registrar's Department at transcript@westcliff.edu, or mail them to the following address:

Westcliff University
Attn: Transcript Department
17877 Von Karman Ave, Suite 400
Irvine, CA 92614

Physical official transcripts/academic records must be:

- *In color*
- *Sealed in a school envelope*
- *Stamped on the flap by the student's institution*

Only institutions may make school-stamped copies of the official documents, place them in a school envelope and stamp and seal the envelope. A student, or parent or guardian, can then mail the school sealed envelope but it must be apparent that the school was the last to handle the documents.
Digital transcripts must be released directly by the Office of the Registrar of the issuing institution to transcript@westcliff.edu.

English Translation

If students received their qualifying degree from a country outside of the United States and do not have official transcripts, they must provide an academic record approved by Westcliff University.

If official transcript(s)/academic record(s) were originally printed in a language other than English, it is the applicant's responsibility to provide a certified English translation in color.
All educational records (including official and unofficial transcripts, and academic records), must contain the following information:

1. *The applicant's first and last name;*
2. *If the applicant has changed their legal name, they are required to provide official legal documentation that verifies the name change;*
3. *Qualified degree title;*
4. *Period of attendance;*
5. *Name of institution;*
6. *Institutional stamp/logo;*
7. *Signature of institutional authority;*
8. *Graduation date*
    a. *If the applicant's academic records do not reflect their graduation date please contact the Transcript Evaluation Department (TED) for further assistance.*

Athletes

All athletes are required to submit official transcripts/academic records from all previously attended institutions through the National Association of Intercollegiate Athletics (NAIA) Student Portal; for students who attended a foreign institution, foreign credentials may be submitted to Westcliff University via the InCred Student Portal. (Official transcripts must be submitted to Westcliff University regardless of whether they are submitted to InCred). Athletes who fail to do so are ineligible to participate in NAIA-approved sports, including practice and competition, until all official transcripts are received and confirmed.
Athletes are evaluated based upon the same protocol as all applicants. However, athletes have an additional admission requirement: a minimum 2.0 GPA, and/or passing scores for ACT or SAT, and/or high school rank (must meet two out of the three criteria). Additional information can be obtained from the Athletics Compliance Officer.

Definitions

Cancellation Period: the period from the signing of the enrollment agreement either through the student's attendance at the first class session, or the seventh business day after enrollment, whichever is later.

Pro Rata Refund: Pro Rata Refund means a partial repayment of amounts paid by a student or third-party payer to an institution for an educational program, based on the completed proportion of the period of attendance.
Refund: a repayment of money owed to a student or third-party payer after the closure of the institution, or a student's cancellation, withdrawal, completion of either the period of attendance or educational program, or the discontinuation or cancellation of the educational program
Review for Verification of Qualifying Degree(s): Submission of official transcript(s)/academic record(s) during the admissions process to satisfy the admission requirements for a program of study.
Review for Transfer of Credit: Submission of official transcript(s)/academic record(s) for review of an applicant's previously earned credentials from previously attended institutions for possible transfer to the program of study to which they are applying.
Withdrawal: the ending of a student's enrollment in an educational program after the completion of the cancellation period but prior to their completion of the program.

Westcliff University Admission Requirements

For students who obtained their credentials outside the United States, proof of English Proficiency is required.

Bachelor-Level Programs (Degree and Certificate)

High school diploma from a university-recognized high school with a minimum of a 2.0 cumulative G.P.A. or university-recognized high school equivalency, or successful completion of an accepted examination such as GED, TASC, or HiSET;
OR
High school diploma plus a previously earned Associate-level, or higher, degree from a nationally, regionally, or governmentally accredited college or university;
OR
High school diploma plus twenty-four (24) college-level credits (not including remedial credits) from a nationally, regionally, or government-accredited college or university earned with a minimum 2.0 cumulative GPA;
OR
Approval from the Admissions Committee following a review of factors considered essential for academic success, including previous academic progress, non-academic achievements, and any additional information requested by the Committee as they relate to standards set by the University's governing bodies.
AND
Proof of English Proficiency

Master-Level Programs (Degree and Certificate)

A bachelor's degree, or equivalent, from a regionally or nationally accredited institution with a minimum grade point average (GPA) of 2.5;
AND
Applicants seeking acceptance into a graduate degree program in the College of Technology and Engineering (COTE) must have an undergraduate degree in the field of technology; otherwise, they must take the relevant ACHIEVE Bridge program, or TECH 100 Introduction to Technology as a prerequisite for the MSEM program;
OR
Approval from the Admissions Committee following a review of factors considered essential for academic success, including previous academic progress, non-academic achievements, and any additional information requested by the Committee as they relate to standards set by the University's governing bodies;
AND
Proof of English Proficiency

Doctoral-Level Programs (Degree and Certificate)

A master's degree, or equivalent, with a 2.5 GPA from a regionally or nationally accredited institution;
OR
Approval from the Admissions Committee following a review of factors considered essential for academic success, including previous academic progress, non-academic achievements, and any additional information requested by the Committee as they

relate to standards set by the University's governing bodies.

AND

Proof of English Proficiency

English Language Proficiency Policy

The medium of instruction at Westcliff University is English, as such applicants must have college-level English proficiency to gain acceptance into Westcliff University. Students meet the proficiency requirements if they earned a degree from an appropriately accredited institution where English is the principal language of instruction. **Students who have not earned a degree from an appropriately accredited institution where the principal language of instruction is English must demonstrate college-level English proficiency**. Applicants who do not meet the waiver criteria have the following options to demonstrate **English proficiency**:

1. *Medium of Instruction (MOI) Indicator; or*
2. *English proficiency exam; or*
3. *DD-214 (military)*

An MOI indicator demonstrates that a student earned a degree from an institution where the MOI was English, and they are now sufficiently able to continue their education in English at a university level. An English proficiency exam, when passed with a sufficient score, demonstrates that a student speaks English at a university level and can engage in university-level education. All English proficiency exam scores must be submitted to the university directly by the exam provider. Please see the acceptable MOIs and English language exams for **accepted** English Proficiency scores.

Medium of Instruction (MOI) Indicators

Students may provide **corroboration for having earned a degree from an institution whose MOI is English**, and therefore demonstrate their ability to continue their education in English through one of two options for MOI indicators: 1) official transcripts/academic records, or 2) a letter from an institutional official. Please see Additional MOI Requirements for additional information about MOI Letters.

Official Transcript/Academic Record

Years Valid: 2

Minimum Undergraduate Requirement:
Demonstrates -

- Minimum of **30 complete credit hours**;
- On **high school**-level academic calendar divided into **semesters**;
- Courses completed with **average of 2.0 (C)** or higher

Minimum Graduate/Postgraduate Requirement:
Demonstrates -

- Minimum of **30 complete credit hours**;
- On **university**-level academic calendar divided into **semesters**;
- Courses completed with **average of 3.0 (B)** or higher

School Official Verification Letter

Years Valid: 2

Minimum Undergraduate Requirement:
Demonstrates -

- **English MOI** at a **high school** outside of the United States

Minimum Graduate/Postgraduate Requirement:
Demonstrates -

- **English MOI** at a **university** outside of the United States

Additional MOI Requirements

MOI indicators are required to demonstrate eligibility criteria. All indicators (transcripts/academic records, letters, and exams) must be submitted within 60 days of enrollment). Additionally, official MOI letters must be:

1. *Sent directly from the awarding institution to Westcliff University.*
2. *On the institutional letterhead.*
3. *Signed by an institutional official. (acceptable officials include: principal, president, registrar, dean, program chair, etc.).*
4. *Written to include the following statement—or a close version*:

"The medium of instruction of [applicant's name] [program level] [program] program was English."

Note: Letters of recommendation (including letters in English) do not qualify as MOI letters unless they specifically contain a statement that references the MOI, such as the one above.

Countries Whose MOI is English

Students from the following countries do not require an MOI:

Anguila	Grenada	Sierra Leone
Antigua and Barbuda	Guyana	Singapore
Ascension	Ireland	Sint Maarten
Australia	Jamaica	Solomon Islands
Bahamas	Kenya	South Africa
Barbados	Kiribati	Sri Lanka
Belize	Lesotho	St. Kitts and Nevis
Bes Islands (Bonaire, Sint Eustatius and Saba)	Liberia	St. Lucia
Bermuda	Malawi	St. Vincent and the Grenadines
Bhutan	Malta	Swaziland
Botswana	Mauritius	TanzaniaTonga
British Virgin Islands	Montserrat	Trinidad and Tobago
Brunei	Namibia	Tuvalu
Canada (excl. Québec)	Nauru	Uganda
Cayman Islands	New Zealand	Union of Myanmar
Dominica	Nigeria	United Kingdom
England	Palau	Vanuatu
Eritrea	Papua New Guinea	Vatican City
Ethiopia	Philippines	Virgin Islands
Falkland Islands (Islas Malvinas)	Rwanda	Zambia
Fiji	Saint Helena	Zimbabwe
Gambia	Samoa (Western)	
Ghana	Scotland	
Gibraltar	Seychelles	

English Proficiency Exams

Students may **demonstrate university-level English proficiency** by taking and passing an English Language Proficiency exam accepted by Westcliff University, with a passing score appropriate for their program level, which can be found at this link.

English Language Programs

For students who have not earned a degree from an accredited institution whose principal language of instruction is English, Westcliff University also offers the **Reimagining English as an Additional Language (REAL) Intensive English Program (IEP)**, which is composed of the following English certificate programs:

- *English as an Additional Language—EAL/ESL - (REAL Certificate)*
- *Undergraduate Communications (Pathway)*
- *Graduate Communications (Pathway)*

Enrollment Policies and Requirements

Enrollment Disclosures

"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 (SPFS), which must be provided to you prior to signing an enrollment agreement."

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling +1 (888) 370-7589 or by completing a complaint form, which can be obtained on the bureau's website www.bppe.ca.gov.

Enrollment Agreement

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

1. *F-1 Students*
2. *On-Campus Domestic Students*
3. *Online Students*

Students may enroll into their chosen program of study during the fall, spring, and summer terms, as stated in their acceptance letter. Students are required to complete an Enrollment Agreement as part of their enrollment process.

Once a student has completed their Enrollment Agreement and is officially enrolled in their program of study, Student Services guides new students through the course registration process and provides access to the campus Global Academic Portal (GAP). New students are required to attend new student orientation (NSO) in one of two formats, on-ground or virtual. NSO introduces students to the support systems at Westcliff University that maximize their education.

Distance Education

The University shall transmit the first lesson and any materials to any student within seven days after the institution accepts the student for admission. An institution shall transmit all lessons and materials to the student if the student has fully paid for the educational program and, after having received the first lesson and initial materials, requests in writing that all of the material be sent.

Students enrolled in a distance education program have the right to cancel the Enrollment 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. 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 materials 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 materials be sent.*

If an institution transmits the balance of the materials as the student requests, the institution shall remain obligated to provide the other educational services it agreed to provide, such as responses to students' inquiries, student and faculty interactions, 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 materials are transmitted.

Students' Right to Cancel

Students have the right to cancel their 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. Westcliff University shall refund 100 percent of the amount paid for institutional charges, less a reasonable deposit or application fee not exceeding two hundred fifty dollars ($250) if notice of cancellation is made through attendance at the first class session, or the seventh (7) day after enrollment, whichever is later.

Cancellation Procedure

1. To cancel a course(s), students are required to submit a written cancellation notice with the

intent to cancel their enrollment and courses via email, or mail.
2. The course is removed from the student's transcript.
3. A notice of cancellation shall be in writing and a withdrawal may be effectuated by the student's written notice or by the student's conduct, including, but not necessarily limited to, a student's lack of attendance. The refund policy for students who have completed 60 percent or less of the period of attendance shall be a pro-rata refund. The institution shall pay or credit refunds within 45 days of a student's cancellation or withdrawal.

Withdrawal Procedure

1. To withdraw from a course(s), students must submit a written notice via the withdrawal request form, e-mail, mail, or deliver a signed and dated, which includes a written statement requesting cancellation of enrollment to the University.
2. A student who submits official notice to withdraw from a course(s) after the first week shall receive a grade of a "W" on their transcript.
3. Students may receive a pro-rata refund of non-federal student financial aid program monies paid for institutional charges to students who have completed 60 percent in the current instructional session or less of the period of attendance.

To cancel the Enrollment Agreement or withdrawal from the institution and obtain a refund, a written notice must be submitted to:

Office of the Registrar
17877 Von Karman Avenue, #400
Irvine, California, 92614
Telephone: +1 (949) 825 5999
Fax: +1 (888) 409-7306

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. Refunds are calculated based on the week that the student withdraws from the University. Below you will find some examples of the refund calculated. The University's institutional refund policy is separate from the Federal Return of Title IV Funds (R2T4) calculation, which is previously covered.

The Business Office completes an Institutional Refund Calculation for all students who withdraw or are dismissed from Westcliff University, using the Institutional Refund Calculation worksheet. All refunds due to students will be paid within 30 days of cancellation, drop or withdrawal.

The prorated refund policy works in accordance with a percentage by week courses.

8 Week Courses

Week 1 of the course (Monday-Sunday) is eligible for a 100% Tuition Refund
Week 2 of the course (" ") Is eligible for 80% Tuition Refund
Week 3 of the course (" ") is eligible for 60% Tuition Refund
Week 4 of the course (" ") is eligible for 40% Tuition Refund
Week 5 of the course (" ") is eligible for 20% Tuition Refund
Anything from week 6 to week 8 is not eligible; refund is 0%

16 Week Courses

Week 1 of the course (Monday-Sunday) is eligible for a 100% Tuition Refund
Week 2 of the course (" ") is eligible for a 100% Tuition Refund
Week 3 of the course (" ") is eligible for 80% Tuition Refund
Week 4 of the course (" ") is eligible for 80% Tuition Refund
Week 5 of the course (" ") is eligible for 60% Tuition Refund
Week 6 of the course (" ") is eligible for 60% Tuition Refund
Week 7 of the course (" ") is eligible for 40% Tuition Refund
Week 8 of the course (" ") is eligible for 40% Tuition Refund
Week 9 of the course (" ") is eligible for 20% Tuition Refund
Week 10 of the course (" ") is eligible for 20% Tuition Refund
Anything from week 11 to week 16 is not eligible; refund is 0%

RETURN OF TITLE IV FUNDS (R2T4)

How a Withdrawal Affects Financial Aid

This policy outlines the process for the return of unearned Title IV funds (grants and loans) when a student receiving federal financial aid withdraws, ceases attendance, or fails to complete the period for which they were awarded aid. The policy ensures compliance with federal regulations [34 CFR § 668.22; 34 CFR § 668.43; 34 CFR § 668.41(a)] and informs students of their responsibilities and potential financial liabilities. This policy is subject to revision without notice based on changes to federal laws and regulations or Westcliff policies. If changes are made, the student is held to the most current policy. This statement is intended to provide an overview of policies and procedures related to a complicated and very encompassing regulation. Additional information, including examples of R2T4 calculations, is available in the Office of Financial Aid.

Scope

This policy applies to all students receiving Title IV aid, including:

- Federal Pell Grants
- Federal Supplemental Educational Opportunity Grants (FSEOG)
- Federal Direct Subsidized and Unsubsidized Loans
- Federal Direct PLUS Loans

Title IV (federal) financial aid funds are awarded under the assumption that a student will remain in classroom attendance for the entire period (term) for which the funds were awarded.

When a student withdraws from all courses, regardless of the reason, s/he may no longer be eligible for the full amount of Title IV funds originally awarded. The return of funds to the federal government is based on the premise that a student earns financial aid in proportion to the length of time during which s/he remains enrolled. A prorated schedule determines the amount of federal student aid funds s/he will have earned at the time of full withdrawal. For example, a student who withdraws in the second week of the term has earned less of his/her financial aid than a student who withdraws in the third week. Once the 60% point in the term is reached, a student is considered to have earned all of the financial aid originally awarded and will not be required to return any funds. The 60% point is reached during the fifth week of all standard eight-week classes.

Federal regulations require a recalculation of financial aid eligibility if a student:

1. *Completely withdraws;*
2. *Stops attending before the term's end;*
3. *Does not complete all modules (mini-sessions) in which the student is enrolled as of the start date of the mini session.*

Westcliff University students who receive federal financial aid and who do not remain in attendance through the end of the term could be responsible for repaying a portion of the financial aid originally received. Students who do not begin attendance in classes are not eligible for federal financial aid and must repay all aid originally received.

***Note**: Westcliff's institutional tuition refund policy is separate from federal regulations to return unearned aid. Receiving a tuition/fee refund from Westcliff has no impact on the amount the student must repay to federal aid programs.*

Credit Balance Policy

A Title IV credit balance occurs when the total amount of Title IV funds disbursed to a student's account for a payment period exceeds the allowable institutional charges assessed to the student for that period.

A Title IV credit balance will be paid directly to the student or parent as soon as possible but no later than 14 days after:

- The first day of class for the payment period, if the credit balance was created before that date, OR
- The date the credit balance occurred, if after the first day of class.

The student or parent can request that their Credit Balance be held to the end of their Loan period or Academic Year to cover any additional tuition and fees on their account. The credit balance retention form can be obtained from the Financial Aid department.

The credit balance disbursement is issued via check, and the check is considered issued on the date it is mailed to the student or parent, or made available for immediate pickup with proper notification to the student.

Enrollment Requirements

Students are accepted into Westcliff University on a conditional basis pending the submission of all

required enrollment requirements, which are as follows:

1. **Application for Admission**: All students who wish to apply must complete an application for admission. The application can be requested from the Admissions Department or downloaded off and submitted from the Westcliff University website the application must be completed thoroughly or it will be returned without action.
2. **Application Fee**: All applicants must submit an application fee of fifty dollars ($50.00 USD) with the admissions application by credit card online. If the fee does not accompany the Admissions Application, the application will not be processed. The application fee is non-refundable.
3. **Official Transcripts / Academic Records**: All applicants are required to submit official transcripts from the institution granting their qualifying degree.
4. **Disclosure, Consent, and Acknowledgement Forms**: All applicants must sign and submit required disclosure, consent and acknowledgement forms, which include:
   - 4.1. *Acknowledgement of Americans with Disabilities Act (ADA) - Policies and Students with Disabilities*
   - 4.2. *Acknowledgement of Westcliff University Catalog and Student Handbook*
   - 4.3. *Consent to Release Information of Education*
   - 4.4. *FERPA (Family Educational Rights and Privacy Act) Form*
   - 4.5. *The Higher Education Act (HEA)*
   - 4.6. *Health Insurance Disclosure*
   - 4.7. *Media Consent and Release*
   - 4.8. *Supplementary Disclosure*
5. **School Performance Fact Sheet**
6. **Enrollment Agreement**
7. **Registration**

Applicants with Additional Enrollment Requirements

F-1 International Applicants

Westcliff University admits F-1 (international) applicants. F-1 applicants are advised to begin the admissions process as early as possible because of the additional time required, which includes English proficiency testing, potential delays in international mail, etc. The university does not provide visa-related services nor does it vouch for the status of students for the purposes of a visa. The university does assist students to obtain an evaluation of their official transcript(s)/academic record(s). The following is a brief description of enrollment requirements for F-1 students. More information can be obtained from the F-1 International Student Handbook, or by reaching out to the Admissions Department at admissions@westcliff.edu.

F-1 (International) students who receive a *Letter of Acceptance* and wish to attend courses on campus must obtain an **I-20**, which requires the following two (2) documents:

1. **Affidavit of Support**: F-1 students are required to prove that they have financial support at a level comparable to the cost of living in Irvine, California to receive an I-20 from Westcliff University, including tuition and textbooks—whether they support themselves or receive support from a financial sponsor. This form is required for admission and must be completed by the student and their financial sponsor (if applicable). The form identifies whether the student will be supported by themselves or a sponsor, and from where the funds are acquired.
2. **Bank Statement Showing Financial Capability**: An original and current bank statement from the student or sponsor's bank account must be provided to validate the certification noted on the Affidavit of Support.

F-1 students must submit the following enrollment requirements (in addition to the university's standard enrollment requirements):

1. **Copy of Passport (Self)**: Applicants must provide a copy of their personal, current passport.
2. **Copy of Passport(s) (Dependent[s])**: Applicants must provide a copy of the current passport(s) for any and all dependents (if applicable).
3. **Verification Documents of Dependent Familial Relationships**: Applicants must provide copies of documents verifying familial relationships (i.e., marriage certificate, birth certificate) for all dependents (if applicable)
4. **Certified Academic Documents**: Official and final secondary school records, official university

transcript(s)/academic record(s), mark sheets, course syllabi or catalog.

4.1. *If the applicant applies to a higher degree program than previously earned, and has no transfer courses, a general report is requested.*

4.2. *If the applicant applies to a degree program, and has possible transfer courses, a detailed report (course by course translation) is requested.*

5. **English Language Proficiency**: International applicants must demonstrate evidence of English proficiency as prescribed in the university policy on English Language Proficiency. (For complete information on English language proficiency requirements, please refer to the English Language Proficiency Policy).
6. **Resume**: Optional

F-1 Transfer Students

Students currently in F-1 status at another U.S. institution and who intend to begin studies at Westcliff University are considered "Transfer Students" for the purposes of issuing an I-20. A transfer of the supervision of their F-1 status from their previous or current school to Westcliff University is required by the Department of Homeland Security (DHS). F-1 students who wish to transfer to Westcliff University must meet all F-1 applicant admission requirements listed above in addition to completing the following steps:

1. Obtain acceptance into Westcliff University.
2. Provide acceptance Letter to current Institution.

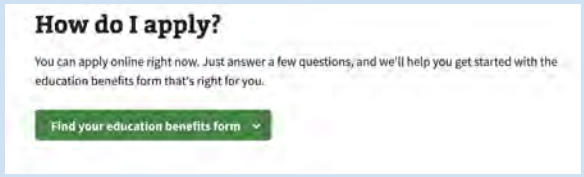
2.1. *Request current institution to transfer SEVIS record to Westcliff.*

Military: Active Service, Veterans, and Dependents

The university's programs are approved for the enrollment of persons eligible to receive educational benefits under Title 38, U.S. Code. Students who are eligible for educational assistance through the Veterans' Education Benefit programs must submit the following:

1. Certificate of Eligibility: Applicants must obtain a Certificate of Eligibility form and submit it to military@westcliff.edu.

1.1. Service members can apply for the form that is right for them by using the Veterans Affairs (VA) website (at https://www.va.gov/education/eligibility/). Please scroll to the bottom of the page and find this green button:



1.2. Service members are advised to request their Certificate of Eligibility form as early as possible, keeping in mind that processing times at the Veterans Affairs can vary and delays may slow the admissions and enrollment process.

2. **Military Transcript:** Prior educational credit is evaluated for transfer credit. Service members should submit their joint service transcripts with their admissions documents so that their military education can be included in this evaluation

2.1. Official military transcripts can be obtained through Joint Services Transcript (at https://jst.doded.mil/).

3. **DD Form 214**

Service members are advised to work with the Designated School Official (DSO) to gather and submit the required documents.

Returning Applicants

Returning applicants must submit a Readmission Application four weeks prior to the start date of the upcoming session (Week 4 of the current session). Applicants who return after missing 365+ days consecutive days of classes are subject to possible changes in tuition. Please see the 365-Day Regulation.

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

A candidate for readmission into a program at Westcliff University will be reviewed and evaluated by using a fair and unbiased process. Westcliff University will not refuse a qualified applicant on the

basis of age, race, gender, disability, religion, or national origin. There is no guarantee of approval for readmission. Westcliff University reserves the right to deny readmission to applicants for any reason deemed in the best interest of the University. Applications for readmission adhere to the following procedure:

1. *Students must file a Readmission Application by submitting an application, proof of payment, and all accompanying documents to readmissions@westcliff.edu.*
2. *All application materials must be submitted four weeks prior to the start date of the upcoming session - Week 4 of the current session (must be an enrollment period according to your program).*
3. *All aspects of the student's case will be reviewed, such as grades, attendance, and conduct.*
4. *Readmitted students who previously failed to maintain their program GPA will not be permitted to participate in additional non-academic activities (i.e., internships, CPT, sports, etc.).*
5. *Students may be interviewed by the Dean if warranted.*

If approved for readmission:

1. *It is the responsibility of the student to ensure that they meet all current criteria and program requirements for the degree being sought, as they may have changed.*
2. *It is the responsibility of the student to pay any prior outstanding balance in full before being fully readmitted to the University.*
3. *Students must submit updated admission, and financial aid (if utilizing financial aid) materials and official transcripts from all institutions they attended while absent from Westcliff University (if applicable).*
4. *Students must meet with a Student Services Advisor before the session start date in which readmission is sought to create a plan for future success in the program of study if warranted.*
5. *Students who failed to meet Satisfactory Academic Progress (SAP) must submit an appeal to be placed on Academic Probation/Financial Aid status and are provided an Academic Success Plan, with specific criteria for the student to meet that is evaluated after each payment period.*
    a. *Students who do not meet the criteria/conditions of their plan after an evaluation period face Academic Disqualification from the University (ineligible for Title IV).*
    b. *Students who do not meet SAP after an evaluation period and do not submit an approved appeal to go onto Academic Probation are Academically Dismissed from the University.*
        i. *Students who have successfully appealed to go onto AP Status also have the opportunity to submit an appeal of their Academic Disqualification to the SAP Appeals Committee. Please see the Satisfactory Academic Progress Policy.*

A detailed process with additional stipulations is listed on the Readmission Application.

365-Day Regulation

Westcliff University reserves the right to change the cost of tuition. When a student does not maintain continuous enrollment for 365 days or more, they are required to complete and submit a Readmission Application. They are charged for the balance of their previous program at the tuition rate that was in effect at the time they were enrolled in that program. The most updated tuition and fees are available under the Tuition and Fees section and on the university website.

Course Registration Policy

At Westcliff University, schedules are built for each student and they are automatically registered for their classes. Students are provided with confirmation of their registration and their detailed course schedules at least one month prior to the start of each term. This process allows students to focus on their academics and ensures they are registered for the courses they need to earn their degree.

Add/Drop Deadline

The deadline for a student to adjust their schedule by adding or dropping a course is 5:00 pm PST/PDT on Monday of the second week of instruction (or Tuesday if Monday is a holiday). To add or drop a course, the student must submit the Change in Schedule Request form prior to the add/drop

deadline. Courses dropped by this deadline do not appear on a student's transcript or registration and are not considered an attempted course. Courses dropped after this deadline are considered a *Course Withdrawal* (see Academic Calendar for withdrawal deadlines). If a student misses a class due to a schedule adjustment, this constitutes an absence. For new students admitted after the first class meeting(s), the absence(s) in the first week do/does not count against total absences per the Attendance Policy.
Please see the Refund Policy regarding refunds for dropped courses.

Withdrawal Deadlines

Students may choose to withdraw from a course they are enrolled in by completing the Course Withdrawal Request form. A grade of "W" is assigned to a student who officially withdraws within the first 75% of the course after the Schedule Adjustment Period. In an 8-week course, the deadline for a student to withdraw is the last day of the 6th week of instruction. In a 16-week course, the deadline for a student to withdraw is the last day of 12th week of instruction. A "W" cannot be assigned after the official date established for withdrawal from a course. Absence from class does not constitute an official withdrawal.

Withdrawal Policy

Westcliff University understands that students would like to withdraw from a course due to personal reasons and/or mitigating circumstances outside of their control. A student may Withdraw "W" from the academic program in which they are enrolled, and obtain a refund of fees paid through attendance to the first class session or the seventh day after enrollment—whichever is later—without penalty or obligation. The student may also receive a refund for all or part of the courses not taken, according to the refund schedule.

Procedure

Students initiate the withdrawal process by completing the Course Withdrawal Request form and submitting it to the Registrar Department. Withdrawal from a course is not complete until cleared by the Office of the Registrar. Absence from class does not qualify as an official withdrawal. After the official withdrawal deadline, students are no longer eligible for a "W." When a student withdraws from a course, the student receives a "W" on their transcript, which cannot be changed to another grade—nor can another grade be changed to a "W."

Pro Rata Refund

A student has the right to receive a pro rata refund if the student has completed 60 percent or less of the scheduled hours in the current payment period in the student's program through the last day of attendance. A refund will be made within 30 days after notification regardless if the student has returned all lessons and materials.

Deadline

In an eight-week course, the deadline for a student to withdraw is the last day (Sunday) of the sixth week of instruction. In a 16-week course, the deadline for a student to withdraw is the last day (Sunday) of the 12th week of instruction. A "W" cannot be assigned after the official deadline to withdraw from a course. Relevant dates are published in the academic calendar.

Financial Aid

Students on Federal Financial Aid should check with the Financial Aid Office concerning withdrawals and any impact they have on financial aid status and benefits. Students should meet with their Student Services Advisor (SSA) prior to withdrawing.

Veterans

Special regulations apply to those receiving veteran's benefits, and those individuals should confer with the Registrar or Military Outreach Advisor prior to initiating a withdrawal.

F-1 Students

F-1 students should be certain they understand any effects a withdrawal may have on their I-20 status, as losing their I-20 status could lead to termination of their visa. For additional questions, contact your Designated School Official (DSO).

Visiting and Auditing Courses

To audit a course, individuals not enrolled in a course must complete an admission application with an Admissions Advisor. Permission to audit is given if space is available in the requested course. An individual auditing a course must participate in class activities, but are not required to take examinations. **Course credit is not awarded for course audits**.

Facilities, Equipment and Materials

Westcliff University's main campus is located in Irvine, California. The campus includes 17 classrooms; all classrooms are equipped with the latest technology, including a virtual classroom learning experience for those students who participate online. Two classrooms are lecture halls, two are seminar halls, and one is a Student Life Center; the Student Life Center has snack and beverage vending machines and an 8'x13' television wall for announcements and event launches.
10 conference rooms are divided into one student conference room, six general purpose conference rooms, and three staff conference rooms. Suites are in place, with offices for leadership and staff, for Administration, Admissions, Alumni Affairs & Career Services, Finance & Student Accounts, Financial Aid, Human Resources, Institutional Research, International Outreach, Marketing, Recruitment & Outreach, Registrar (including a Transcript Room), Student Affairs, and Technology.
The campus includes one employee break room with storage, one storage room, one employee break room, and one employee balcony. One men's and one women's bathroom are available for student use and one men's and one women's bathroom are available for staff use.

Learning Platforms and Modalities

Platform

Westcliff University offers courses from the College of Business (COB), the College of Education (COE), and the College of Technology and Engineering (COTE). Online courses, the online portion of on-campus courses, and/or online tutorials are accessible via the university's Learning Management System (LMS): Moodle, available on the Global Academic Portal (GAP) https://gap.westcliff.edu/.
GAP is accessible to students with a username and a password, which is distributed during New Student Orientation (NSO).
Gradebook information contained in the LMS is archived five (5) years after the conclusion of the course. Schedules of classes contained in the LMS are archived yearly.

Delivery Modalities

Westcliff University offers delivery modalities designed to accommodate diverse student needs while maintaining academic rigor.
Every course within each approved program is available in both online and onsite formats. The modality in which a student enrolls for a particular course depends on term scheduling and the student's designated delivery format (Standard Onsite, Professional Onsite, or Online) for that semester. No courses are restricted exclusively to a single modality.
Standard Onsite – Weekly face-to-face instruction with supplemental asynchronous and/or synchronous online engagement between class meetings.
Professional Onsite – Residency weekend instruction with supplemental asynchronous online engagement throughout the course. Students must attend one onsite class session per semester, as determined by the academic schedule.
Online – Weekly online synchronous engagement in class meetings via videoconference with supplemental asynchronous online engagement between class meetings.
Affiliate Onsite – Students studying at Affiliate Institutions attend onsite classes with local academic support and supplemental online engagement through GAP.
All delivery modalities integrate synchronous and asynchronous elements to ensure consistent faculty-student interaction and sustained engagement between sessions. Across all modalities, Westcliff University maintains consistent learning outcomes, course content, credit hours, and standardized assessment practices regardless of delivery format.
International students attending Westcliff University on an F-1 student visa must enroll in an onsite modality of their selected program.

Tuition

Except for a prior arrangement with Westcliff University's Student Accounts Department, tuition must be paid before a term begins. Under no circumstances may arrangements be made with any faculty member regarding tuition payments. Such agreements are considered null and void. A student will receive their diploma, only if they have met the required academic standards and requirements and have 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 educational services and/or training provided.

The university reserves the right to withhold documentation from any student delinquent in their financial obligations to the school. This may also impact future registration for classes and/or lead to dismissal from the university.

Changes in Fee Schedule

1. *Tuition and fee charges are subject to change at the school's discretion.*
2. *If there are any tuition or fee increases, the changes will become effective the next semester.*
3. *The student will be notified prior to any tuition changes.*

The amounts you commit to pay by signing this Agreement may be less than those listed below. The below calculations do not include deductions to which you may be entitled for scholarships or other awards. Please consult your scholarship award, if you have one; it will be applied to reduce the amount you would otherwise be committed to pay.

2025-2026 Tuition and Fees (USD)

		Total Program Cost		
Program Title/Level	**Credit Hour Costs / Requirements**	**Domestic**	**Online**	**F-1** (International)
Bachelor's Degree *(120 credit hours)*	*Domestic*: $767 *Online*: $475 *F-1*: $767	**$92,040**	**$57,000**	**$92,040**
Master's Degree *(36 credit hours)*	*Domestic*: $817 *Online*: $765 *F-1*: $819	**$29,412**	**$27,540**	**$29,484**
Master's Degree - Professional *(36 credit hours)*	*Domestic*: $850 *Online*: - *F-1*: $855	**$30,600**	**—**	**$30,780**
Master's in Trading (MIT) *(36 credit hours)*	*Domestic*: — *Online*: $800 *F-1*: —	**—**	**$28,800**	**—**
Doctoral Degree *(60 credit hours)*	*Domestic*: $876 *Online*: $780 *F-1*: $907	**$52,560**	**$46,800**	**$54,420**
Doctorate Degree -	*Domestic*: $906	**$54,360**	**—**	**$56,400**

Professional *(60 credit hours)*	*Online*: — *F-1*: $940			
Undergraduate Certificates *(18 credit hours)*	*Domestic*: $767 *Online*: $475 *F-1*: —	**$13,806**	**$8,550**	**—**
Coding Bootcamp Undergraduate Certificate *(24 credit hours)*	*Domestic*: — *Online*: $500 *F-1*: $500	**—**	**$12,000**	**$12,000**
Undergraduate Certificate in Cybersecurity *(18 credit hours)*	*Domestic*: — *Online*: $667 *F-1*: —	**—**	**$12,006**	**—**
Undergraduate Certificate in Business Administration *(18 credit hours)*	*Domestic*: $767 *Online*: $475 *F-1*: $767	**$13,806**	**$8,550**	**$13,806**
Undergraduate Certificate in Leadership *(18 credit hours)*	*Domestic*: $767 *Online*: $475 *F-1*: $767	**$13,806**	**$8,550**	**$13,806**
Undergraduate Certificate in TESOL *(18 credit hours)*	*Domestic*: $767 *Online*: $475 *F-1*: $767	**$13,806**	**$8,550**	**$13,806**
Coding Bootcamp Graduate Certificate *(12 credit hours)*	*Domestic*: — *Online: $1,000* *F-1*: —	**—**	**$12,000**	**—**
Graduate Certificate in Business Administration *(9 credit hours)*	*Domestic*: $817 *Online*: $765 *F-1*: —	**$7,353**	**$6,885**	**—**
Graduate Certificate in Organizational Leadership *(9 credit hours)*	*Domestic*: $817 *Online*: $765 *F-1*: —	**$7,353**	**$6,885**	**—**
Graduate Certificate in Marketing *(12 credit hours)*	*Domestic*: $817 *Online*: $765 *F-1*: $819	**$9,804**	**$9,180**	**$9,828**
Graduate Certificate	*Domestic*: $817	**$9,804**	**$9,180**	**$9,828**

in Executive Management *(12 credit hours)*	*Online*: $765 *F-1*: $819			
Graduate Certificate in Data Analytics *(15 credit hours)*	*Domestic*: $817 *Online*: $765 *F-1*: —	**$12,255**	**$11,475**	**—**
Graduate Certificate in TESOL *(12 credit hours)*	*Domestic*: $817 *Online*: $765 *F-1*: $819	**$9,804**	**$9,180**	**$9,828**
Graduate Certificate in Cybersecurity *(15 credit hours)*	*Domestic*: — *Online*: $800 *F-1*: —	**—**	**$12,000**	**—**
Doctoral Certificates *(12 credit hours)*	*Domestic*: $876 *Online*: $780 *F-1*: —	**$10,512**	**$9,360**	**—**
Doctoral Certificate in Business Administration *(18 credit hours)*	*Domestic*: $876 *Online*: $780 *F-1*: —	**$15,768**	**$14,040**	**—**
English as an Additional Language (EAL/ESL) - REAL Certificate	*$2,000 per course*	**—**	**—**	**—**
Undergraduate Communications (Pathway)	*Domestic: —* *Online: $2,000/REAL course + concurrent undergraduate course* *F1: $5,200/REAL course + concurrent undergraduate course*	**—**	**$10,850***	**$25,402***
Graduate Communications (Pathway)	*Domestic: —* *Online: $2,000/REAL course + concurrent undergraduate course* *F1: $5,200/REAL course + concurrent undergraduate course*	**—**	**$14,584****	**$30,896****
TESOL Certificate Course	*152 hours*	**—**	**$1,400 per course**	**—**

**Duration and cost depend upon English level placement. Total cost detailed here is reflective of 4 REAL courses and 6 undergraduate credits*
***Duration and cost depend upon English level placement. Total cost detailed here is reflective of 5 REAL courses and 6 graduate credits*

2025-2026 Schedule of Fees

The following fees are non-refundable, excluding diplomas and diploma replacements (each fee applies to all students unless otherwise stated):

Item or Service	Fee (USD)
Application (one-time)	$50
Registration (per semester)	$25
Enrollment (one-time)	$200
Program Change	$250
Payment Plan Processing Fee	$50
Late Tuition (one-time)	$35
Student ID Card	$10
Student ID Card Replacement	$15
Technology Resource Fee (per semester)	$150
Degree Diploma - Gold Embossed	$100
Degree Diploma Replacement	$125
Returned Check	$35
Student Tuition Recovery Fund	$0.00 per $1,000
I20 Processing Fee	$200
Certification of Proficiency in English (CPE) Exam*	$50

*Applies to F-1 students (if required)

Student Identification (ID) Cards

Students are responsible for having their photographs taken during their first term for their student identification (ID) card, which bears their name and photograph. ID cards should be carried at all times. Lost cards should be reported immediately to the administration office. Replacement cards come with a $15 (USD) fee.

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

Sample Tuition and Total Program Costs Based on Average Student Enrollment

Sample - Total Charges

Sample tuition is **calculated per term** and includes the following required fees:

Bachelor's Program

Tuition for Two (2) Bachelor-Level Courses	$2,850.00
Registration Fee	$25.00
Total Tuition	**$2,875.00**

Master's Program

Tuition for Two (2) Master-Level Courses	$4,590.00

Registration Fee	$25.00
Total Tuition	**$4,615.00*Doctoral Program***
Tuition for Two (2) Doctoral-Level Courses	$4,680.00
Registration Fee	$25.00
Total Tuition	**$4,705.00**

Total Costs of Degree Programs

The total cost of an **entire degree program** includes the following required fees:

Bachelor's Program

Tuition	$57,000
Registration Fee	$200.00
Total Tuition	**$57,200.00**

Master's Program

Tuition	$27,540.00
Registration Fee	$150.00
Total Tuition	**$27,690.00**

Doctoral Program

Tuition	$46,800.00
Registration Fee	$250.00
Total Tuition	**$47,050.00**

Notice of Additional Fees for Late Payment of Tuition

Students are required to submit full payment of tuition and fees owed for their first semester by the registration deadline (five weeks prior to the start) to avoid additional charges. Students who maintain a balance with the university after this deadline are assessed a $50.00 fee every week until the balance is paid in full. Financial counseling is available for all students through the Westcliff Financial Aid Department.

Tuition and fees for each semester after the first one must be paid in full 30 days prior to the 1st start date of classes. Students who maintain a balance after this deadline in subsequent semesters are assessed a one-time $35.00 fee unless they have received approval from the Billing Department to pay using one of Westcliff University's payment plan options.

Methods of Payment

Payments may be made by credit card (Visa, MasterCard, Discover), cash, money order, cashier's check, or certified check.

All payments can be paid in person on campus or online. Payments can also be mailed to the university at the address:

Westcliff University
17877 Von Karman Ave., #400
Irvine, CA 92614

Payment Plans

Westcliff University offers four payment plans to assist students with their financial needs. As a student at Westcliff University, you are free to choose from any one of these options:

1. **Loans**: If the student is eligible for a loan guaranteed by the federal or state government and the student defaults on the loan, both of the following may occur:
   a. The federal or state government or a loan guarantee agency may take action against the student, including applying any income tax refund to which the person is entitled to reduce the balance owed on the loan.
   b. The student may not be eligible for any other federal student financial aid at another institution or other government assistance until the loan is repaid.
2. **Installments Deferred Payment Plan**: This Westcliff University Deferred Payment Plan is available where deferrable charges, such as tuition and certain fees, are paid in two installments. The total fees for the semester are divided into two equal payments. The 1st payment is due prior to the 1st start date of the class, and the 2nd installment is due by midnight Saturday of the 8th week of the semester. There is a $50 fee for the two-installment deferment plan.
3. **Three Installments Deferred Payment Plan**: This Westcliff University Deferred Payment Plan is available where deferrable charges, such as tuition and certain fees, are paid in three installments. For three installments, the total fees for the semester are divided into three equal payments. The 1st payment is due prior to the 1st start date of the class, the 2nd installment is due by midnight Saturday of the 5th week of the semester, and the 3rd installment is due by midnight Saturday of the 10th week of the semester. There is a $75 fee for the three-installment deferment plan. To request a deferment plan, please complete the Deferment Plan form available online or through the Registrar's office. The form must be submitted to the Registrar prior to the start date of the 1st class to receive approval.
4. **Other** - 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 Benefits programs may obtain forms directly from the Department of Veterans Affairs Educational Services at https://benefits.va.gov/gibill/ or by calling them directly at 888.442.4551. Members of the Selected Reserve may also be eligible for educational assistance. The VA Facility Code for Westcliff University is 21110805.

Students who apply for personal loans to pay for their educational program have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund.

Office of Student Assistance and Relief (OSAR)

The Office of Student Assistance and Relief is available to support prospective students, current students, or past students of private postsecondary educational institutions in making informed decisions, understanding their rights, and navigating available services and relief options. The office may be reached by calling (888) 370-7589 or by visiting https://www.osar.bppe.ca.gov/.

Student Tuition Recovery Fund (STRF)

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

To be eligible for STRF, the student must be a California resident or enrolled in a residency program, have prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4)

years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

"It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school."

Questions regarding the STRF may be directed to:

Physical Address
Bureau for Private Postsecondary Education
1747 N. Market Blvd., Suite 225
Sacramento, CA 95834

Mailing Address
Bureau for Private Postsecondary Education
P.O. Box 980818
West Sacramento, CA 95798-0818

Telephone: +1 (916) 574-8900

Toll Free Telephone: +1 (888) 370-7589

Main Fax: +1 (916) 263-1897

Licensing Fax: +1 (916) 263-1894

Website: http://www.bppe.ca.gov/

Financial Aid Programs and Policies

Westcliff University is eligible to offer federal and state financial aid programs, and offers its own financial assistance programs. Students may pay in full, but for those who do not have this option, Westcliff offers the option to sign up for federal or student aid, or university financial assistance, allowing students the opportunity to graduate without debt.

HEA Consumer Information Disclosure Requirements

The university participates in federal student financial aid programs and complies with applicable regulations of the federal student financial aid programs under Title IV of the federal Higher Education Act of 1965.

The Higher Education Act of 1965 (HEA), as amended by the Higher Education Opportunity Act of 2008 (HEOA), requires that higher education institutions participating in federal student aid programs disclose information to current and prospective students.

Final regulations implementing the legislative provisions for consumer information are available from the Federal Register website. For more information on the HEOA, please visit the U.S. Department of Education website. For additional information, including requesting a paper copy of any materials, please call or email the appropriate office.

Westcliff University Disclosures and Reports
(https://www.westcliff.edu/financial-aid/consumer-information/)

Payment Options

Federal Student Aid

Please visit the Free Application for Federal Student Aid (FAFSA) website and complete an application.

Private Loans

If other types of financial aid do not pay for the total cost of college, private loans can help cover the rest. **College Avenue** offers private funding for borrowers with established credit, but may require a cosigner.

It is important for students to know certain differences between federal student loans and private student loans, and the State of California requires Westcliff University to disclose them:

1. *Federal student loans are required by law to provide a range of flexible repayment options including, but not limited to, income-based and income-contingent repayment plans, as well as loan forgiveness benefits that private lenders are not required to provide.*
2. *Federal direct loans are available to most students regardless of income. Other qualification criteria do apply. For more information, please visit http://studentaid.gov/eligibility.*
3. *Private student loan lenders can offer variable interest rates that can increase or decrease over time, depending on market conditions.*
4. *The interest rate on a private loan may depend on the borrower's and/or cosigner's credit rating.*
5. *Private student loans have a range of interest rates and fees and students should determine the interest rate of, and any fees associated with, the private student loan included in their financial aid award package before accepting the loan. Students should contact the lender of the private student loan or Westcliff University's financial aid office if they have any questions about a private student loan.*

Students who apply for personal 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.

Westcliff University Financial Assistance

Deferred Payment Plans

For those who are ineligible for federal and state financial aid, do not have F-1 status, and are also unable to pay the entire cost of tuition, deferred payment plans are available (none of these options are Title IV funds).

Students who defer tuition divide their tuition into two or three payments and make those payments over two or three months (depending on whether they divide their tuition into two or three payments). The application for the Deferred Payment Plan must be submitted at the time of enrollment. The cost of a Deferred Payment Plan for any single term is from $50 (USD) to $75 (USD).

Westcliff University Scholarship Program

Westcliff University proudly offers multiple scholarships through the Westcliff University Scholarship Program to help support the success of students enrolled in any of our academic programs. The scholarships reflect Westcliff's values and ultimate goal of developing a diverse student body motivated to unlock their academic and professional potential. To apply for the multiple scholarships in the Westcliff scholarship program, students submit only one, Westcliff University Scholarship Application.

Additional Scholarships

Students may also apply for scholarships or grants provided by university-affiliated, third-party organizations. If awarded a scholarship or grant through a third party, students may contact the university Student Accounts Department for more information about payment options and student account set-up.

Veterans Benefits

Westcliff University proudly supports America's veterans and active-duty military personnel. The United States Department of Veterans' Affairs (VA) offers veteran's benefits that the university makes available to applicants. The university is committed to serving veterans with the same loyalty and integrity with which they serve their country, and it is a university mission to provide veterans and active-duty military personnel with well-deserved academic credentials. In academic degree programs, they have often completed a portion of the program through previous military experience and/or education. Please refer to the Transfer of Credit Policy.

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

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 Military Outreach Advisor, or directly from the Department of Veterans Affairs Educational Services at www.gibill.va.gov or by calling them directly at +1 (888) 442-4551. Members of the Selected Reserve may also be eligible for educational assistance.

Principles of Excellence Policy

Regardless of whether Westcliff University is authorized to serve military service members, veterans, spouses and family members, the university is committed to following the intent of the *Principles of Excellence* for all students, as identified in Executive Order 13607 issued on April 27, 2012, which is as follows:

1. *Prior to enrollment, provide prospective students who are eligible to receive Federal military and veterans educational benefits with a personalized and standardized form, as developed in a manner set forth by the Secretary of Education, working with the Secretaries of Defense and Veterans Affairs, to help those prospective students understand the total cost of the educational program, including tuition and fees; the amount of that cost that will be covered by Federal educational benefits; the type and amount of financial aid they may qualify for; their estimated student loan debt upon graduation; information about student outcomes; and other information to facilitate comparison of aid packages offered by different educational institutions;*
2. *Inform students who are eligible to receive Federal military and veterans educational benefits of the availability of Federal financial aid and have in place policies to alert those students of their potential eligibility for that aid before packaging or arranging private student loans or alternative financing programs;*
3. *End fraudulent and unduly aggressive recruiting techniques on and off military installations, as well as misrepresentation, payment of incentive compensation, and failure to meet State authorization requirements, consistent with the regulations issued by the Department of Education (34 C.F.R. 668.71-668.75, 668.14, and 600.9);*
4. *Obtain the approval of the institution's accrediting agency for new course or program offerings before enrolling students in such courses or programs, provided that such approval is appropriate under the substantive change requirements of the accrediting agency;*
5. *Allow service members and reservists to be readmitted to a program if they are temporarily unable to attend class or have to suspend their*

studies due to service requirements, and take additional steps to accommodate short absences due to service obligations, provided that satisfactory academic progress is being made by the service members and reservists prior to suspending their studies;

6. *Agree to an institutional refund policy that is aligned with the refund of unearned student aid rules applicable to Federal student aid provided through the Department of Education under Title IV of the Higher Education Act of 1965, as required under section 484B of that Act when students withdraw prior to course completion;*
7. *Provide educational plans for all individuals using Federal military and veterans educational benefits that detail how they will fulfill all the requirements necessary to graduate and the expected timeline of completion; and*
8. *Designate a point of contact for academic and financial advising (including access to disability counseling) to assist service member and veteran students and their families with the successful completion of their studies and with their job searches.*

Student Identity Verification Policy

Westcliff University must check the accuracy of all applications. The Central Processing System (CPS) selects for verification, with the exception of students receiving unsubsidized loans only. The CPS selects applicants for verification based on edit checks that identify inconsistencies and/or potential errors. Westcliff must also verify any applications the University has reason to believe are incorrect or discrepant.

All financial aid applicants are encouraged to file federal income tax returns for applicants, parents and/or spouses, as applicable, prior to completing the Free Application for Federal Student Aid (FAFSA). This allows 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 are sent an email notification with a secure username and password directing them to log in to the Westcliff Financial Aid portal. The portal allows 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 already been 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 are not awarded federal financial aid until verification is complete. If Westcliff receives a subsequent ISIR affecting overall financial aid eligibility, the financial aid award is 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. Students are notified via email of any changes and directed to log in to the Westcliff Financial Aid portal to view the updated award information and/or additional requirements.

Referrals are 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.

Verification Procedure

The University's procedure for verifying student identity is as follows:

1. Student Services requests the 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:
   a. Full name
   b. Student I.D. number
   c. Academic program

d. Social security number
e. Email, phone number and other contact information
f. Other information

Student Services Advisors (SSAs) also verify students' identities via picture identification, drivers' licenses, passports, etc.

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. *Conflict of Interest*: A 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 minimis amount. The term includes a gift of services, transportation, lodging, or meals, whether provided in kind, by purchase of a ticket, payment in advance, or reimbursement after the expense has been incurred. The term "gift" does not include any of the following:
3. Standard materials, activities, or programs on issues related to a loan, default aversion, default prevention, or financial literacy, such as a brochure, a workshop, or training.
4. Training or informational material furnished to the University as an integral part of a training session that is designed to improve the service of a lender, guarantor, or servicer of educational loans to the University, if such training contributes to the professional development of the University's employees.
5. Favorable terms, conditions, and borrower benefits on an education loan provided to a student employed by the University or an employee who is the parent of a student if such terms, conditions, or benefits are comparable to those provided to all students of the University and are not provided because of the student's or parent's employment with the University.
6. Entrance and exit counseling services provided to borrowers to meet the University's responsibilities for entrance and exit counseling under federal law, so long as the University's employees are in control of the counseling, and such counseling does not promote the products or services of any specific lender.
7. Philanthropic contributions to an institution from a lender, servicer, or guarantor of education loans that are unrelated to education loans or any contribution from any lender, guarantor, or servicer that is not made in exchange for any advantage related to education loans.
8. State education grants, scholarships, or financial aid funds administered by or on behalf of a State.

Professional Judgment Policy

Students may pursue a Professional Judgment adjustment to their Financial Aid based on special or unusual circumstances.

A special circumstance refers to financial situations such as the loss of a job that justify an aid administrator adjusting data elements in the Cost of Attendance or SAI calculations.

An unusual circumstance is a condition that justifies an aid administrator making an adjustment to a student's dependency status based on a unique situation such as human trafficking, refugee or asylee status, parental abandonment, or incarceration. This is commonly called a dependency override.

If you would like to request a Professional Judgment adjustment to your Financial Aid based on a special and/or unusual circumstance please contact the Financial Aid office by using the Westcliff Services Portal. The Financial Aid department may make adjustments that are appropriate to each student's situation with the appropriate documentation. These are done on a case-by-case basis.

As for the Renewal Paragraph can we change it to the following:

Approved Professional Judgment adjustments for special circumstances resulting in a change in the COA or SAI do not automatically renew. If a special circumstance continues for more than one (1) aid year, a student may be required to request another Professional Judgement with updated documentation for each aid year that is impacted.

Dependency Overrides for Unusual Circumstances automatically renew each award year unless the student informs the school that the unusual circumstance no longer applies.

Eligibility and Review

Professional Judgments are based on a unique life circumstance. Adjustments include two categories: 1) Special Circumstances that require adjustments to the student's Cost of Attendance (COA) or variables used to calculate their Student Aid Index (SAI), and 2) Unusual Circumstances that require adjustments to the student's dependency status (also known as a Dependency Override). Students who meet the criteria for one or both of these categories may submit a request for a Professional Judgment review. Each category is described in more detail below:

1. **Special Circumstances**: Special circumstances are situations that impact a student or their family's financial resources. They can include, but are not limited to: loss of job, loss of employment benefits, death of a spouse or parent, divorce or separation, reduction in child support or alimony, or other substantial factors that impact the household, income, or expenses. If approved, Professional Judgment adjustments related to special circumstances may result in changes to the COA or SAI.
    a. Students who wish to request a Professional Judgment for Dependency Override can request a Dependency Override Request Form from their Financial Aid Advisor. They must complete the Dependency Override Request Form, provide a written statement describing their circumstances and two (2) additional written statements from third-party sources. It is preferable if at least one (1) of the additional statements comes from an organization or authority figure who is familiar with the student's situation.
2. **Unusual Circumstances**: Unusual circumstances are related to non-typical living situations that would justify changing a student's dependency status from "dependent" to "independent." This status change is also known as a Dependency Override and can only be used when a student is experiencing a significant barrier to being able to provide parental information, such as cases of parental abandonment, estrangement, or risk of harm to well-being. Unusual circumstances can include, but are not limited to: human trafficking survivors, refugees or asylee status students who have lost contact with parents, or students experiencing parental abandonment, abuse, or incarceration. The following are NOT considered unusual circumstances and will not be approved for a Dependency Override:
    a. *Parental refusal to contribute to a student's education.*
    b. *Parental refusal to provide information for FAFSA or identity verification.*
    c. *Parents don't claim a student as a dependent on their income taxes.*
    d. *Student demonstrates total self-sufficiency.*

Students who wish to request a Professional Judgment for Dependency Override must provide a written statement describing their circumstances and two (2) additional written statements from third-party sources. It is preferable if at least one of the additional statements comes from an organization or authority figure who is familiar with the student's situation.

Regardless of the type of circumstance or Professional Judgment request, documentation, including the student's written statement, is saved in the student's file and reviewed by a committee made up of members of the Financial Aid Department. Students are provided with a written notification about the Professional Judgment decision within two (2) weeks of submitting all required documents.

Renewal

Approved Professional Judgment adjustments for special circumstances resulting in a change in the COA or SAI, do NOT automatically renew. If a special circumstance continues for more than one

(1) award year, a student must submit a new Professional Judgment request with updated documentation for each award year that is impacted.

Starting in the 2023-2024 award year, Dependency Overrides for Unusual Circumstances automatically renew each award year for the duration of a student's enrollment at Westcliff University, unless the student informs the school that the unusual circumstance no longer applies.

Institutional Policy Regarding Educational Loans and Student Financial Aid

Revenue-Sharing Arrangements: The University will not enter into any revenue-sharing arrangement with any 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.

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.

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.

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.

Educational Loans & Financial Aid Code of Conduct

Westcliff University maintains the highest standards of administrative and academic integrity, and our employees conduct themselves in an ethical and professional manner in their interactions with students and families. Westcliff University has set forth this policy to codify and clarify our corporate ethics standard with regard to education loan providers (lenders, servicers, and or guarantors). This policy pertains to employees of Westcliff University's financial aid department, scholarship services, and employees who have responsibilities related to educational loans or other forms of student financial aid.

Code of Conduct

1. No action will be taken by financial aid staff that is for their personal benefit or could be perceived to be a conflict of interest.
    a. Employees within the financial aid office will not award aid to themselves or their immediate family members. Staff will reserve this task for an institutionally designated person, to avoid the appearance of a conflict of interest.
    b. Westcliff University does not create, maintain, or distribute any listing of "preferred" or "recommended" education loan providers, nor will Westcliff University staff endorse any particular third-party private education loan provider or distribute promotional materials on behalf thereof.
    c. A borrower's choice of a lender will not be denied, impeded, or unnecessarily delayed by the institution, even if that lender is not included on the institution's preferred lender list.
    d. No amount of cash, gift, or benefit in excess of a de minimis amount shall be accepted by a financial aid staff member from any

financial aid applicant (or his/her family), or from any entity doing business with or seeking to do business with the institution (including service on advisory committees or boards beyond reimbursement for reasonable expenses directly associated with such service).

2. Information provided by the financial aid office is accurate, unbiased, and does not reflect preference arising from actual or potential personal gain.
3. Institutional financial aid offers and/or other institutionally provided materials shall include the following:
   a. Breakdown of estimated individual Cost of Attendance components, including which are direct (billed by the institution) costs vs. indirect (not billed by the institution) costs
   b. Clear identification and proper grouping of each type of aid offered indicating whether the aid is a grant/scholarship, loan, or work program
   c. Estimated net price
   d. Standard terminology and definitions, using NASFAA's glossary of terms
   e. Renewal requirements for each aid type being offered as well as next steps and financial aid office contact information
4. Financial aid professionals will disclose to their institution any involvement, interest in, or potential conflict of interest with any entity with which the institution has a business relationship.

Withdrawal from Courses

Westcliff University shall, for all students, without penalty or obligation, refund 100 percent of the amount paid for institutional charges, less a reasonable deposit or application fee not to exceed one hundred dollars ($100 [USD]), if notice of withdrawal is made prior to or on the first day of instruction, or the seventh day after enrollment, whichever is later. The request for withdrawal from class(es) must be in writing and should state the reasons for the request. The school will make any refunds due within 45 days.

Title IV financial aid funds are awarded under the assumption that a student will remain in classroom attendance for the entire period (term) for which the funds were awarded.

When a student withdraws from all courses, regardless of the reason, they may no longer be eligible for the full amount of Title IV funds originally awarded. The return of funds to the federal government is based on the premise that a student earns financial aid in proportion to the length of time during which s/he remains enrolled. A prorated schedule determines the amount of federal student aid funds s/he will have earned at the time of full withdrawal. For example, a student who withdraws in the second week of the term has earned less of his/her financial aid than a student who withdraws in the fifth week. Once 60% point in the term is reached, a student is considered to have earned all of the financial aid originally awarded and will not be required to return any funds.

Westcliff University students who receive federal financial aid and who do not remain in attendance through the end of the term could be responsible for repaying a portion of the financial aid originally received.

Students who do not begin attendance in class are not eligible for federal financial aid and must repay all aid originally received.

Withdrawal and Return of Title IV Funds (R2T4) Policy

How a Withdrawal Affects Financial Aid

This policy is subject to revision without notice based on changes to federal laws and regulations or Westcliff policies. If changes are made, the student is held to the most current policy. This statement is intended to provide an overview of policies and procedures related to a complicated and very encompassing regulation. Additional information, including examples of R2T4 calculations, is available in the Office of Financial Aid.

Title IV (federal) financial aid funds are awarded under the assumption that a student will remain in classroom attendance for the entire period (term) for which the funds were awarded.

When a student withdraws from all courses, regardless of the reason, s/he may no longer be eligible for the full amount of Title IV funds originally awarded. The return of funds to the federal government is based on the premise that a student earns financial aid in proportion to the length of time during which s/he remains enrolled. A prorated

schedule determines the amount of federal student aid funds s/he will have earned at the time of full withdrawal. For example, a student who withdraws in the second week of the term has earned less of his/her financial aid than a student who withdraws in the third week. Once the 60% point in the term is reached, a student is considered to have earned all of the financial aid originally awarded and will not be required to return any funds. The 60% point is reached during the fifth week of all standard eight-week classes.

Federal regulations require a recalculation of financial aid eligibility if a student:

1. Completely withdraws;
2. Stops attending before the term's end;
3. Does not complete all modules (mini-sessions) in which the student is enrolled as of the start date of the mini session.

Westcliff University students who receive federal financial aid and who do not remain in attendance through the end of the term could be responsible for repaying a portion of the financial aid originally received.

Students who do not begin attendance in classes are not eligible for federal financial aid and must repay all aid originally received.

***Note**: Westcliff's institutional tuition refund policy is separate from federal regulations to return unearned aid. Receiving a tuition/fee refund from Westcliff has no impact on the amount the student must repay to federal aid programs.*

Return of Title IV Funds Process

Financial aid recipients "earn" the aid they originally received by remaining in classes. The amount of federal assistance earned is based on a prorated system. Students who withdraw or do not complete all classes in which they were enrolled may be required to return some of the aid originally awarded.

Westcliff is required to determine the percentage of Title IV aid "earned" by the student and return the "unearned" portion to the appropriate federal aid programs. Westcliff is required to perform this calculation within 45 days of the date the school determines that a student has completely withdrawn. The school must return the funds within 45 days of the calculation. The R2T4 calculation is completed by the Office of Financial Aid.

The following explains the formula used to determine the percentage of unearned aid to be returned to the federal government:

1. *The percentage earned is equal to the number of calendar days completed up to the withdrawal date divided by the total number of calendar days in the payment period.*
2. *The payment period for most students is the full, 16-week fall, spring, and summer terms. Each term includes two 8-week sessions (modules).*
3. *The percent unearned is equal to 100% less the percent earned.*

Breaks of five 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:

1. Students enrolled in modules
2. Post-withdrawal disbursement of loan proceeds.

When the R2T4 calculation results in the student being eligible to receive either Federal Direct Stafford Subsidized or Unsubsidized Loan proceeds, s/he will be contacted via e-mail by the Office of Financial Aid. Written authorization from the student will be requested and is required before loan proceeds can be processed and awarded to the student. Students have one (1) week to provide any written authorization for post-withdrawal funds or remain ineligible.

Determination of Withdrawal Date

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

Withdrawal Prior to the 60% Point of a Payment Period

Unless and until a student completes 60% of the term in which financial aid was awarded, the student will be required to return all or part of the financial aid originally awarded for the term. The R2T4 calculation is not needed if students complete over 60% of the payment period.

When a Student Fails to Begin Attendance

If financial aid is processed for a student who never begins attendance in any class for which they registered in a term, all aid will be canceled and returned within 60 days of when Financial Aid was notified the student did not begin attendance.

The Registrar provides a "no show" report after the census date of the payment period. This report lists the students and the classes in which they never attended. Financial aid originally awarded is

canceled for students who failed to begin attendance in all classes in which they were originally enrolled and is adjusted for those who fail to begin attendance in a portion of the classes in which they were originally enrolled.

When a Student Fails All Classes

If a financial aid recipient who has not officially withdrawn fails to receive a passing grade in at least one (1) class during the term, the Office of Financial Aid will determine whether the student actually established eligibility for the aid originally awarded.

Order of Return to Federal Aid Programs

In accordance with federal regulations, unearned aid will be returned to the federal programs in the following order:

1. *Federal Direct Loans: Unsubsidized, then Subsidized*
2. *Federal Direct Parent Loans*
3. *Federal Pell Grant*
4. *Federal Supplemental Educational Opportunity Grant*

Student Loans and Financial Aid

Students who apply for loans to pay for their educational program will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund. If the borrower has received federal student financial aid funds, the student is entitled to a refund of the monies not paid from federal financial aid program funds.

Information Regarding Loan Repayment

The loan grace period begins on the withdrawal date from the school, or when a student ceases to be enrolled on at least a half-time basis. If the student does not re-enroll as a half-time student within 6 months of withdrawal or less than half-time enrollment, the loans enter repayment. The student should contact the loan servicer or the US DOE to make repayment arrangements. The promissory note signed by the borrower outlines repayment obligations. The student should contact the servicer or the US Department of Education with any questions.

Consequences of Non-Repayment

Students who owe the US Department of Education for an overpayment of Title IV funds are not eligible for any additional federal financial aid until the overpayment is paid in full or payment arrangements are made with the US Department of Education.

Students who owe Westcliff because of an R2T4 calculation will be placed on a financial hold. They will not be allowed to register for subsequent terms.

Academic Policies and Requirements

Grading Policy

The University uses the traditional four-point scale grading system for all examinations and final grades:

Grade		Description
A	(93% - 100%)	Excellent (4.00 grade points per unit)
A-	(90% - 92%)	Excellent (3.67 grade points per unit)
B+	(87% - 89%)	Good (3.33 grade points per unit)
B	(83% - 86%)	Good (3.00 grade points per unit)
B-	(80% - 82%)	Good (2.67 grade points per unit)
C+	(77% - 79%)	Average (2.33 grade points per unit)
C	(73% - 76%)	Average (2.00 grade points per unit)
C-	(70% - 72%)	Average (1.67 grade points per unit)
D+	(67% - 69%)	Lowest passing grade (1.33 grade points per unit)
D	(63% - 66%)	Lowest passing grade (1.00 grade points per unit)
D-	(60% - 62%)	Lowest passing grade (0.67 grade points per unit)
F	(Less than 60%)	Not Passing (no grade points)
I		Incomplete
CR		Credit (equal to C or above)
NC		No Credit (equal to C- or below)
AU		Auditing Course (no grading criteria)
W		Withdrawal. A W is recorded on a student's permanent record for each course a student drops before the end of the sixth or 12th week of instruction in a semester. Courses for which a W is entered on a student's record carry no grade points, and are not calculated in GPA.

Grade	Percentage	Minimum Grade Point	Undergraduate-Earned Credit Hours	Graduate-Earned Credit Hours
A	*93-100%*	4.00	3.0	3.0
A-	*90-92%*	3.67	3.0	3.0
B+	*87-89%*	3.33	3.0	3.0
B	*83-86%*	3.00	3.0	3.0
B-	*80-82%*	2.67	3.0	3.0
C+	*77-79%*	2.33	3.0	3.0
C	*73-76%*	2.00	3.0	3.0
C-	*70-72%*	1.67	3.0	0.0
D+	*67-69%*	1.33	3.0	0.0
D	*63-66%*	1.00	3.0	0.0
D-	*60-62%*	0.67	3.0	0.0
F	*Less than 60%*	0.00	0.0	0.0

Final Grades

Final grades are assigned after the completion of each course for student work including, but not limited to: papers, Comprehensive Learning Assessments (CLAs), projects, and responses to discussion questions posted by the professor. Approximately two (2) weeks may elapse between the receipt of the student's work and the posting of the relevant grade.

Incomplete Grades

An Incomplete (I) is a temporary grade that may be assigned to a student at the discretion of their instructor. It is the student's responsibility to petition their instructor for an Incomplete via email, and to cc their Student Services Advisor (SSA), at least two (2) weeks before the end of the term. The instructor may assign an Incomplete when the student's coursework is at least of passing quality and is at least 67% complete, and the student is unable to complete their course requirements by the end of the academic term due to mitigating circumstances outside of their control.

Academic Distinctions

Westcliff University recognizes when students have consistently demonstrated and exemplified outstanding academic performance within their courses throughout their program. A student's academic performance and achievement is measured by their course grades (GPA).

Students who graduate with a minimum GPA from an associated program level achieve academic distinction, or honors. The following table lists GPA requirements for undergraduate and graduate (includes doctoral) students:

Undergraduate	
summa cum laude	***3.9 - 4.0***
magna cum laude	***3.75 - 3.89***
cum laude	***3.5 - 3.74***
Graduate	
summa cum laude	***3.9 - 4.0***
magna cum laude	***3.75 - 3.89***
cum laude	***3.5 - 3.74***

Credit Hour Policy

Determination of Credit Hours for Courses

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

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

Definition of Credit Hour

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

"Semester and quarter hours shall be equivalent to the commonly accepted and traditionally defined units of academic measurement in accredited institutions. Academic degree or academic credit-bearing distance learning courses (as well as all on campus courses) are measured by the learning outcomes normally achieved through 45 hours of student work for one semester credit or 30 hours of student work for one quarter hour. This formula is typically referred to as a Carnegie unit and is used by the American Council on Education in its Credit Recommendation Evaluative Criteria."

"Student work includes direct or indirect faculty instruction. Academic engagement may include, but is not limited to, submitting an academic assignment, listening to class lectures or webinars (synchronous or asynchronous), taking an exam, completing an interactive tutorial or computer-assisted instruction, attending a study group that is assigned by the institution, contributing to an academic online discussion, initiating contact with a faculty member to ask a question about the academic subject studies in the course, conducting laboratory work, and completing an externship or internship. Preparation is typically homework, such as reading and study time, and competing assignments and projects. Therefore, a 3 credit hours course would require 135 hours (45 hours of academic engagement and 90 hours of preparation)."

"All student work must be documented in the curriculum material and syllabi, including a reasonable approximation of the time required for the student to complete the assignments. Evaluation of a student's work must be identified as a grading criterion and weighted appropriately in the determination of a final grade for a course."

On-Campus Courses

An on-campus course is one that is taught in a partially on-campus and partially online format. These courses require attendance at regularly-scheduled, on-campus class meetings during the session. Students and faculty also engage in asynchronous online activities (ex. discussion forums) outside of on-campus class meetings. The total hours of on-campus class meetings and online activities equate to the required number of hours of academic engagement determined by the number of credit hours attached to the course. In a 3 credit-hour course, students can expect to participate in 45 clock hours of combined on-campus class meetings and asynchronous online activities in addition to 90 clock hours of preparation work (including reading, researching, and preparing assignments for submission) over the course of a session.

Online Courses

An online course at Westcliff is similar to an on-campus course with the exception that the regularly-scheduled, on-campus class meetings occur virtually via video-conference software. Otherwise, students engage asynchronously in online activities in the same way they do in on-campus courses, and the total hours of on-campus class meetings and online activities equate to the required number of hours of academic engagement determined by the number of credit hours attached to the course. In a 3 credit-hour course, students can expect to participate in 45 clock hours of combined virtual class meetings and asynchronous online activities in addition to 90 clock hours of preparation work (including reading, researching, and preparing assignments for submission) over the course of a session.

Professional Residency Courses

A professional residency course is similar in design to online courses. Students engage with course material primarily in an asynchronous format. Students attend synchronous meetings with their faculty at regularly scheduled points in the session. In addition to the online work, students are required to attend in person intensive residency experiences. In a 3 credit-hour course, students can expect to participate in 45 clock hours of combined class meetings, asynchronous online activities, and professional residency experiences in addition to 90 clock hours of preparation work (including reading, researching, and preparing assignments for submission) over the course of a session.

Transfer of Credit Policy

Westcliff University encourages students and applicants to apply for transfer of credit or other credentials (transfer credit) from any previously attended institution(s). Transfer credit is only accepted if the previous institution(s) is recognized by an accrediting body with the Council for Higher Education Association (CHEA). This includes foreign institutions from which transfer credit will only be accepted if the transcript(s)/academic record(s) have been evaluated by Westcliff University or a recognized credential evaluation agency. Transfer of credit allows students to fulfill course requirements to be applied toward the completion of their degree.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT WESTCLIFF UNIVERSITY

The transferability of credits you earn 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 your educational program is also at the complete discretion of the institution to which you may seek to transfer. If the degree or certificate that 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 this institution 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, 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.

Scope and Transfers of Credit Hour Limitations

Undergraduate

The equivalent of up to a maximum of 75% of the required credit hours for graduation (ex. 90 credit hours for a 120-credit hour degree) may be transferred toward an undergraduate degree, which can be applied to Integrative Studies (General Education), Elective, and/or Core courses (with a maximum of six non-academic credit hours). For each course assessed for transfer credit at the undergraduate level, the minimum acceptable grade is a **C-**.

Graduate

The equivalent of up to a maximum of 20% of the required credit hours for graduation (ex. 6 credit hours for a 36-credit hour degree) may be transferred toward a graduate degree. For each course assessed for transfer credit at the graduate level, the minimum acceptable grade is a **C**.

Doctoral

The equivalent of up to a maximum of 50% of the required credit hours for graduation (ex. 30 credit hours for a 60-credit hour degree) may be transferred toward a doctoral degree. For each course assessed for transfer credit at the doctoral level, the minimum acceptable grade is a **B**.

Certificate (Any Level)

The equivalent of up to a maximum of 50% of the required credit hours for graduation (ex. 6 credit hours for a 12-credit hour certificate) may be transferred toward any certificate program. For each course assessed for transfer credit, the minimum acceptable grade is a **C**.

Expiration

The academic work performed must have been completed within 10 years of the attempted transfer of credit for an undergraduate degree or certificate, and within seven years for a graduate or doctoral degree or certificate.

Types of Transfer Credit Hours

Integrative Studies (General Education)

Westcliff University requires students to earn at least 30 credit hours of Integrative Studies (General Education) credit in the completion of an undergraduate degree. Applicants who have earned an Associate's degree at another institution may transfer their Associate's degree in for the entirety of their Integrative Studies requirements as well as any open elective credits for their degree as a "Block Transfer," which is subject to the evaluation of their official transcript(s)/academic record(s) and review of the courses they took and grades they earned. Block transfer credit may only apply to courses that are part of the Integrative Studies (General Education) and elective course categories for an undergraduate degree. Students who earned credit for coursework relevant to Integrative Studies (General Education) course requirements from another accredited school may be considered on a course-by-course basis in alignment with the degree requirements. Any applicable degree program restrictions are noted under the degree section of the catalog.

***Note**: Equivalent courses may be evaluated based upon: course learning objectives, course description, assignments, number of credit hours, textbook(s), and any course prerequisite(s).*

Advanced Placement (AP)

Applicants who have previously completed advanced placement (AP) examinations with scores within the range of three to five (3-5) have the opportunity to have this credit transferred into Westcliff University after the evaluation of the appropriate transcript(s). Applicants are responsible for requesting their AP scores from the College Board for evaluation.

Military Experience

Prior educational credit earned as part of military service is evaluated for transfer credit. Service members are required to submit their joint service transcripts with their admissions documents so that

their military education can be included in this evaluation. Official military transcripts can be obtained through Joint Services Transcript (https://jst.doded.mil/).

Military credit and educational credit equivalencies can be obtained at the American Council on Education's (ACE) Military Guide (https://militaryguide.acenet.edu/).

Credit for Prior Learning (CPL)

Students may seek to earn Credit for Prior Learning (CPL) towards their degree. CPL is awarded for credit obtained through a certificate or vocational program, credentialing agency, and/or career-based experience. The following number of credit hours are transferable into each program level:

A. **Undergraduate Programs**: A maximum of 30 credits can be transferred as CPL credit.
   a. Of the first 60 semester credit hours awarded to a student's undergraduate degree program, no more than 15 may be awarded as CPL.
   b. Of the second 60 semester credit hours awarded to a student's undergraduate degree program, no more than 15 may be awarded as CPL.

B. **Graduate Programs**: A maximum of nine (9) credit hours can be transferred as CPL credit.
   a. Of the first 30 semester credit hours awarded to a student's graduate degree program, no more than 6 may be awarded as CPL.
   b. Of the second 30 semester credit hours awarded to a student's graduate degree program, no more than 3 may be awarded as CPL.

C. **Doctoral Programs**: A maximum of nine (9) credit hours can be transferred as CPL credit.
   a. Of the first 30 semester credit hours awarded to a student's doctoral degree program, no more than six (6) may be awarded for CPL.
   b. Of the second 30 semester credit hours awarded to a student's doctoral degree program, no more than three (3) may be awarded for CPL.

CPL credit hours are acceptable under the following conditions:

1. They are equivalent to college or university learning.
2. Theory and practice are clearly balanced during the learning experience.
3. They are directly related to the student's degree program and applied in satisfaction of some of the degree requirements.
4. The experience must be documented by the student in writing. Students may use the Credit for Prior Learning (CPL) - Transfer of Credit Request Form.

Procedure to Request Transfer of Credit

Applicants who wish to transfer in credit hours should discuss the process and potential transfer credit with their Admissions Advisor. All applicants are responsible for submitting the Application for Admission to the Admissions Department. Upon receipt of unofficial transcripts/academic records, the university conducts a pre-evaluation for the student indicating the potential transfer credit hours that will be awarded. Official transcripts/academic records must be submitted within 60 days of enrollment to the Transcript Evaluation Department (TED). Once official transcripts/academic records are received by Westcliff University, an official evaluation is conducted and the student is notified of all transferable credit hours and any remaining credit hours needed to complete their degree. If a student requests an official transcript/academic record from a previously attended institution, the physical version must be sealed upon receipt and contain official institution stamps and/or markings, and must be mailed to the Registrar Department. Digital transcripts/academic records must be released directly by the issuing university to the Registrar Department.

Articulation Agreements

Articulation agreements are designed to build strong partnerships and coordination between schools to aid in a smooth transition for students. While these agreements are not necessary for credit to be transferred, they do provide an established equivalency of credits between institutions. When considering entering into agreements for articulation or memorandums of understanding, the university adheres to the following procedure:

1. Representatives from Westcliff University and the partner school collaborate to review similarities in course work, curricula, syllabi, textbooks and competencies/outcomes profiles to ensure seamless transfer of credits from the partner institution.
2. The representatives 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 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 Chief Executive Officer (CEO), campus President, or designated official.

Agreements are specific to the partner school and may outline specific guidelines in reference to program specific articulation, transference of specific degrees such as an Associate Degree, block credit transfers, conditional acceptance prior to completion of programs at partner schools, and/or Credit for Prior Learning (CPL).

Westcliff University Articulation Agreements

Apollos University [Great Falls, Montana]

Lionel University [Carpinteria, California]

College of International Studies (CIS) [Madrid, Spain]

Czech University of Life Sciences Prague (CULS) [Czech Republic]

Dakar Science Po (DSP) [Dakar, Senegal]

Universidade Estadual do Norte do Paraná (UENP) [Paraná, Brazil]

Global Education Centre

International School of Business (ISB)

Online Business School (OBS)

Practical Learning Experience (PLE) Policy

Westcliff University has integrated Practical Learning Experience (PLE) as a graduation requirement for **undergraduate**, **graduate**, and **doctoral** programs. This graduation requirement can be satisfied by completing at least one credit-bearing internship course that is assessed on a Credit/No Credit basis. Students are encouraged to complete as many PLEs as their schedules permit in pursuit of the completion of their program(s). To this end, Westcliff University students may require a start date up to 30 days prior to the start of classes to meet the onboarding requirements of the professional workplace where the PLE will be conducted. Students wishing to meet this graduation requirement in this manner must notify the university in advance.

The **undergraduate**, **graduate**, and **doctoral** Practical Learning Experience (PLE) requirements may be satisfied by completing at least one credit-bearing internship course that is assessed on a Credit/No Credit basis. During an internship course, students engage in hands-on learning experiences in addition to participating in assigned course activities. This practice reflects Westcliff's commitment to a practical and relevant education and the value of applied, experiential learning. Students are encouraged to complete as many PLEs as their schedules permit in pursuit of the completion of their program(s).

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

practical learning at the **undergraduate**, **graduate**, and **doctoral** levels. Bachelor programs have their Practical Learning Experiences embedded into key courses in their respective curriculum.

Satisfactory Academic Progress (SAP) Policy

Satisfactory Academic Progress for Degree Programs

Purpose

The Satisfactory Academic Progress Policy outlines the expectations and criteria for satisfactory academic progress for students at Westcliff University. This policy aims to ensure that students maintain consistent academic performance, meet program requirements, and make timely progress towards their educational goals.

Definition of Satisfactory Academic Progress

Satisfactory Academic Progress (SAP) is a measure of a student's successful completion of coursework and progression toward the completion of their degree or program. SAP is evaluated based on quantitative (e.g., completion rate or pace) and qualitative (e.g., GPA) criteria.

Evaluation Period

SAP will be assessed at the end of each academic year or program change to determine if students are meeting the established criteria. This includes regular semesters, summer sessions, and any other terms as applicable.

Quantitative Criteria: Completion Rate (PACE)

Students must successfully complete at least 50%-67% of attempted credits each term depending on their credits earned and transferred in.

Master's and Doctoral Student Completed Credit Threshold (Transferred Semester Credits + Earned Semester Credits)	**Minimum Credit Completion Rate**
Level 1: 0 - 18 Credits	50%
Level 2: ≥ 19 Credits	67%

Undergraduate Student Completed Credit Threshold (Transferred Semester Credits + Earned Semester Credits/Transferred + Attempted)	**Minimum Credit Completion Rate**
Level 1: 0 - 24 Credits	50%
Level 2: ≥ 25 Credits	67%

Withdrawn Courses: Withdrawn courses (W): these grades count towards a student's PACE, but do not impact their GPA.
Incomplete Courses: Incomplete courses (I): these courses count towards both PACE and GPA. The units attempted are factored into a student's PACE immediately, but are not factored into the GPA until a final grade is awarded.
Repeated Courses: If a student repeats a course, only the most recent attempt will be factored into their GPA, but each attempt will count towards a student's PACE.

Maximum Time Frame (MTF) - 150% or 200% Published Program Length

Students are expected to complete their programs based on the criteria listed below, before they become ineligible to receive financial aid (including federal Direct and PLUS loans).
Undergraduate and **graduate** students are expected to complete their program within a:

- Maximum time frame of **150%** of the published length of program.

Doctoral students are expected to complete their program within a:

- Maximum time frame of **200%** of the published length of program.

***Note**: Doctoral writing courses (i.e. EDU 701, EDU 780, EDU 781) are exempt from SAP evaluation criteria.*

Credits Attempted that affect PACE/MTF

- *Credit/No Credit (previously Pass/Fail*
- *Repetition of failed courses*
- *Incompletes*
- *Transfer credit hours applied towards the program from all previous institutions*
- *Failed courses*
- *Withdrawals*
- *Pre-requisites*

Additional SAP Evaluation Criteria

- *Benchmark courses*
- *Repeated Courses (please refer to the Course Repeat Policy)*
- *Dissertations*
- *Prerequisite course*

Academic Appeal Process

Students who are dismissed from the university for not meeting SAP requirements (Academic Dismissal) at the end of an Academic Probation period have the right to file an Academic Appeal regarding their SAP evaluation.
A student who wishes to request an Academic Appeal must submit an Academic Appeal form.
Students should be prepared to describe any mitigating circumstances and provide strong supporting evidence. College leadership will hear any student who disagrees with a SAP decision on an appointment basis only.
***Please Note**: Westcliff University has the right to approve or deny appeals, academic or otherwise, at its discretion, and the submission of an appeal does not guarantee its approval.*

Qualitative Criteria: Grade Point Average (GPA)

Master's and Doctoral Student GPA Threshold	GPA
Level 1: 0 - 18 Credits	2.75
Level 2: ≥ 19 Credits	3.0

Undergraduate Student GPA Threshold	GPA
Level 1: 0 - 24 Credits	1.75
Level 2: ≥ 25 Credits	2.0

Academic Probation Status/Financial Aid Probation Status

- Students who do not meet SAP criteria for the first time must submit an appeal (see Appeal Process) to be placed on Academic Probation/Financial Aid status.
- Students on Academic Probation/Financial Aid status will have an Academic Plan that outlines specific criteria achieving satisfactory academic standing.
    - Students on Academic/Financial Aid Probation will be reviewed after each payment period to ensure they are meeting the conditions of their plan. If they are not meeting, they will be Academically Disqualified from the University.

Academic Disqualified

Students on Academic/Financial Aid Probation who do not meet SAP according to their outlined Academic Success Plan will face Academic Disqualification.

Academic Dismissal

Students that do not meet SAP after an evaluation period and do not submit an approved appeal to go onto Academic Probation will be Academically Dismissed.

Appeal Process

- Students may appeal to be on Academic/Financial Aid Probation and Financial Aid eligible by submitting a written appeal to the Satisfactory Academic Progress Appeals Committee
- The Appeal must include a detailed explanation of the circumstances leading to academic difficulties and an Academic Success Plan for improvement.
- The Satisfactory Academic Progress Appeals Committee will review appeals and make decisions based on the merits of each case.
    - *If appeal is approved, students will be reviewed for SAP every payment period until they either meet SAP, or if they are not meeting the conditions of their Academic Success plan, they will be Academically Disqualified from the institution.*
    - *If appeal is denied, student will be Academic Dismissed from the institution*
    - *Or resubmit an appeal request.*

Student Notifications of SAP Status Changes

Students are automatically notified of academic/financial aid status changes that occur in their academic record.
Students utilizing Scholarships, Financial Aid or Veterans Benefits of any type will be notified of the impact on their funding as the status changes occur.

Satisfactory Academic Progress for Certificate Programs*

The certificate program SAP is same as above policy with the **exception** of:

Evaluation Period

SAP will be assessed at the end of each semester to determine if students are meeting the established criteria. This includes regular semesters, summer sessions, and any other terms as applicable.

Quantitative Criteria: Completion Rate (PACE)

Students must successfully complete at least 50%-67% of attempted credits each term depending on their credits earned and transferred in.

Certificate Completed Credit Threshold (Transferred Semester Credits + Earned Semester Credits/Transferred + Attempted)	Minimum Credit Completion Rate
Level 1: 0 - 9 Credits	50%
Level 2: ≥ 10 Credits	67%

**Certificate programs of 9 credits or less must meet 67% Quantitative by the end of the first semester.*

Withdrawn Courses: Withdrawn courses (W): these grades count towards a student's PACE, but do not impact their GPA.

Incomplete Courses: Incomplete courses (I): these courses count towards both PACE and GPA. The units attempted are factored into a student's PACE immediately, but are not factored into the GPA until a final grade is awarded.

Repeated Courses: If a student repeats a course, only the most recent attempt will be factored into their GPA, but each attempt will count towards a students PACE.

Academic/Financial Aid Warning Status

Students who do not meet SAP criteria for the first time will be placed on academic/financial aid warning for the subsequent evaluation period.

Course Repeat Policy

Students may choose to repeat a course they have already taken for a number of reasons. A student can repeat any course in which they earned a letter grade of C- or below without further approval; the threshold for repeating benchmark courses without further approval is a B-. Students who wish to repeat courses in which they received grades higher than previously stated would need the approval of the College dean. Students receiving Title IV funding may only receive aid for their first repeat of a previous course wherein a passing grade has been earned. The most recent grade a student achieves across multiple attempts of a course represents the grade calculated into the student's program GPA (PGPA) for consideration of graduation.

Students may attempt a course up to three times without approval. Additional course attempts require a consultation with the dean of the College that hosts the course and approval from the Appeals Committee. The Appeals Committee considers a student's potential to be successful attempting additional course repeats in determining approval. Students who are denied the ability to repeat required courses for which they have not earned the necessary passing grade may be prohibited from continuing their program of study. In this case students are required to submit an Appeal Request form.

Students denied an opportunity to retake a required course may complete an equivalent course at another institution and transfer the credit back to Westcliff University. Any attempt to do so should be done in consultation with the College dean to ensure an appropriately equivalent course was taken. A student may continue their program of study while being concurrently enrolled in the equivalent course at another institution with the written permission of the College dean. Courses taken at another institution and transferred in the credits for the course(s) repeated, along with the previous attempts at Westcliff, will reflect record history and transcripts. This will affect their pace and/or GPA.

Academic Dismissal Policy

Academic Dismissal is dismissal from the university, for academic reasons, with the ability to apply for readmittance.

Dismissal from the university for any reason may result in the loss of private, state, or federal financial aid. Federal aid includes Federal Pell and FSEOG Grants, Federal Work-study, Federal Perkins Loan, Federal Stafford Loans, Federal PLUS Loans, Graduate PLUS Loans, and other financial assistance. The Office of Financial Aid will report the dismissal to the appropriate funding agency.

A student who does not meet Satisfactory Academic Progress at the end of the following periods may be dismissed from the university:

1. Academic Warning/Financial Aid Warning period
2. Academic Probation/Financial Aid Probation period
3. Academic Appeal period may be dismissed from the university

Title IV Students

A student who does not meet SAP at the end of the Financial Aid Probation period will be dismissed from the University but will have the right to an appeal process and may apply for readmission to the University. In the event that the student's Academic Appeal is approved, they still will not be eligible to receive Financial Aid until the student meets the program GPA.

Non-Title IV Students

A student who does not meet SAP at the end of the Academic Probation period will be dismissed from the University but will have the right to an appeal process and may apply for readmission to the University.

Academic Appeal Process

Title IV and non-Title IV students who are dismissed from the university due to not meeting SAP at the end of a warning or probation period have the right to file an appeal regarding their SAP evaluation.

A student who wishes to appeal a disciplinary action and/or decision made in reference to the Satisfactory Academic Progress policy must submit an Academic Appeal request to the Student Affairs Department. Students must provide supportive documentation in order to support their position and any mitigating circumstances that may have existed, if warranted. An Appeals Committee will hear any student who disagrees with a SAP decision on an appointment basis only.

The student will be notified by an Appeals Committee decision within fifteen (15) business days following the receipt of the student's Academic Appeal request. Additional time may be taken to thoroughly review the student's appeal.

If the student's appeal request is approved, they will be placed on an **Academic Appeal period** for the full first term that they are readmitted. At the end of that term, they must meet SAP, otherwise they will be dismissed.

In order for students to be considered for Academic Appeal, students must:

1. Show academic progress while on warning or probation
2. Submit the academic appeal request one (1) month prior to the upcoming term.
3. Be able to meet program GPA requirements in a one (1) term time period. The Dean has the right to shorten or extend a student's Academic Appeal time period.

Financial Aid Probation

If Financial Aid Probation status is granted, the student will regain Title IV eligibility for the next eligible payment period only. The student must meet SAP at the end of the payment period to regain Title IV funding for the next payment period.

When a student is placed on Financial Aid Probation status, he or she will be required to do the following:

1. Agree to a written Academic Plan that specifies how the student will regain SAP. The plan may include but is not limited to mandatory tutoring, scheduled advisement sessions, extra course assignments, repeating a course for which the student received a failing grade, and/or repeating a course from which the student withdrew.
2. Sign and uphold the Academic Plan (a copy of which will be kept in the student's file).

A student on Financial Aid Probation because of a successful appeal is eligible for Title IV funds for one (1) payment period only. Students who regain SAP at the end of the next payment period will have regained full eligibility for Title IV funding.

Reinstatement of Title IV Financial Aid

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

Academic Integrity Policy

The University does not tolerate any form of academic misconduct, such as cheating, fabrication, plagiarism, and/or multiple submissions. Any student found committing academic misconduct is subject to disciplinary action.

Violations of academic policies that also fall under the Student Code of Conduct, such as the Academic Integrity Policy, may result in disciplinary action, suspension or Academic Dismissal, and will be permanently recorded on the student's record.

1. **Cheating**: Cheating includes, but is not limited to, the use of unauthorized materials, information, or study aids in any academic exercise; the alteration of any answers on a graded document before submitting it for re-grading; or the failure to observe the expressed procedures or instructions of an academic exercise (i.e., examination instructions regarding alternate seating or conversation during an exam).
2. **Fabrication**: Fabrication includes, but is not limited to, falsification or invention of any information or citation(s) in an academic exercise, including fabrication or falsification of research.
3. **Fabrication of Research**: Fabrication of research is the falsification of data or results and recording or reporting them.
4. **Falsification of Research**: Falsification of research is the manipulation of research materials, equipment or processes, or changing or omitting data or results such that the research is not accurately represented in the research record.
5. **Plagiarism**: Plagiarism is the deliberate use of written work or copying of written work of any length without giving full credit to the original author for their contribution with a proper citation. This includes work that has been published in books, in journals and magazines, and on the Internet; as well as work that has been generated by artificial intelligence tools and work that has not yet been published.

Plagiarism

Considered highly unethical, plagiarism is a direct violation of University policy, fraud, and is against U.S. copyright law. It is important to understand that plagiarism is a breach of academic integrity - a principle of intellectual honesty that all members of the academic community should acknowledge their debt to the originators of the ideas, words, and data which form the basis for their own work. Passing off another's work as their own is not only poor scholarship but also means that one has failed to complete the learning process. Deliberate plagiarism is unethical and can have serious consequences for the student's future career; it also undermines the standards of the institution and of the degrees it issues. If a student is determined by the Faculty, Program Chair, Dean of the College, or Dean of Student Affairs to have committed plagiarism at Westcliff University, the student will undergo the following disciplinary action:

1. If there is any suspicion of plagiarism by a student, the faculty will review the materials and may submit them to an evaluation platform such as Turnitin for verification.
2. If plagiarism is suspected, the faculty member will contact the student and ask for an explanation.
3. If plagiarism is confirmed, the faculty member may allocate a grade of zero (0) for the assignment.
4. The faculty member may allow the student to redo the assignment, but the grade given will be at the discretion of the faculty, and points may be deducted.
5. If a student submits another plagiarized assignment, the faculty member will forward this information to the Dean of the College, who will send it to the Dean of Student Affairs. The Conduct Board will then review the materials, interview the student, and determine the appropriate action.
6. Depending upon the severity of the student's actions, the Conduct Board may recommend academic suspension or dismissal from the University.
7. The length of suspension will depend on the severity of the student's actions.
8. The Dean of Student Affairs will send a letter to the student outlining the final decision of the Conduct Board, and the corrective process recommended.
9. A copy of the letter will be kept in the student's file, and a letter will be sent by registered mail to the student.

Westcliff University takes plagiarism seriously and provides resources to help students avoid it. If students have any questions regarding plagiarism, they should see the Dean of their College.

Multiple Submissions

It is important to be aware that it is possible to plagiarize oneself. If one reuses ideas, phrases, or resubmits any prior work, whether it was at Westcliff University or any other academic institution, without citing it properly, they have plagiarized themselves. Many academic honesty policies prohibit the reuse

of one's own prior work, even with a citation. Students who wish to reuse prior work should consult with their instructor.

Academic Program Improvement Policy

Westcliff University is committed to provide program options to students which prepare them to enter the workforce in a specific discipline of interest. The University regularly reviews academic programs (courses, concentrations, certificates or full degree programs) and determines those programs which meet the needs of Westcliff students and the workforce. As a result of this comprehensive review, decisions by the University may result in an improvement or discontinuation of an academic program(s) which is reviewed.

Once a new program or improvement to an existing program has been approved, the relevant Curriculum Committee shall convene to discuss and present the communication plan to the Chief Academic Officer and Chief Executive Officer. The two (2) officers are responsible for communicating appropriate notification to enrolled and prospective students of any plan to modify any University programs. Changes to Westcliff programs are to be provided 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.

Colleges and Academic Programs

College of Business (COB)

College Mission Statement

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

Undergraduate Programs

Bachelor of Business Administration (BBA)

Program Description

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

The performance outcomes that are required for the completion of the program include class participation, response to discussion questions, writing research papers (Professional and Comprehensive Learning Assessments), presentations, and case study analyses.

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. Describe effective business communication skills to build strong professional relationships, contribute ideas ethically, and exhibit cultural sensitivity in diverse business environments.
2. Determine appropriate analytical tools and quantitative approaches to identify and address complex business problems.
3. Compare comprehensive, adaptable, and innovative business plans that align with organizational objectives and foster growth and sustainability in dynamic business settings.
4. Demonstrate proficiency in identifying business opportunities and creative innovative solutions.
5. Apply foundational management principles and practices to analyze business situations, make informed decisions, and contribute to the efficient and ethical operation of organizations.

Admission Requirements

For acceptance into the Bachelor of Business Administration (BBA) degree program, applicants must satisfy the:

Bachelor-level admission requirements—found in the Official Transcript / Academic Record Policy

Integrative Studies (General Education)

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

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

Concentration Requirements

In addition to the core requirements, students may choose one (1) or two (2) concentrations within the Bachelor of Business Administration program. To graduate with a dual concentration, students need to satisfy the requirements for two concentrations.

Practical Learning Experience (PLE) Opportunity

Westcliff University has integrated Practical Learning Experience (PLE) as a graduation requirement for undergraduate, graduate, and doctoral programs. Students in the Bachelor of Business Administration program satisfy their practical learning requirements through the embedded practical components within their curriculum. Additionally, this graduation requirement can be satisfied by completing at least one credit-bearing internship course that is assessed on a Credit/No Credit basis. Students are encouraged to complete as many PLEs as their schedules permit in pursuit of the completion of their program(s). To this end, Westcliff University students may require a start date up to 30 days prior to the start of classes to meet the onboarding requirements of the professional workplace where the PLE will be conducted.

Graduation Requirements

The Bachelor of Business Administration requires 120 credit hours, including 60 credit hours of Core Business Courses, 30 credit hours of Integrative Studies (General Education) courses, and 30 credit hours—to be satisfied by Concentration or Elective courses. Students must complete 120 prescribed credit hours with a program GPA (PGPA) of 2.0 or higher.

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

Technology Requirements

15" or 17" Windows Laptop
Processor: 11th or 12th Generation Intel Core i7 or i9
Memory: 32GB or more
Storage: 512 GB or more SSD
Graphics: Nvidia GeForce RTX 3070 or higher, or Nvidia Quadro RTX A3000 or higher
Strongly recommend - an additional monitor screen: 27" Full HD (1920 x 1080) or higher.

Bachelor of Business Administration Program Requirements — 120 Credit Hours Total

Core Courses — 57 Credit Hours

Course Code / Title	Credit Hours
ACC 300 Principles of Accounting	3
BUS 300 Foundations of Business	3
BUS 306 Introduction to Business Law	3
MTH 300 Foundations of Statistics	3
ECO 300 Principles of Microeconomics	3
ECO 301 Principles of Macroeconomics	3
ENT 300 Essentials of Entrepreneurship	3
ENG 315 Business Communication	3
FIN 300 Essentials of Corporate Finance	3
LDR 300 Introduction to Leadership	3
LDR 303 Foundations in Operations Management	3
MGT 300 Fundamentals of Decision Making	3
MGT 301 Introduction to Sales Management	3
MKT 300 Principles of Marketing	3
MKT 301 The Necessities of International Marketing & Culture	3
MKT 302 Principles of Advertising	3
ORG 300 Introduction to Organizational Behavior	3
RES 300 Introduction to Business Research	3
TECH 310 Management of Information Systems	3

Capstone Course — 3 Credit Hours

Course Code / Title	Credit Hours
CAP 400 Development of Business Strategy	3

Integrative Studies (General Education) Courses — 30 Credit Hours

Subject Area	Credit Hours
Communication	12
Mathematics	6
Humanities	6
Social & Behavioral Sciences	3
Physical & Biological Sciences	3

Concentration / Elective Courses — 30 Credit Hours

See below for concentration options and requirements.

Bachelor of Business Administration Areas of Concentration

Entrepreneurship

The Bachelor of Business Administration with a concentration in Entrepreneurship provides students with an idea about what it means to be an entrepreneur. If we accept the traits of creativity, imagination and a willingness to do what it takes are

what is needed, why are all entrepreneurs not successful? This concentration is designed to provide students with the tools to bring an idea to life, to innovate and to be persistent. They will explore ways to problem solve by piecing together the basic concepts of entrepreneurship, remove barriers and support change.

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

Course Code / Title	Credit Hours
ENT 400 Analytical Approach to Innovation-Driven Entrepreneurship	3
ENT 401 Entrepreneurial Innovation Management	3
ENT 402 Negotiation Theory and Skills for Entrepreneurs	3
ENT 403 Feasibility Analysis for Sustainable Entrepreneurship	3
ENT 404 New Product Development for Entrepreneurs	3

Finance

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

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

Course Code / Title	Credit Hours
FIN 400 Working Capital Management	3
FIN 401 Financial Institutions and Markets	3
FIN 402 Corporate Financial Decisions	3
FIN 403 Financial Derivatives	3
FIN 404 Investment Decisions	3

Human Resources

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

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

Course Code / Title	Credit Hours
HRM 400 Fundamentals of Human Resource Management	3
HRM 401 Compensation and Reward Management	3
MGT 400 Performance Management	3
MGT 401 Management of Labor Relations	3
HRM 402 Strategic Human Resource Planning	3

Sports Management

The Bachelor of Business Administration with a concentration in Sports Management provides students with the skills and practical and theoretical concepts in marketing, public relations, education, ethics, economics and financial management as well as the social and legal issues inherent in this field.

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

Course Code / Title	Credit Hours
SPM 400 Contemporary Issues in Sports & Exercise Science	3
SPM 401 Organizational Sports & Strategic Management	3
SPM 402 Leadership Principles for Sports Management	3
SPM 403 Sports Psychology	3
SPM 404 Sports Facility & Events Management	3

Students pursuing a concentration in **Sports Management must have successfully completed the following four (4) prerequisite courses**: BUS 300 Foundations of Business; ORG 300 Organization Behavior (or equivalent); LDR 300 Introduction to Leadership (or equivalent); AND SCI 225 Nutrition, Health, and Fitness Basics (or equivalent).

BBA STEM Concentration Options

In the Bachelor of Business Administration degree program, students have the option of specializing in one or two undergraduate concentrations from the College of Technology and Engineering (COTE) to satisfy the requirement to have a concentration.

To complete a Bachelor of Business Administration with a concentration in AR/VR Mobile Game Development, Cloud Computing, Cybersecurity or Information Technology, students must complete 15

credit hours total. To complete a Bachelor of Business Administration with a concentration in Web Development, students must complete 18 credit hours total.

Augmented Reality/Virtual Reality (AR/VR) Mobile Game Development

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

To complete a Bachelor of Business Administration with a concentration in Augmented Reality/Virtual Reality (AR/VR) Mobile Game Development, students must complete the five (5) courses listed below—15 credit hours total.

Course Code / Title	Credit Hours
AVR 400 Introduction to Unity and Simple Games	3
AVR 401 2D Game Development in Unity I	3
AVR 402 3D Game Development in Unity II	3
AVR 403 Artificial Intelligence and Intelligent Behavior in Unity	3
AVR 404 AR and VR Development in Unity	3

Cloud Computing

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

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

Course Code / Title	Credit Hours
CLD 400 Virtualization and Storage	3
CLD 401 APIs and Scripting	3
CLD 402 AWS and Azure	3
CLD 403 Cloud Security and Disaster Recovery	3
CLD 404 Strategic Cloud	3

Cybersecurity

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

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

Course Code / Title	Credit Hours
CYB 400 Threat and Vulnerability Management	3
CYB 401 Software and Systems Security	3
CYB 402 Cyber Operations and Monitoring	3
CYB 403 Digital Forensics and Incident Response	3
CYB 404 Compliance and Assessment	3

Digital Marketing

The Bachelor of Business Administration with a concentration in Digital Marketing provides students with the skills set to leverage digital marketing platforms such as social media and search engines. Students will learn about marketing, communication and analytical knowledge, and will investigate ways to engage company audiences, clients, and consumers to sell products and grow.

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

Course Code / Title	Credit Hours
MKT 400 Applied Marketing Analytics	3
MKT 402 Applied Search Marketing	3
MKT 403 Digital Marketing Strategy	3
MKT 404 Integrated Marketing Communication	3
MKT 401 Social Media Strategy	3

Information Technology

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

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

Course Code / Title	Credit Hours
DATA 210 Database Design & Analytics	3
DATA 300 Data Driven Decision Making	3
DCS 402 Big Data Analytics and Visualization	3
NET 100 Introduction to Networking	3
NET 300 Cloud Computing	3

Information Technology Project Management (ITPM)

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

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

Course Code / Title	Credit Hours
ITPM 400 PMP Integration, Scope, TIme, and Cost	3
ITPM 401 Project Leadership	3
ITPM 402 Project Schedule Management	3
ITPM 403 Project Risk and Quality Management	3
ITPM 404 Project Communications Management	3

Web Development

The Bachelor of Business Administration with a concentration in Web Development bridges a path for students who want to pursue careers in the growing and exciting field of web development. The program focuses on creating dynamic and interactive experiences through a rigorous full stack coding curriculum. Students pursuing this program will gain the necessary skills for front-end and back-end development, all while preparing them for success in the professional world.

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

Course Code / Title	Credit Hours
WEB 401 Front End Web Development	6
WEB 402 Back End Web Development	6
WEB 403 Advanced Full Stack Web Development	6

Undergraduate Certificate in Business Administration

Program Description

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

Program Learning Outcomes

1. Differentiate and discuss the functional components of business - economics, marketing, accounting, finance, law, and management.
2. Assess interrelationship between business and the external variables such as suppliers, social forces of government, and the community.

3. Identify and explain the possible advantages and barriers to doing business in a global marketplace, and understand the role of communications and its importance for problem solving.
4. Understand the basic concepts of the legal system and process especially as it pertains to the conduct of commerce, including dispute resolution and among various business entities.

Admission Requirements

For acceptance into the Undergraduate Certificate in Business Administration program, applicants must satisfy the:
Bachelor-level admission requirements*—found in the Official Transcript / Academic Record Policy*

Technology Requirements

15" or 17" Windows Laptop
Processor: 11th or 12th Generation Intel Core i7 or i9
Memory: 32GB or more
Storage: 512 GB or more SSD
Graphics: Nvidia GeForce RTX 3070 or higher, or Nvidia Quadro RTX A3000 or higher
Strongly recommend - an additional monitor screen: 27" Full HD (1920 x 1080) or higher.

Program Requirements

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

Course Code / Title	Credit Hours
TECH 100 Introduction to Technology	3
BUS 300 Foundations of Business	3
ACC 300 Principles of Accounting	3
BUS 306 Introduction to Business Law	3
FIN 300 Essentials of Corporate Finance	3
LDR 303 Foundations in Operations Management	3

Undergraduate Certificate in Digital Marketing

Program Description

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

Program Learning Outcomes

1. Assess the functional scope and conceptual process of managing digital marketing in different contexts.
2. Identify and apply different strategies applicable for digital marketing analytics to retain more cost-effective and profitable customers.
3. Design, communicate and implement the digital marketing programs to leverage the overall marketing of a firm.
4. Use available information communication technologies and modern approaches to initiate independent critical thinking and reasoning skills to measure and interpret the social media effectiveness and performance.

Admission Requirements

For acceptance into the Undergraduate Certificate in Digital Marketing program, applicants must satisfy the:
Bachelor-level admission requirements*—found in the Official Transcript / Academic Record Policy*

Technology Requirements

15" or 17" Windows Laptop
Processor: 11th or 12th Generation Intel Core i7 or i9
Memory: 32GB or more
Storage: 512 GB or more SSD
Graphics: Nvidia GeForce RTX 3070 or higher, or Nvidia Quadro RTX A3000 or higher
Strongly recommend - an additional monitor screen: 27" Full HD (1920 x 1080) or higher.

Program Requirements

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

Course Code / Title	Credit Hours
MKT 300 Principles of Marketing	3
MKT 400 Applied Marketing Analytics	3
MGT 402 Customer Relationship Management	3
MKT 403 Digital Marketing Strategy	3
MKT 404 Integrated Marketing Communication	3
MKT 401 Social Media Strategy	3

Undergraduate Certificate in Entrepreneurship

Program Description

The Undergraduate Certificate in Entrepreneurship is designed to provide students with the tools to bring an idea to life, to innovate and to be persistent. What does it mean to be an entrepreneur? If we accept the traits of creativity, imagination and a willingness to do what it takes are what is needed, why are all entrepreneurs not successful? Students explore ways to problem solve by piecing together the basic concepts of entrepreneurship, removing barriers and supporting change.

Program Learning Outcomes

1. Describe the basic concepts of entrepreneurship, market opportunity recognition, and new venture creation. Understand the entrepreneurial process at work in businesses other than traditional startups: corporate entrepreneurship, lifestyle businesses, franchises, non-profits.
2. Understand the innovative mindset; distinguish between innovation, creativity, and entrepreneurship; identify different categories of innovation; understand misconceptions of innovation, and examine similarities and differences of individual and corporate innovation.
3. Explore the opportunity identification process, define and illustrate the sources of innovative ideas for entrepreneurs, examine the role of creativity and the creative process, introduce the four major types of innovation, explain the challenge of new-venture start-ups, present critical factors involved in new-venture development, and study certain factors that underlie venture success.
4. Understand the basic elements of distributive bargaining including the strategy and tactics of distributive Bargaining. Explore factors that determine how ethics affect negotiation processes.

Admission Requirements

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

Bachelor-level admission requirements—found in the Official Transcript / Academic Record Policy

Technology Requirements

15" or 17" Windows Laptop
Processor: 11th or 12th Generation Intel Core i7 or i9
Memory: 32GB or more
Storage: 512 GB or more SSD
Graphics: Nvidia GeForce RTX 3070 or higher, or Nvidia Quadro RTX A3000 or higher
Strongly recommend - an additional monitor screen: 27" Full HD (1920 x 1080) or higher.

Program Requirements

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

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

Undergraduate Certificate in Finance

Program Description

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

Program Learning Outcomes

1. Interpret stockholders' reports and basic financial statements, including income statements, balance sheets, statements of retained earnings, and cash flow statements.
2. Examine the role and interactions of banks, including the central bank, and other financial institutions in the modern dynamic financial system.

3. Discuss the various sources of long-term the firm's financial policy. Discuss short-term financial planning and management.
4. Explain various risks faced by financial institutions in general, as well the volatility in markets and various securities.

Admission Requirements

For acceptance into the Undergraduate Certificate in Finance program, applicants must satisfy the: ***Bachelor-level admission requirements***—*found in the Official Transcript / Academic Record Policy*

Technology Requirements

15" or 17" Windows Laptop
Processor: 11th or 12th Generation Intel Core i7 or i9
Memory: 32GB or more
Storage: 512 GB or more SSD
Graphics: Nvidia GeForce RTX 3070 or higher, or Nvidia Quadro RTX A3000 or higher
Strongly recommend - an additional monitor screen: 27" Full HD (1920 x 1080) or higher.

Program Requirements

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

Course Code / Title	Credit Hours
FIN 300 Essentials of Corporate Finance	3
FIN 400 Working Capital Management	3
FIN 401 Financial Institutions and Markets	3
FIN 402 Corporate Financial Decisions	3
FIN 403 Financial Derivatives	3
FIN 404 Investment Decisions	3

Undergraduate Certificate in Human Resources

Program Description

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

Program Learning Outcomes

1. Employ critical thinking and intellectual rigor in developing analytically appropriate actions, solutions, or responses to complex issues in managing the Human Capital.
2. Link the value of compensation and reward management to leverage the other functional aspects of human resource management in an organization.
3. Identify the different methods, concepts, and instruments of performance measurement applicable in different organizational settings.
4. Develop knowledge of legal requirements within the HR functions.

Admission Requirements

For acceptance into the Undergraduate Certificate in Human Resources program, applicants must satisfy the:
Bachelor-level admission requirements—*found in the Official Transcript / Academic Record Policy*

Technology Requirements

15" or 17" Windows Laptop
Processor: 11th or 12th Generation Intel Core i7 or i9
Memory: 32GB or more
Storage: 512 GB or more SSD
Graphics: Nvidia GeForce RTX 3070 or higher, or Nvidia Quadro RTX A3000 or higher
Strongly recommend - an additional monitor screen: 27" Full HD (1920 x 1080) or higher.

Program Requirements

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

Course Code / Title	Credit Hours
ORG 300 Introduction to Organizational Behavior	3
HRM 400 Fundamentals of Human Resource Management	3
HRM 401 Compensation and Reward Management	3
MGT 400 Performance Management	3
MGT 401 Management of Labor Relations	3
HRM 402 Strategic Human Resources Planning	3

Undergraduate Certificate in Leadership

Program Description

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

Program Learning Outcomes

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

Admission Requirements

For acceptance into the Undergraduate Certificate in Leadership program, applicants must satisfy the: ***Bachelor-level admission requirements***—*found in the Official Transcript / Academic Record Policy*

Technology Requirements

15" or 17" Windows Laptop
Processor: 11th or 12th Generation Intel Core i7 or i9
Memory: 32GB or more
Storage: 512 GB or more SSD
Graphics: Nvidia GeForce RTX 3070 or higher, or Nvidia Quadro RTX A3000 or higher
Strongly recommend - an additional monitor screen: 27" Full HD (1920 x 1080) or higher.

Program Requirements

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

Course Code / Title	Credit Hours
ENG 315 Business Communication	3
ORG 300 Introduction to Organizational Behavior	3
LDR 300 Introduction to Leadership	3
MKT 300 Principles of Marketing	3
MGT 300 Fundamentals of Decision Making	3
ENT 300 Essentials of Entrepreneurship	3

Undergraduate Certificate in Sports Management

Program Description

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

Program Learning Outcomes

1. Analyze and connect leadership and management principles and knowledge of the sports industry to support strategic decisions and organizational goals.
2. Identify the means by which organizations create competitive advantages (business models, local resources, analytics, etc.) and the policies/operations that allow their competitive advantage to be sustainable.
3. Understand the various professions in the field of exercise science and the ways in which professionals in sport and sport management work in cooperation.
4. Understand, describe and articulate how psychological variables influence sport behavior, participation, and performance.

Admission Requirements

For acceptance into the Undergraduate Certificate in Sports Management program, applicants must satisfy the:
Bachelor-level admission requirements—*found in the Official Transcript / Academic Record Policy*

Technology Requirements

15" or 17" Windows Laptop
Processor: 11th or 12th Generation Intel Core i7 or i9
Memory: 32GB or more
Storage: 512 GB or more SSD
Graphics: Nvidia GeForce RTX 3070 or higher, or Nvidia Quadro RTX A3000 or higher
Strongly recommend - an additional monitor screen: 27" Full HD (1920 x 1080) or higher.

Program Requirements

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

Course Code / Title	Credit Hours
ORG 300 Introduction to Organizational Behavior	3
SPM 400 Contemporary Issues in Sports & Exercise Science	3
SPM 401 Organizational Sports & Strategic Management	3
SPM 402 Leadership Principles for Sports Management	3
SPM 403 Sports Psychology	3
SPM 404 Sports Facility & Events Management	3

Graduate Programs

Master of Business Administration (MBA)

Program Description

The Master of Business Administration degree program prepares individuals for careers in management. More specifically, its aim is to provide an opportunity for students to develop knowledge, abilities, attitudes, and understanding that will build a strong foundation for growth into competent business management professionals. Graduates are well prepared 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 assignments required for the completion of the program include: class participation, response to discussion questions, writing research papers, group assignments, case study analyses, quizzes, mid-term and final examinations (Comprehensive Learning Assessments).

Program Learning Outcomes

Westcliff University's Master of Business Administration program seeks to develop persons who can function successfully in upper middle management and top management positions. The emphasis is on strategic management concepts and principles. The 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 ethical and culturally sensitive strategic business communication skills to manage professional relationships in business environments.
2. Choose advanced data analysis techniques with ethical consideration to make strategic and informed business decisions.
3. Construct strategic business plans to enhance understanding of market trends, competitor analysis, and risk.
4. Devise innovative solutions that exemplify entrepreneurial thinking and foster a culture of innovation for business success.
5. Appraise strategic management applications and practices to transform organizations that can adapt to market demand.

Admission Requirements

For acceptance into the Master of Business Administration (MBA) degree program, applicants must satisfy the:
Master-level admission requirements—found in the Official Transcript / Academic Record Policy

Graduation Requirements

Students must complete thirty-six (36) prescribed credit hours with a program GPA (PGPA) of 3.0 or higher—including 21 credit hours of Core courses, three (3) credit hours of Capstone, and 12 credit hours of Concentration or MBA Elective courses—and complete one (1) Practical Learning Experience (PLE) to graduate. Students must apply for graduation. Upon graduation and fulfillment of all academic requirements, students receive a Master of Business Administration degree.

Technology Requirements

15" or 17" Windows Laptop
Processor: 11th or 12th Generation Intel Core i7 or i9
Memory: 32GB or more
Storage: 512 GB or more SSD
Graphics: Nvidia GeForce RTX 3070 or higher, or Nvidia Quadro RTX A3000 or higher
Strongly recommend - an additional monitor screen: 27" Full HD (1920 x 1080) or higher.

Practical Learning Experience (PLE) Requirement

Westcliff University has integrated Practical Learning Experience (PLE) as a graduation requirement for the **Master of Business Administration**. This graduation requirement can be satisfied by completing at least one credit-bearing internship course that is assessed on a Credit/No Credit basis. Students are encouraged to complete as many PLEs as their schedules permit in pursuit of the completion of their program(s). To this end, Westcliff University students may require a start date up to 30 days prior to the start of classes to meet the onboarding requirements of the professional workplace where the PLE will be conducted. Students wishing to meet this graduation requirement in this manner must notify the university in advance.

Master of Business Administration Program Requirements — 36 Credit Hours Total

Core Courses — 21 Credit Hours

Course Code / Title	Credit Hours
ECO 500 Managerial Economics	3
FIN 500 Financial & Accounting Skills for Managers	3
LDR 500 Organizational Leadership	3
MGT 500 Strategic Management in a Globalized Economy	3
MIS 500 Managing Information Systems & Technology	3
MKT 500 Marketing Management	3
ORG 500 Organizational Behavior	3

Concentration Courses — 12 Credit Hours

Course Code / Title	Credit Hours
See below for concentration options and requirements.	

Capstone Course — 3 Credit Hours

Course Code / Title	Credit Hours
CAP 600 Applied Methods Capstone	3

Master of Business Administration (MBA) - ACHIEVE

Program Description

The MBA ACHIEVE program is designed to empower students who enter the MBA program with no business background and/or a low GPA. In addition to a carefully curated sequence of courses, ACHIEVE provides personalized writing tutoring and comprehensive library support to ensure academic success. Our skilled tutors assist with the development of writing skills essential for business communication, while our library support staff offer guidance in research techniques and resource utilization. Through ACHIEVE, students gain the confidence and skills needed to excel in their studies and beyond.

Program Learning Outcomes

1. Develop ethical and culturally sensitive strategic business communication skills to manage professional relationships in business environments.
2. Choose advanced data analysis techniques with ethical consideration to make strategic and informed business decisions.
3. Construct strategic business plans to enhance understanding of market trends, competitor analysis, and risk.
4. Devise innovative solutions that exemplify entrepreneurial thinking and foster a culture of innovation for business success.
5. Appraise strategic management applications and practices to transform organizations that can adapt to market demand.

Admission Requirements

For acceptance into the Master of Business Administration (MBA) degree program, applicants must satisfy the:
Master-level admission requirements—found in the Official Transcript / Academic Record Policy

Graduation Requirements

Students must complete thirty-six (36) prescribed credit hours with a program GPA (PGPA) of 3.0 or higher—including eight (8) core courses (24 credit hours) and four (4) concentration courses (12 credit hours)—and complete one (1) Practical Learning Experience (PLE) to graduate. Students must apply for graduation. Upon graduation and fulfillment of all academic requirements, students receive a Master of Business Administration degree.

Technology Requirements

15" or 17" Windows Laptop
Processor: 11th or 12th Generation Intel Core i7 or i9
Memory: 32GB or more
Storage: 512 GB or more SSD
Graphics: Nvidia GeForce RTX 3070 or higher, or Nvidia Quadro RTX A3000 or higher
Strongly recommend - an additional monitor screen: 27" Full HD (1920 x 1080) or higher.

Practical Learning Experience (PLE) Requirement

Westcliff University has integrated Practical Learning Experience (PLE) as a graduation requirement for the **Master of Business Administration**. This graduation requirement can be satisfied by completing at least one credit-bearing internship course that is assessed on a Credit/No Credit basis. Students are encouraged to complete as many PLEs as their schedules permit in pursuit of the completion of their program(s). To this end, Westcliff University students may require a start date up to 30 days prior to the start of classes to meet the onboarding requirements of the professional workplace where the PLE will be conducted. Students wishing to meet this graduation requirement in this manner must notify the university in advance.

Master of Business Administration ACHIEVE Program Requirements — 36 Credit Hours Total

Core Courses — 21 Credit Hours

Course Code / Title	Credit Hours
LDR 500 Organizational Leadership*	3
MGT 500 Strategic Management in a Globalized Economy*	3
MKT 500 Marketing Management†	3
ORG 500 Organizational Behavior†	3
ECO 500 Managerial Economics	3
FIN 500 Financial & Accounting Skills for Managers	3
MIS 500 Managing Information Systems & Technology	3

Concentration Courses — 12 Credit Hours

Course Code / Title	Credit Hours
See below for concentration options and requirements.	

Capstone Course — 3 Credit Hours

Course Code / Title	Credit Hours
CAP 600 Applied Methods Capstone	3

Master of Business Administration Areas of Concentration

In addition to the core requirements, students may choose a concentration within the Master of Business Administration program. To graduate with a concentration, students must take four (4) courses—12 credit hours total, in the area of their chosen concentration while at Westcliff University. Students not wishing to pursue a concentration may pursue a general management MBA and select four (4) courses - 12 credit hours total, of any MBA concentration courses.

Applied Psychology

The Master of Business Administration with a concentration in Applied Psychology delves deep into the mechanics of human behavior. This concentration offers a robust exploration of both historical and modern viewpoints on psychological processes and human behavior. You will learn to apply psychological theories and research methodologies to solve real-world challenges in various settings, including professional environments, family dynamics, and community interactions.
Our curriculum bridges the gap between theoretical psychology and practical application, preparing you to understand and predict human behavior in a nuanced way. You'll engage with advanced

psychological techniques that enhance interpersonal relations and organizational outcomes. Our experienced faculty are active professionals in the field of psychology and bring a wealth of knowledge and practical insights that enrich the learning experience.

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

Course Code / Title	Credit Hours
PSY 600 Leadership Psychology	3
PSY 605 Consumer Psychology	3
PSY 610 Industrial Psychology	3
PSY 615 Cross-Cultural Psychology in Global Business	3

Entrepreneurship

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

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

Course Code / Title	Credit Hours
ENT 601 Entrepreneurship and New Ventures	3
ENT 602 Online Business Entrepreneurship	3
FIN 601 Entrepreneurial Finance	3
MKT 604 New Product Development & Launch	3

Financial Management

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

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

Course Code / Title	Credit Hours
FIN 601 Entrepreneurial Finance	3
FIN 602 Analyzing & Visualizing Data for Finance	3
FIN 605 Financial Regulation & Ethics	3
FIN 606 Investment Analysis & Portfolio Management	3

Global Business

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

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

Course Code / Title	Credit Hours
BUS 625 Global Procurement & Sourcing Strategies	3
FIN 600 International Finance	3
HRM 601 Diversity, Equity, & Inclusion in Management & Organizations	3
MKT 605 International Marketing	3

Healthcare Administration

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

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

Course Code / Title	Credit Hours
HCM 600 Healthcare Systems	3
HCM 602 Healthcare Strategic Management	3
HIT 600 Health Informatics	3
HIT 630 Compliance, Governance, and Standards	3

Hospitality and Tourism Management

The Master of Business Administration with a concentration in Hospitality and Tourism Management is designed to prepare students for successful careers and leadership roles in the dynamic global hospitality and tourism industries. This concentration equips students with

comprehensive knowledge of industry fundamentals, emerging trends, and advanced skills in services management, customer relations, and workplace conflict resolution. Students explore critical topics including technological innovations in hospitality and tourism, hotel and tourism management, revenue optimization, destination management, and restaurant management. Graduates will gain a comprehensive understanding of global hospitality and tourism dynamics, preparing them to succeed in a competitive global economy.

To complete a Master of Business Administration with a concentration in Hospitality and Tourism Management, students must complete the four (4) courses listed below—12 credit hours total.

Course Code / Title	Credit Hours
HTM 600 Current Trends in Hospitality and Tourism	3
HTM 605 Services and Customer Relations Management for Hospitality and Tourism	3
LDR 601 Managing Workplace and Conflict Resolution	3
HTM 610 Special Topics for Hospitality and Tourism	3

Organizational Management

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

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

Course Code / Title	Credit Hours
LDR 600 Leading Strategic Change Within Organizations	3
LDR 601 Managing Workplace and Conflict Resolution	3
LDR 604 Creating and Leading Effective Teams	3
MGT 605 Managerial Decision Making	3

Strategic and Innovative Leadership

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

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

Course Code / Title	Credit Hours
LDR 602 Strategy and Innovation	3
LDR 603 Leading Across Boundaries	3
MGT 600 Influential & Impactful Communication	3
MIS 550 Big Data Analytics and Visualization	3

MBA STEM Concentration Options

In the Master of Business Administration degree program, students have the option to apply a concentration from the College of Technology and Engineering to satisfy the requirement to have a concentration, which requires students to fulfill 12 credit hours total.

Applied AI in Business

The Master of Business Administration with a concentration in Applied AI in Business equips students with advanced skills and comprehensive knowledge to navigate the evolving technological landscape and apply Artificial Intelligence (AI) in business effectively. Students will learn to leverage AI theories and methods to solve complex problems, improve decision-making, and enhance overall business performance. The program emphasizes the strategic application of AI to innovate practices, gain competitive advantage, and boost efficiency. Students will explore ethical issues and regulations related to AI, ensuring responsible technology use.

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

Course Code / Title	Credit Hours
AIB 600 AI and Business	3
DATA 630 Artificial Intelligence & Prescriptive Analytics in Business	3
AIB 605 Ethical and Societal implications of AI Adoption	3
MGT 605 Managerial Decision Making	3

Business Analytics

The Master of Business Administration with a concentration in Business Analytics focuses on

data science and organizational management, facilitating the exploration of how data and technology impact and interact with culture. Emphasis is placed on the relationship between these forces and how they are evolving amid current events and an increasingly data-driven landscape.

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

Course Code / Title	Credit Hours
MGT 605 Managerial Decision Making	3
MIS 550 Big Data Analytics and Visualization	3
MTH 600 Descriptive Statistical Inference for Business	3
RES 600 Business Research Methodology	3

Cybersecurity

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

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

Course Code / Title	Credit Hours
CYB 600 Threat and Vulnerability Management	3
CYB 602 Cyber Operations and Monitoring	3
CYB 603 Digital Forensics and Incident Response	3
CYB 604 Compliance and Assessment	3

Digital and Strategic Marketing

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

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

Course Code / Title	Credit Hours
MKT 600 Consumer Behavior & the Decision-Making Process	3
MKT 601 Digital Marketing Metrics & Management	3
MKT 602 Market Research	3
MKT 604 New Product Development & Launch	3

Information Technology Management (ITM)

The Master of Business Administration with a concentration in Information Technology Management (ITM) 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, data science, and big data and informatics will be investigated.

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

Course Code / Title	Credit Hours
CLD 600 Virtualization and Storage	3
ITM 640 Issues in Business and IT	3
MIS 510 Information Technology Project Management	3
MIS 550 Big Data Analytics and Visualization	3

Information Technology Project Management (ITPM)

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

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

Course Code / Title	Credit Hours
ITPM 600 PMP Integration, Scope, Time, and Cost Management	3
ITPM 601 Project Leadership	3
ITPM 602 Project Schedule Management	3
ITPM 603 Project Risk & Quality Management	3

Web Development & Design

The Master of Business Administration with a concentration in Web Development & Design bridges a path for students who want to pursue careers in the growing and exciting field of web development. The program focuses on creating dynamic and interactive experiences through a rigorous full stack coding curriculum. Students pursuing this program will gain the necessary skills for front-end and back-end development, all while preparing them for success in the professional world.

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

Course Code / Title	Credit Hours
WEB 601 Front End Web Development	4
WEB 602 Back End Web Development	4
WEB 603 Full Stack Web Development	4

Juris Doctor / Master of Business Administration (JD/MBA)

Program Description

The JD/MBA dual degree is offered through the ABA-approved Western State College of Law and the ACBSP-accredited Westcliff University College of Business. The dual degree is available to current and former students at Western State College of Law. By transferring 15 credits from the JD degree to the MBA degree, students can save up to 18 months of study.

Admission Requirements

Westcliff University MBA Program

Graduate-level admission requirements—found in the Official Transcript / Academic Record Policy

For students who obtained their credentials outside the United States from a non-English-speaking country, proof of English proficiency is required.

AND

BUS 300 Foundations of Business (3 credit hours);

AND

FIN 300 Essentials of Corporate Finance (3 credit hours)

Western State College of Law JD Program

Please visit the WSCL website to see the most updated requirements.

4-Year Focused Approach

The focused approach allows students to concentrate on the JD and MBA programs separately. Students begin the full-time JD program in the fall and graduate three years later. After graduation, students take the bar exam in the summer. Students then focus on the MBA program in the fourth year. The course load can range from 16 to 32 weeks.

For acceptance into the **Juris Doctor / Master of Business Administration**, applicants must satisfy the following criteria:

Gain admittance into WSCL's JD program and enroll full-time
Successfully complete 29 law school credit hours
Achieve 2.8 GPA in law school before beginning MBA courses
Pass the Bar Exam (before beginning the MBA program)

Technology Requirements

15" or 17" Windows Laptop
Processor: 11th or 12th Generation Intel Core i7 or i9
Memory: 32GB or more
Storage: 512 GB or more SSD
Graphics: Nvidia GeForce RTX 3070 or higher, or Nvidia Quadro RTX A3000 or higher
Strongly recommend - an additional monitor screen: 27" Full HD (1920 x 1080) or higher.

Satisfactory Academic Progress (SAP) Requirement

After beginning MBA courses, students must 1) maintain a 2.6 GPA in the JD program, and 2) remain in good academic standing to continue in the dual-degree program. Please see the Satisfactory Academic Progress (SAP) Policy for more information about academic standing.

Graduation Requirements

Students in the MBA program are required to maintain a 3.0 program GPA (PGPA) in MBA courses. To graduate from the MBA program, students must complete thirty-six (36) prescribed credit hours with a program GPA (PGPA) of 3.0 or higher—including 21 credit hours of Core courses, three (3) credit hours of Capstone, and 12 credit hours of Concentration courses—and complete one (1) Practical Learning Experience (PLE). Students must apply for graduation. Upon graduation and fulfillment of all academic requirements, students receive a Juris Doctor / Master of Business Administration degree.

Practical Learning Experience (PLE) Requirement

Westcliff University has integrated Practical Learning Experience (PLE) as a graduation requirement for the **Juris Doctor / Master of Business Administration**. This graduation requirement can be satisfied by completing at least one credit-bearing internship course that is assessed on a Credit/No Credit basis. Students are encouraged to complete as many PLEs as their schedules permit in pursuit of the completion of their program(s). To this end, Westcliff University students may require a start date up to 30 days prior to the start of classes to meet the onboarding requirements of the professional workplace where the PLE will be conducted. Students wishing to meet this graduation requirement in this manner must notify the university in advance.

Juris Doctor / Master of Business Administration Program Requirements—36 Credit Hours Total

Core Courses — 21 Credit Hours

Course Code / Title	Credit Hours
ECO 500 Managerial Economics	3
FIN 500 Financial & Accounting Skills for Managers	3
LDR 500 Organizational Leadership	3
MGT 500 Strategic Management in a Globalized Economy	3
MIS 500 Managing Information Systems & Technology	3
MKT 500 Marketing Management	3
ORG 500 Organizational Behavior	3

Capstone Course — 6 Credit Hours

Course Code / Title	Credit Hours
CAP 600 Applied Methods Capstone	3

Elective Courses (select two of the following options) — 6 Credit Hours

Course Code / Title	Credit Hours
FIN 605 Financial Regulation and Ethics	3
MGT 600 Influential and Impactful Communication	3
MIS 520 Leading Strategic Change with Technology	3

Transferable Courses — 15 Credit Hours

The following courses are approved to fulfill 15 credit hours in the MBA program:

Course Code / Title	Credit Hours
LAW 234 Business Associations	4
LAW 460 Corporate Accounting and Finance for Lawyers	2
LAW 422 Consumer Finance Law	2
LAW 461 Mediation	2
LAW 463 Negotiations	2
Legal Externship**	3

MASTER'S IN TRADING PROGRAM

Program Description

The Master's in Trading program designed to equip students with the knowledge, skills, and mentorship needed to excel in global financial markets. The program emphasizes practical, hands-on experience, advanced market analysis, risk management, and trading psychology. It also incorporates mentorship from experienced professionals and access to industry-standard trading tools

Program Learning Outcomes

1. Analyze macroeconomic and financial indicators to inform market positioning

and investment strategies.

2. Apply technical and fundamental analysis techniques to make evidence-based trading decisions.

3. Evaluate financial instruments and asset classes to construct diversified and optimized portfolios.

4. Design and implement systematic trading strategies using algorithmic tools, AI and data-driven approaches.

5. Assess and manage risk exposure using quantitative and qualitative risk management frameworks.

6. Interpret psychological influences on trader behavior to improve decision-making and performance.

7. Operate ethically and strategically in professional trading environments.

8. Demonstrate practical trading competence through real-time simulations, live market trading sessions, trading portfolio development & execution, and reflective journaling

Admission Requirements

For acceptance into the Master's in Trading degree program, applicants must satisfy the Master-level admission requirements—found in the Official Transcript / Academic Record Policy

Technology Requirements

15" or 17" Windows Laptop

Processor: 11th or 12th Generation Intel Core i7 or i9

Memory: 32GB or more

Storage: 512 GB or more SSD

Graphics: Nvidia GeForce RTX 3070 or higher, or Nvidia Quadro RTX A3000 or higher

Strongly recommend - an additional monitor screen: 27" Full HD (1920 x 1080) or higher.

Graduation Requirements

Students must complete thirty-six (36) prescribed credit hours with a program GPA (PGPA) of 3.0 or higher. Students must apply for graduation. Upon graduation and fulfillment of all academic requirements, students receive a Master of Business Administration degree.

Master's in Trading Program Requirements—36 Credit Hours Total

Core Courses—36 Credit Hours

Course Code / Title	Credit Hours
TRD 500 Finance and Economics for Traders	3
TRD 502 Market Structure and Trading Mechanics	3
TRD 504 Equities and Fixed Income	3
TRD 506 Commodities & Derivatives	3
TRD 508 Trading Psychology	3
TRD 510 Forex & Crypto	3
TRD 512 Technical Analysis I	3
TRD 514 Portfolio and Risk Management	3
TRD 520 Algorithmic Trading & AI	3
TRD 550 Advanced Trading Psychology	3
TRD 552 Technical Analysis II	3
TRD 590 Trading Strategies and Risk	3

Graduate Certificate in Business Administration

Program Description

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

Program Learning Outcomes

1. Develop mastery of functional components of business-economics, marketing, accounting, finance, law, organizational behavior, and leadership.
2. Integrate the exemplary practices of leadership in the context of organizational behavior, and apply critical thinking and reasoning skills in the work environment.
3. Select solutions to marketing problems using appropriate concepts, principles, analytical techniques, and theories, that influence the relationship between markets nationally and globally taking into account economic and social-culture systems.
4. Develop strategies that provide solutions to organizational behavior problems using various problem-solving techniques that take into account ethics and diversity.

Admission Requirements

For acceptance into the **Graduate Certificate in Business Administration** program, applicants must satisfy the:
Master-level admission requirements—found in the Official Transcript / Academic Record Policy

Technology Requirements

15" or 17" Windows Laptop
Processor: 11th or 12th Generation Intel Core i7 or i9
Memory: 32GB or more
Storage: 512 GB or more SSD
Graphics: Nvidia GeForce RTX 3070 or higher, or Nvidia Quadro RTX A3000 or higher
Strongly recommend - an additional monitor screen: 27" Full HD (1920 x 1080) or higher.

Program Requirements

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

Course Code / Title	Credit Hours
LDR 500 Organizational Leadership	3
MKT 500 Marketing Management	3
ORG 500 Organizational Behavior	3

Graduate Certificate in Executive Management

Program Description

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

Program Learning Outcomes

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

Admission Requirements

For acceptance into the **Graduate Certificate in Executive Management** program, applicants must satisfy the:
Master-level admission requirements—found in the Official Transcript / Academic Record Policy

Technology Requirements

15" or 17" Windows Laptop
Processor: 11th or 12th Generation Intel Core i7 or i9
Memory: 32GB or more
Storage: 512 GB or more SSD
Graphics: Nvidia GeForce RTX 3070 or higher, or Nvidia Quadro RTX A3000 or higher
Strongly recommend - an additional monitor screen: 27" Full HD (1920 x 1080) or higher.

Program Requirements

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

Course Code / Title	Credit Hours
LDR 600 Leading Strategic Change Within Organizations	3
MGT 500 Strategic Management in a Globalized Economy	3
MIS 550 Big Data Analytics and Visualization	3
HRM 601 Diversity, Equity, & Inclusion in Management & Organizations	3

Graduate Certificate in Marketing

Program Description

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

Program Learning Outcomes

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

Admission Requirements

For acceptance into the **Graduate Certificate in Marketing** program, applicants must satisfy the: **Master-level admission requirements**—found in the Official Transcript / Academic Record Policy

Technology Requirements

15" or 17" Windows Laptop
Processor: 11th or 12th Generation Intel Core i7 or i9
Memory: 32GB or more
Storage: 512 GB or more SSD
Graphics: Nvidia GeForce RTX 3070 or higher, or Nvidia Quadro RTX A3000 or higher
Strongly recommend - an additional monitor screen: 27" Full HD (1920 x 1080) or higher.

Program Requirements

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

Course Code / Title	Credit Hours
MKT 500 Marketing Management	3
MKT 600 Consumer Behavior & the Decision-Making Process*	3
MKT 601 Digital Marketing Metrics & Management*	3
MKT 602 Market Research*	3
MKT 604 New Product Development & Launch*	3

*Students must take MKT 500, and select **three** courses out of the **four options**.

Graduate Certificate in Organizational Leadership

Program Description

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

Program Learning Outcomes

1. Develop mastery of functional components of business-economics, marketing, accounting, finance, law, organizational behavior, and leadership.
2. Develop strategies that provide solutions to organizational behavior problems using various problem-solving techniques that take into account ethics and diversity.
3. Integrate the exemplary practices of leadership in the context of organizational behavior, and

apply critical thinking and reasoning skills in the work environment.
4. Evaluate and apply concepts and processes for sustaining organizational change by constructing a framework for the diagnosis and feedback of implemented change strategies and make necessary changes in an ethically responsible way.

Admission Requirements

For acceptance into the **Graduate Certificate in Organizational Leadership** program, applicants must satisfy the:
Master-level admission requirements—found in the Official Transcript / Academic Record Policy

Technology Requirements

15" or 17" Windows Laptop
Processor: 11th or 12th Generation Intel Core i7 or i9
Memory: 32GB or more
Storage: 512 GB or more SSD
Graphics: Nvidia GeForce RTX 3070 or higher, or Nvidia Quadro RTX A3000 or higher
Strongly recommend - an additional monitor screen: 27" Full HD (1920 x 1080) or higher.

Program Requirements

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

Course Code / Title	Credit Hours
LDR 500 Organizational Leadership	3
ORG 500 Organizational Behavior	3
LDR 600 Leading Strategic Change with Organizations	3

Doctoral Programs

Doctor of Business Administration (DBA)

Program Description

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

Program Learning Outcomes

Westcliff University wants to produce capable and knowledgeable students who manifest an understanding of work and careers and an ability to adapt quickly to the expectations of employers and the work environment. The DBA requires both academic and personal growth of its students, contributing to their success as classroom teachers. The program learning outcomes are to:
1. Articulate advanced scholarly business knowledge and concepts to develop strategic recommendations tailored to diverse organizational settings.
2. Select appropriate research methodologies and data-analysis tools to inform and execute strategic business decisions.
3. Evaluate how scholarly research and practical application enhance strategic business plans and contribute to organizational growth and competitive advantage.
4. Evaluate innovative methods that stimulate organizational growth, enriching and broadening the scope of business knowledge and practice.
5. Formulate innovative management practices informed by scholarly research to address contemporary and emerging challenges in organizations and industries.

Admission Requirements

For acceptance into the **Doctor of Business Administration** program, applicants must satisfy the:
Doctoral-level admission requirements—found in the Official Transcript / Academic Record Policy

Technology Requirements

15" or 17" Windows Laptop
Processor: 11th or 12th Generation Intel Core i7 or i9
Memory: 32GB or more
Storage: 512 GB or more SSD
Graphics: Nvidia GeForce RTX 3070 or higher, or Nvidia Quadro RTX A3000 or higher
Strongly recommend - an additional monitor screen: 27" Full HD (1920 x 1080) or higher.

Dissertation Onboarding Program

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

Benchmark Courses in the Doctor of Business Administration Program

DOC 715 Prospectus and *DOC 720 Literature Review* are benchmark courses in the DBA program. While most courses in the DBA program allow students three total attempts to successfully complete, benchmark courses only allow for two total attempts.

Practical Learning Experience (PLE) Requirement

Westcliff University has integrated Practical Learning Experience (PLE) as a graduation requirement for the **Doctor of Business Administration**. This graduation requirement can be satisfied by completing at least one credit-bearing internship course that is assessed on a Credit/No Credit basis. Students are encouraged to complete as many PLEs as their schedules permit in pursuit of the completion of their program(s). To this end, Westcliff University students may require a start date up to 30 days prior to the start of classes to meet the onboarding requirements of the professional workplace where the PLE will be conducted. Students wishing to meet this graduation requirement in this manner must notify the university in advance.

Doctoral Dissertation Review

In support and pursuit of candidacy for the Doctor of Business Administration degree, doctoral students must submit a scholarly written report, with original research and investigation as to its foundation. This report is commonly and collectively referred to as the Dissertation and is indicative of high academic integrity and rigor, congruent with Doctor's level studies. The doctoral dissertation can result in a new theory that is created, or it may be focused on contextual topics or phenomenon. The dissertation should have a purpose and/or a problem, with associated research hypothesis and questions, methodology for research, data collection, and an analysis of the results.
The oral defense of the doctoral dissertation research is performed at the conclusion of the program. Following the oral defense, the doctoral committee chair confers with committee members and reaches a consensus as to whether the candidate receives a grade of pass, pass with content revisions, major content revisions required, or fail.

Capstone Project Review

In support and pursuit of candidacy for the Doctorate of Education in Leadership, Curriculum, and Instruction degree, doctoral students must submit a scholarly project. This project is commonly and collectively referred to as the Capstone and is indicative of high academic integrity and rigor, congruent with doctoral-level studies. The doctoral capstone may focus on the practical and contextual application in the field. The capstone should have a research problem and include the associated research hypothesis/es and question(s), methodologies for research and data collection, and an analysis of the results.
The project presentation of the doctoral capstone is performed at the conclusion of the program. Following the presentation, 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.

Graduation Requirements

To graduate, students must complete sixty (60) prescribed credit hours with a program GPA (PGPA) of 3.0 or higher, including 18 Core credit hours, 12

Concentration credit hours, 30 credit hours of Dissertation and Research courses, and one (1) Practical Learning Experience (PLE).
Students must apply for graduation. Upon graduation and fulfillment of all academic requirements, including passing the Dissertation Oral Defense, students receive a Doctor of Business Administration degree.

Doctor of Business Administration Program Requirements

Courses—60 Credit Hours Total

Core — **21 Credit Hours**

Course Code / Title	Credit Hours
DOC 700 Doctoral Foundations	3
MGT 700 Corporate Strategy	3
LDR 700 Leadership and Creative Solutions Implementation	3
FIN 700 Research in Entrepreneurial Finance	3
MKT 700 Marketing Strategy & Consumer Behavior	3
ECO 700 Business in a Global Economy	3
ORG 700 Doctoral Seminar in Sustainable Organizations	3

Concentration* — **12 Credit Hours**

Course Code / Title	Credit Hours
Concentration Course I	3
Concentration Course II	3
Concentration Course III	3
Concentration Course IV	3

*See below for concentration options and requirements.

Research — **15 Credit Hours**

Course Code / Title	Credit Hours
DOC 705 Quantitative Research Methods	3
DOC 715 Prospectus	3
DOC 710 Qualitative Research Methods	3
DOC 720 Literature Review	3
DOC 706 Advanced Quantitative Research Methods or; DOC 711 Advanced Qualitative Research Methods or; DOC 712 Conducting Applied Research in the Real World	3

Dissertation or Research Project — **12 Credit Hours**

Course Code / Title	Credit Hours
DOC 901 Dissertation Course Block	3
DOC 902 Dissertation Course Block	3
DOC 903 Dissertation Course Block	3
DOC 904 Dissertation Course Block	3
OR	
DRP 901 Doctoral Research Project	3
DRP 902 Doctoral Research Project	3
DRP 903 Doctoral Research Project	3
DRP 904 Doctoral Research Project	3

Doctor of Business Administration Areas of Concentration

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

Strategic Leadership for the 21st Century

The Doctor of Business Administration with a concentration in Strategic Leadership for the 21st Century prepares students for the high expectations and changes decade is likely to bring to the workplace. Leadership influencers are forecasting challenges that leaders will face as a new level of workplace transformation continues to be shaped by accelerating technology changes, increasing consumer expectations, and hyper-connectivity. The goal of this concentration is to prepare students to meet these challenges by introducing the concepts of Artificial Intelligence (AI), Work Culture, Employee Experience, Data, Change, Analytics, Diversity, Productivity, Automation, and Well-Being.
To complete a Doctor of Business Administration with a concentration in Strategic Leadership for the 21st Century, students must complete the four (4) courses listed below—12 credit hours total.

Course Code / Title	Credit Hours
LDR 800 Building Positive Relationships in a Multigenerational Workforce	3
LDR 801 Leading with Emotional Intelligence	3
LDR 802 Emerging Technology for Effective Leadership	3
LDR 803 Augmented Global Leadership	3

DBA STEM Concentration Options

In the Doctor of Business Administration degree program, students have the option to apply a graduate concentration from the College of Technology and Engineering to satisfy the requirement to have a concentration.

Applied Computer Science (ACS)

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

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

Course Code / Title	Credit Hours
DATA 801 BI, Analytics, & Decision Support	3
TECH 830 Enterprise Software Engineering Concepts	3
TECH 831 Security in Software Design & Development	3
TECH 832 Human Computer Interaction (HCI) Design & Intelligent User Interfaces (IUI)	3

Business Intelligence & Data Analytics (BIDA)

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

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

Course Code / Title	Credit Hours
DATA 800 Foundations in Analytics for Executives	3
DATA 801 BI, Analytics, & Decision Support	3
DATA 802 Time Series & Predictive Analysis for Business	3
DATA 803 Artificial Intelligence & Prescriptive Analytics	3

Cybersecurity

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

To complete a Doctor of Business Administration with a concentration in Cybersecurity, students must complete the four (4) courses listed below—12 credit hours total.

Course Code / Title	Credit Hours
CYB 800 Threat and Vulnerability Management	3
CYB 801 Software and Systems Security	3
CYB 802 Cyber Operations and Monitoring	3
CYB 803 Digital Forensics and Incident Response	3

Information Technology Management (ITM)

The Doctor of Business Administration with a concentration in Information Technology Management (ITM) prepares business & IT executives with the knowledge and acumen to solve complex business and IT problems, manage IT

initiatives, ensure digital assets security, and have the expertise to implement governance and management of the enterprise IT infrastructure. Doctoral students will gain valuable insights into the strategic frameworks needed to sustain competitive advantage through the use of IT and other emerging technologies. This concentration has its design roots in the Project Management Institute (PMI) guide to the Body of Knowledge (PMBOK), and the Information Systems Audit and Control Association (ISACA) accepted Information Systems Knowledge and Practice platform.

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

Course Code / Title	Credit Hours
TECH 820 Business Intelligence & Information Technology	3
TECH 821 Management Information Systems & Advanced IT	3
TECH 822 Information Technology Project & Portfolio Management	3
TECH 823 Governance of Enterprise IT	3

Web Development & Applications Management

The Doctor of Business Administration with a concentration in Web Development & Applications Management bridges a path for students who want to pursue careers in the growing and exciting field of web development. The program focuses on creating dynamic and interactive experiences through a rigorous full stack coding curriculum. Students pursuing this program will gain the necessary skills for front-end and back-end development, all while preparing them for success in the professional world.

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

Course Code / Title	Credit Hours
WEB 801 Front End Web Development	4
WEB 802 Back End Web Development	4
WEB 803 Advanced Full Stack Web Development	4

Stackable DBA Pathway

The **Stackable DBA Pathway** offers an alternative route to the Doctor of Business Administration degree. Students in this program earn doctoral certificates as they complete specific courses, building toward their degree. The Stackable DBA pathway is only available to Irvine and Online students.

Program Structure

The pathway is structured in three levels:

Level 1: Foundation (18 credit hours)
Upon successful completion of the required 18 credit hours, students earn the **Doctoral Certificate in Business Administration**.

Level 2: Concentration (12 credit hours)
After the Foundation level, students select a 12-credit concentration. Completing this level awards a concentration-specific certificate. Students may choose from the following:

- Applied Computer Science
- Business Intelligence & Data Analytics
- Information Technology Management
- Strategic Leadership for the 21st Century

Level 3: Research & Dissertation (30 credit hours)
Upon completing the first two levels, students progress to the research and dissertation portion of the program.

***Note**: For specific course details, please refer to the Doctor of Business Administration and Doctoral Certificate sections of this catalog.*

Doctoral Certificate in Applied Computer Science (ACS)

Program Description

The Doctoral Certificate in Applied Computer Science (ACS) prepares students with the knowledge and acumen required to attain roles as senior directors and executives, leading functional computer science, software, information systems, and technology business-related divisions and/or units. The Applied Computer Science curriculum is

designed to enable technology administrators to lead enterprise-wide initiatives in software engineering and computer science that incorporate relevant, current, and emerging technologies for the purpose of sustaining competitive advantage, while expanding and adapting new computer science and industry standards, frameworks, and best practices.

Program Learning Outcomes

1. Develop effective presentation of applied computer science, research, and recommendations through written forms of communication with specificity and appropriate to the intended audiences.
2. Develop effective presentation of applied computer science, research, and recommendations through oral communication of conventions and forms with specificity and appropriate to the intended audience.
3. Critique how a broader understanding of cultural differences, through the lens of applied computer science, results in personal competencies that positively impact business strategies.
4. Formulate how transformational leadership can improve the implementation of business objectives, regarding applied computer science, no matter the location of the business.
5. Evaluate how the relationship between vision and tactics can result in meaningful and successful strategies in a complex business environment through the lens of applied computer science.
6. Judge and measure how the internal and external criteria, regarding applied computer science, for an organization may be used to maximize both efficiency and effectiveness of a business operation.
7. Evaluate the essence of applied computer science in existing literature to produce new, meaningful ideas that have practical application.

Admission Requirements

For acceptance into the **Doctoral Certificate in Applied Computer Science (ACS)** program, applicants must satisfy the:
Doctoral-level admission requirements—found in the Official Transcript / Academic Record Policy

Technology Requirements

15" or 17" Windows Laptop
Processor: 11th or 12th Generation Intel Core i7 or i9
Memory: 32GB or more
Storage: 512 GB or more SSD
Graphics: Nvidia GeForce RTX 3070 or higher, or Nvidia Quadro RTX A3000 or higher
Strongly recommend - an additional monitor screen: 27" Full HD (1920 x 1080) or higher.

Practical Learning Experience (PLE) Requirement

Westcliff University has integrated Practical Learning Experience (PLE) as a graduation requirement for the **Doctoral Certificate of Applied Computer Science**. This graduation requirement can be satisfied by completing at least one credit-bearing internship course that is assessed on a Credit/No Credit basis. Students are encouraged to complete as many PLEs as their schedules permit in pursuit of the completion of their program(s). To this end, Westcliff University students may require a start date up to 30 days prior to the start of classes to meet the onboarding requirements of the professional workplace where the PLE will be conducted. Students wishing to meet this graduation requirement in this manner must notify the university in advance.

Program Requirements

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

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

Doctoral Certificate in Business Administration - Applied Version

Program Description

The Doctoral Certificate in Business Administration teaches students how to integrate business theory with business fact to create a dynamic and responsive organization with vision and the ability to execute in a fast-evolving business world where we are required to react quickly, decisively and

accurately. Students will consider such critical business factors as strategic planning, financial threat, innovative decision making and motivational leadership to underpin organizational success. Throughout the applied version of the Doctoral Certificate in Business Administration program, students remain engaged in practical learning experiences which provide opportunities to apply the content learned in the program to practical settings as part of a continuous internship experience.

Program Learning Outcomes

1. Analyze a business challenge and provide justification for a proposed solution.
2. Evaluate organizational communication styles and efficacy for success.
3. Create a culture of open communication and creative solutions to address internal and external opportunities and threats.
4. Identify key employees for strategic and communication roles.
5. Design organizational opportunities that invite stakeholder input and creativity.
6. Analyze the financial risk to the organization and propose fully justified solutions.
7. Prioritize organizational challenges and identify personnel to address.
8. Create a human resource plan that identifies the differences in communication and rewards preferences across departments.
9. Compare the leadership styles of the organization to the leadership preferences of its teams.

Admission Requirements

For acceptance into the **Doctoral Certificate in Business Administration** program, applicants must satisfy the:
Doctoral-level admission requirements—found in the Official Transcript / Academic Record Policy

Technology Requirements

15" or 17" Windows Laptop
Processor: 11th or 12th Generation Intel Core i7 or i9
Memory: 32GB or more
Storage: 512 GB or more SSD
Graphics: Nvidia GeForce RTX 3070 or higher, or Nvidia Quadro RTX A3000 or higher
Strongly recommend - an additional monitor screen: 27" Full HD (1920 x 1080) or higher.

Practical Learning Experience (PLE) Requirement

Westcliff University has integrated Practical Learning Experience (PLE) as a graduation requirement for the **Doctoral Certificate in Business Administration**. This graduation requirement can be satisfied by completing at least one credit-bearing internship course that is assessed on a Credit/No Credit basis. Students are encouraged to complete as many PLEs as their schedules permit in pursuit of the completion of their program(s). To this end, Westcliff University students may require a start date up to 30 days prior to the start of classes to meet the onboarding requirements of the professional workplace where the PLE will be conducted.

Program Requirements

To complete a Doctoral Certificate in Business Administration, students must complete the six (6) courses listed below and three (3) internship courses—21 credit hours total.

Course Code / Title	Credit Hours
ECO 700 Business in a Global Economy	3
FIN 700 Research in Entrepreneurial Finance	3
LDR 700 Leadership and Creative Solutions Implementation	3
MGT 700 Corporate Strategy	3
MKT 700 Marketing Strategy & Consumer Behavior	3
ORG 700 Doctoral Seminar in Sustainable Organizations	3
INT 700 Marketing and Sales	1
INT 702 Purchasing and Human Resources	1
INT 710 Creativity and Organizational Culture	1

Doctoral Certificate in Business Intelligence & Data Analytics (BIDA)

Program Description

The Doctoral Certificate in Business Intelligence & Data Analytics (BIDA) prepares business executives with the knowledge and acumen to solve complex business problems, enabling organizations to remain competitive in the 21st-century globalized economy. Through the use of data analytics and Business Intelligence (BI) tools, students will gain valuable insights about customers, competitors, internal operations, and external variables that influence organizational strategy, and will enhance their ability to make better strategic decisions.

Program Learning Outcomes

1. Develop effective presentation of business intelligence (BI) and data analysis, research, and recommendations through written forms of communication with specificity and appropriate to the intended audiences.
2. Develop effective presentation of business intelligence (BI) and data analysis, research, and recommendations through oral communication of conventions and forms with specificity and appropriate to the intended audience.
3. Critique how a broader understanding of cultural differences, through the lens of business intelligence (BI) and data analysis, results in personal competencies that positively impact business strategies.
4. Formulate how transformational leadership can improve the implementation of business objectives, regarding business intelligence (BI) and data analysis, no matter the location of the business.
5. Evaluate how the relationship between vision and tactics can result in meaningful and successful strategies in a complex business environment through the lens of business intelligence (BI) and data analysis.
6. Judge and measure how the internal and external criteria, regarding business intelligence (BI) and data analysis, for an organization may be used to maximize both efficiency and effectiveness of a business operation.
7. Evaluate the essence of business intelligence (BI) and data analysis in existing literature to produce new, meaningful ideas that have practical application.
8. Integrate the innovative principles in business operations, through the lens of business intelligence (BI) and data analysis, that contribute to the advancement of business management and leadership.
9. Create strategic opportunities by providing innovative solutions to complex business problems, regarding business intelligence (BI) and data analysis, using quantitative reasoning and methodologies that contribute to organizational sustainability.

Admission Requirements

For acceptance into the **Doctoral Certificate in Business Intelligence & Data Analytics (BIDA)** program, applicants must satisfy the: **Doctoral-level admission requirements**—found in the Official Transcript / Academic Record Policy

Technology Requirements

15" or 17" Windows Laptop
Processor: 11th or 12th Generation Intel Core i7 or i9
Memory: 32GB or more
Storage: 512 GB or more SSD
Graphics: Nvidia GeForce RTX 3070 or higher, or Nvidia Quadro RTX A3000 or higher
Strongly recommend - an additional monitor screen: 27" Full HD (1920 x 1080) or higher.

Practical Learning Experience (PLE) Requirement

Westcliff University has integrated Practical Learning Experience (PLE) as a graduation requirement for the **Doctoral Certificate in Business Intelligence & Data Analytics**. This graduation requirement can be satisfied by completing at least one credit-bearing internship course that is assessed on a Credit/No Credit basis. Students are encouraged to complete as many PLEs as their schedules permit in pursuit of the completion of their program(s). To this end, Westcliff University students may require a start date up to 30 days prior to the start of classes to meet the onboarding requirements of the professional workplace where the PLE will be conducted.

Program Requirements

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

Course Code / Title	Credit Hours
BUS 800 Foundations in Analytics for Executives	3
BUS 802 Time Series & Predictive Analysis for Business	3
DATA 801 BI, Analytics, & Decision Support	3
DATA 803 Artificial Intelligence & Prescriptive Analytics	3

Doctoral Certificate in Information Technology Management (ITM)

Program Description

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

Program Learning Outcomes

1. Create strategic plans that implement information technology requirements and specifications of complex technology systems.
2. Evaluate computer systems and improve the overall efficiency and effectiveness by incorporating value computing methodologies.
3. Analyze, design, develop, and maintain information technology infrastructure to allow for the implementation of strategic initiatives that incorporate emerging technologies
4. Compare and contrast various methodologies of computer systems design for the purpose of creating efficacy in computer-related business functions.
5. Conduct in-depth research, independently or within the enterprise in a broad range of information technology.

Admission Requirements

For acceptance into the **Doctoral Certificate in Information Technology Management (ITM)** program, applicants must satisfy the: **Doctoral-level admission requirements**—found in the Official Transcript / Academic Record Policy

Technology Requirements

15" or 17" Windows Laptop
Processor: 11th or 12th Generation Intel Core i7 or i9
Memory: 32GB or more
Storage: 512 GB or more SSD
Graphics: Nvidia GeForce RTX 3070 or higher, or Nvidia Quadro RTX A3000 or higher
Strongly recommend - an additional monitor screen: 27" Full HD (1920 x 1080) or higher.

Practical Learning Experience (PLE) Requirement

Westcliff University has integrated Practical Learning Experience (PLE) as a graduation requirement for the **Doctoral Certificate in Information Technology Management**. This graduation requirement can be satisfied by completing at least one credit-bearing internship course that is assessed on a Credit/No Credit basis. Students are encouraged to complete as many PLEs as their schedules permit in pursuit of the completion of their program(s). To this end, Westcliff University students may require a start date up to 30 days prior to the start of classes to meet the onboarding requirements of the professional workplace where the PLE will be conducted.

Program Requirements

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

Course Code / Title	Credit Hours
TECH 820 Business Intelligence & Information Technology	3
TECH 821 Management Information Systems & Advanced IT	3
TECH 822 Information Technology Project & Portfolio Management	3
TECH 823 Governance of Enterprise IT	3

Doctoral Certificate in Strategic Leadership for the 21st Century

Program Description

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

Program Learning Outcomes

1. Identify the key requirements of a sustainable business.

2. Evaluate the strengths and challenges of employees and create a development strategy to enhance employee retention.
3. Create a culture that understands the importance of differing ideals and ideas and how they can meld into a strong organizational strategy.
4. Identify key opportunities for organizational policy and procedure improvement.
5. Prioritize organizational challenges and identify personnel to address.
6. Create a human resource plan that identifies the differences in communication and rewards preferences across departments.
7. Prioritize organizational communication strategies.

Technology Requirements

15" or 17" Windows Laptop
Processor: 11th or 12th Generation Intel Core i7 or i9
Memory: 32GB or more
Storage: 512 GB or more SSD
Graphics: Nvidia GeForce RTX 3070 or higher, or Nvidia Quadro RTX A3000 or higher
Strongly recommend - an additional monitor screen: 27" Full HD (1920 x 1080) or higher.

Admission Requirements

For acceptance into the **Doctoral Certificate in Strategic Leadership for the 21st Century** program, applicants must satisfy the: **Doctoral-level admission requirements**—found in the Official Transcript / Academic Record Policy

Practical Learning Experience (PLE) Requirement

Westcliff University has integrated Practical Learning Experience (PLE) as a graduation requirement for the **Doctoral Certificate in Strategic Leadership for the 21st Century**. This graduation requirement can be satisfied by completing at least one credit-bearing internship course that is assessed on a Credit/No Credit basis. Students are encouraged to complete as many PLEs as their schedules permit in pursuit of the completion of their program(s). To this end, Westcliff University students may require a start date up to 30 days prior to the start of classes to meet the onboarding requirements of the professional workplace where the PLE will be conducted.

Program Requirements

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

Course Code / Title	Credit Hours
LDR 800 Building Positive Relationships in a Multigenerational Workforce	3
LDR 801 Leading with Emotional Intelligence	3
LDR 802 Emerging Technology for Effective Leadership	3
LDR 803 Augmented Global Leadership	3

College of Education (COE)

College Mission Statement

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

Undergraduate Programs

Bachelor of Arts in Education (BAEd)

Program Description

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

Program Learning Outcomes

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

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

Admission Requirements

For acceptance into the **Bachelor of Arts in Education (BAEd)** program, applicants must satisfy the:

Bachelor-level admission requirements—found in the Official Transcript / Academic Record Policy

Technology Requirements

15" or 17" Windows Laptop
Processor: 11th or 12th Generation Intel Core i7 or i9
Memory: 32GB or more
Storage: 512 GB or more SSD
Graphics: Nvidia GeForce RTX 3070 or higher, or Nvidia Quadro RTX A3000 or higher
Strongly recommend - an additional monitor screen: 27" Full HD (1920 x 1080) or higher.

Integrative Studies (General Education)

The Integrative Studies (General Education) courses at Westcliff are structured to provide a coherent, integrative introduction to the breadth of knowledge students will need to help them develop intellectual skills that will enhance their professional, civic, and personal life for years to come. Students will learn how to analyze the world around them from different perspectives, how to communicate their ideas and understand the ideas of others, how to solve problems, and how to apply their knowledge to real-world projects.
Westcliff University offers 19 Integrative Studies (General Education) courses, which students may take to fulfill the 30 credit hours requirement.

Graduation Requirements

The Bachelor of Arts in Education program requires 120 credit hours, including 60 credit hours of Core Education courses, 30 credit hours of Integrative Studies (General Education) courses, 15 credit hours of Concentration courses and 15 credit hours of Electives.
Students must apply for graduation. Upon graduation and fulfillment of all academic requirements, students receive a Bachelor of Arts in Education degree.

Practical Learning Experience (PLE) Requirement

Westcliff University has integrated Practical Learning Experience (PLE) as a graduation requirement for undergraduate, graduate, and doctoral programs. Students in the Bachelor of Arts in Education program satisfy their practical learning requirements through the embedded practical components within their curriculum. Additionally, this graduation requirement can be satisfied by completing at least one credit-bearing internship course that is assessed on a Credit/No Credit basis. Students are encouraged to complete as many PLEs as their schedules permit in pursuit of the completion of their program(s). To this end, Westcliff University students may require a start date up to 30 days prior to the start of classes to meet the onboarding requirements of the professional workplace where the PLE will be conducted.

Bachelor of Art in Education Program Requirements — 120 Credit Hours Total

Core Courses — 60 Credit Hours

Course Code / Title	Credit Hours
EDU 301 Becoming Leaders of Contemporary Learning	3
EDU 305 Educational Psychology	3
EDU 311 Unit Design	3
EDU 315 Educators as Ethical Leaders	3
EDU 320 Home, School, and Community Collaboration	3
EDU 325 Art of Effective Teaching	3
EDU 330 Building the Foundation of Literacy	3
EDU 345 Intersectional Approaches to Culture, Sports, and Education	3
EDU 350 Curriculum, Assessment, and Instruction	3
EDU 353 Computational Thinking	3
EDU 355 Special Education	3
EDU 357 Neurodynamics & Brain-Based Learning	3
EDU 370 Foundations of Teaching English Language Learners	3
EDU 375 Teaching with Technology	3
EDU 380 Strategies and Innovation for AI-Driven Transformation	3
EDU 383 Exploring the Humanities through STEAM	3
EDU 385 STEAM Math, Science and Technology	3
EDU 401 Educational Leadership	3
EDU 405 Trauma-Informed Teaching	3
CAP 450 Directed Field Experience	3

Integrative Studies (General Education) Courses — 30 Credit Hours

Course Code / Title	Credit Hours
Communication	12
Mathematics	6
Humanities	6
Social & Behavioral Sciences	3
Physical & Biological Sciences	3

Elective Courses — 30 Credit Hours

Students may choose to fulfill the elective requirement by selecting any college-level course work that is not already listed within their program of study or declaring a concentration from the list below.

Bachelor of Arts in Education Areas of Concentration

Early Childhood Education (ECE) - Administration

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

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

Course Code / Title	Credit Hours
EDU 451 ECE Administration I – Programs	3
EDU 452 ECE Administration II - Leadership and Supervision	3
EDU 453 Adult Supervision and Mentoring	3
EDU 454 Professionalism	3
Integrative Studies (General Education) Elective	3

Early Childhood Education (ECE) - Teaching Preparation

The Bachelor of Arts in Education with a concentration in Early Childhood Education (ECE) - Teaching Preparation prepares students to be

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

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

Course Code / Title	Credit Hours
EDU 441 Child Growth and Development	3
EDU 442 Child, Family, and Community	3
EDU 443 Foundations of Infant and Toddler Development	3
EDU 444 Introduction to Curriculum	3
Integrative Studies (General Education) Elective	3

Teaching English to Speakers of Other Languages (TESOL)

The Bachelor of Arts in Education with a concentration in Teaching English to Speakers of Other Languages (TESOL) provides students with an innovative methodology for English pedagogy with proven success at English language schools worldwide. Whether teaching in an ESL or EFL setting, students are prepared to deliver engaging and interactive language classes, while discussing the latest research trends in the English language teaching field. Students analyze, reflect, and integrate the foundations of TESOL and language acquisition into their teaching practices.

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

Course Code / Title	Credit Hours
EDU 431 Foundations of TESOL and Second Language Acquisition	3
EDU 432 Lesson Planning and Classroom Management	3
EDU 433 Teaching Vocabulary and Grammar	3
EDU 434 Teaching Receptive Skills: Listening and Reading	3
EDU 435 Teaching Productive Skills: Speaking, Pronunciation, and Writing	3

BAEd STEM Concentration Options

In the Bachelor of Arts in Education degree program, students have the option to apply a concentration from the College of Technology and Engineering to satisfy the requirement to have a concentration.

Educational Technology (EdTech)

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

To complete a Bachelor of Arts in Education with a concentration in Educational Technology (EdTech), students must complete the five (5) courses listed below—18 credit hours total.

Course Code / Title	Credit Hours
EDU 421 Foundations of Educational Technology	3
EDU 422 Best Practices in Educational Technology	3
EDU 423 Online Assessment and Evaluation	3
EDU 424 Adaptive Technology for Differentiated Instruction	3
EDU 425 Blended Learning and Teaching	3

Undergraduate Certificate in Early Childhood Education (ECE) - Administration

Program Description

The Certificate in Early Childhood Education (ECE) – Administration prepares students to be the next leaders in the field of Early Childhood Education. Students will work, research, and learn from early childhood education teachers with diverse backgrounds and real-world experience. This certificate meets the State of California Community Care Licensing, Title 22 Administrative Requirements to be a fully qualified director for a title 22 (private) childcare (infant toddler, preschool, and

school age) program as well as the Title 5 Administrative Requirements needed to apply for a Child Development Master Teacher/Site Supervisor/Program Director permit for a Title 5 (public) childcare (infant toddler, preschool, and school age) program.

Program Learning Outcomes

1. Create safe learning environments through interactions with children's families, and communities with effective communication about the physical, cognitive, social, and emotional needs.
2. Identify the differences in learning theories and curriculum and use it to enhance and develop appropriate care and education.
3. Develop positive guidance and mentorship strategies to use when working with diverse groups of children, families, teachers, and staff.
4. Employ skills based on qualified criteria for selecting and evaluating personnel and developing interpersonal relationships.
5. Understand licensing, permits, and regulations for the state of California to create a safe, caring, and effective learning environment.
6. Demonstrate proficiency in the core skills and knowledge required for employment as a Supervisor/Administrator in a Title 22 licensed center in the field of Early Childhood.

Admission Requirements

For acceptance into the Undergraduate Certificate in Early Childhood Education (ECE) - Administration program, applicants must satisfy the: **Bachelor-level admission requirements**—found in the Official Transcript / Academic Record Policy

Technology Requirements

15" or 17" Windows Laptop
Processor: 11th or 12th Generation Intel Core i7 or i9
Memory: 32GB or more
Storage: 512 GB or more SSD
Graphics: Nvidia GeForce RTX 3070 or higher, or Nvidia Quadro RTX A3000 or higher
Strongly recommend - an additional monitor screen: 27" Full HD (1920 x 1080) or higher.

Program Requirements

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

Course Code / Title	Credit Hours
EDU 451 ECE Administration I - Programs	3
EDU 452 ECE Administration II - Leadership and Supervision	3
EDU 453 Adult Supervision and Mentoring	3
EDU 454 Professionalism	3
CAP 450 Directed Field Experience	3
Elective (*Any other class from BAEd*)	3

Undergraduate Certificate in Early Childhood Education (ECE) - Teaching Preparation

Program Description

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

Program Learning Outcomes

1. Demonstrate knowledge of a variety of programs for young children as well as the history of programs in the US.
2. Articulate and describe the developmental stages of young children from birth.
3. Develop strategies that fosters partnerships between programs, teachers, families, and communities and understand the impact of family structure on children.
4. Demonstrate commitment to the ethical standards and professional behaviors of the Early Childhood Education profession.
5. Demonstrate proficiency in the core skills and knowledge required for employment as an Early Childhood Master Teacher in a Title 5 program.

Admission Requirements

For acceptance into the **Undergraduate Certificate in Early Childhood Education (ECE) - Teaching Preparation** program, applicants must satisfy the:

Bachelor-level admission requirements—found in the Official Transcript / Academic Record Policy

Technology Requirements

15" or 17" Windows Laptop
Processor: 11th or 12th Generation Intel Core i7 or i9
Memory: 32GB or more
Storage: 512 GB or more SSD
Graphics: Nvidia GeForce RTX 3070 or higher, or Nvidia Quadro RTX A3000 or higher
Strongly recommend - an additional monitor screen: 27" Full HD (1920 x 1080) or higher.

Program Requirements

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

Course Code / Title	Credit Hours
EDU 441 Child Growth and Development	3
EDU 442 Home, School, and Community Collaboration	3
EDU 443 Foundations of Infant and Toddler Development	3
EDU 444 Introduction to Curriculum	3
CAP 450 Directed Field Experience	3
Elective (Any other class from BAEd)	3

Undergraduate Certificate in Educational Technology (EdTech)

Program Description

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

Program Learning Outcomes

1. Apply foundational instructional design principles for integrating technology within educational settings.
2. Apply, manage, and evaluate theories, standards, technologies, and techniques within the classroom.
3. Design, develop, and evaluate technological tools in a variety of educational environments.
4. Develop a plan for increasing technology in the classroom for effective instruction that engages and impacts student learning, satisfaction, and achievement.

Admission Requirements

For acceptance into the **Undergraduate Certificate in Educational Technology (EdTech)** program, applicants must satisfy the:
Bachelor-level admission requirements—found in the Official Transcript / Academic Record Policy

Technology Requirements

15" or 17" Windows Laptop
Processor: 11th or 12th Generation Intel Core i7 or i9
Memory: 32GB or more
Storage: 512 GB or more SSD
Graphics: Nvidia GeForce RTX 3070 or higher, or Nvidia Quadro RTX A3000 or higher
Strongly recommend - an additional monitor screen: 27" Full HD (1920 x 1080) or higher.

Program Requirements

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

Course Code / Title	Credit Hours
EDU 421 Foundations of Educational Technology	3
EDU 422 Best Practices in Educational Psychology	3
EDU 423 Online Assessment and Evaluation	3
EDU 424 Adaptive Technology for Differentiated Instruction	3
EDU 425 Blended Learning and Teaching	3

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

Program Description

The Undergraduate Certificate in Teaching English to Speakers of Other Languages (TESOL) is internationally recognized for pre-service and classroom teachers. This certificate provides students with an innovative methodology of English pedagogy with proven success at English

instructional schools around the world. Whether teaching in an ESL or EFL setting, students will be prepared to deliver engaging and interactive English language classes, while discussing the latest research trends in the English language teaching field. Students analyze, reflect, and integrate the foundations of TESOL and language acquisition into their teaching practices.

Program Learning Outcomes

1. Discuss research influencing language teaching methodology.
2. Create instructional units of study that include lesson plans and assessments that are linked to learning outcomes.
3. Demonstrate a variety of techniques for teaching listening, speaking, reading, writing, pronunciation, and grammar.
4. Understand cultural patterns at the linguistic, behavior, and content levels, and discuss how cross-cultural (mis)communication occurs.
5. Understand how to apply different differentiation of instruction to varied student populations and instructional settings.
6. Develop classroom management strategies, plans, and procedures for a safe and effective learning environment.

Admission Requirements

For acceptance into the **Undergraduate Certificate in Teaching English to Speakers of Other Languages (TESOL)** program, applicants must satisfy the:

Bachelor-level admission requirements—found in the Official Transcript / Academic Record Policy

Technology Requirements

15" or 17" Windows Laptop
Processor: 11th or 12th Generation Intel Core i7 or i9
Memory: 32GB or more
Storage: 512 GB or more SSD
Graphics: Nvidia GeForce RTX 3070 or higher, or Nvidia Quadro RTX A3000 or higher
Strongly recommend - an additional monitor screen: 27" Full HD (1920 x 1080) or higher.

Program Requirements

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

Course Code / Title	Credit Hours
EDU 431 Foundations of TESOL and Second Language Acquisition	3
EDU 432 Lesson Planning and Classroom Management	3
EDU 433 Teaching Vocabulary and Grammar	3
EDU 434 Teaching Receptive Skills: Listening and Reading	3
EDU 435 Teaching Productive Skills: Speaking, Pronunciation, and Writing	3

Graduate Programs

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

Program Description

The Master of Arts in Teaching English to Speakers of Other Languages (MATESOL) 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 MATESOL program.

The MATESOL requires both academic and personal growth of its students, contributing to their success as classroom teachers. The following educational outcomes are those of the MATESOL program:

1. Demonstrate principles of language pedagogy and of current best practices in teaching English to speakers of other languages; relate how these principles are based on research of language acquisition and the teaching of the various skills.
2. Show proficiency in spoken and written English at a level commensurate with the role of a language model of the anticipated English teaching context.
3. Consider current TESOL pedagogy in the creation of effective lesson plans for diverse groups of learners in a variety of teaching contexts; evaluate materials, produce content and level appropriate lesson plans, and employ the skills required to explain the English language system.
4. Explain current theories concerning the cognitive, affective, social, and cultural factors involved in the acquisition and use of second languages and illustrate this knowledge in effective lesson design and classroom interactions with second language learners.
5. Identify and apply the skills necessary for effective leadership, collaboration, and communication in and out of the classroom and/or institution.
6. Analyze, discuss and integrate ethical values and issues in learning and teaching.
7. Select, assess, and implement technology in teaching English within a wide variety of contexts.
8. Formulate and build upon the application of analytical and quantitative reasoning and classroom research procedures to guide, support, and solve complex issues in the TESOL field.
9. Recognize when information and/or analysis is needed and develop skills to find, appraise, and effectively synthesize and compose needed information and content.
10. Construct and challenge critical thinking skills through inquiry and reflection on theory, practice, and beliefs of teaching and learning.

Admission Requirements

For acceptance into the **Master of Arts in Teaching English to Speakers of Other Languages (MATESOL)** program, applicants must satisfy the: **Master-level admission requirements**—found in the Official Transcript / Academic Record Policy

Graduation Requirements

The Master of Teaching English to Speakers of Other Languages (MATESOL) degree program requires 36 credit hours, including 33 credit hours of Core courses, and three (3) credit hours of Capstone (which also satisfies the Practical Learning Experience [PLE] requirement).

All students pursuing a Master in Teaching English to Speakers of Other Languages (MATESOL) degree must complete CAP 670 Practicum, which includes a minimum of 45 hours fieldwork in a TESOL classroom. Students have the option to opt out of CAP 670 Practicum and complete a written thesis as an alternative. In either case, satisfactory completion of the capstone requires the Dean's approval and written signature.

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

Practical Learning Experience (PLE) Requirement

Westcliff University has integrated Practical Learning Experience (PLE) as a graduation requirement for the **Master in Teaching English to Speakers of Other Languages (MATESOL)**. This graduation requirement can be satisfied by completing at least one credit-bearing internship course that is assessed on a Credit/No Credit basis. Students are encouraged to complete as many PLEs as their schedules permit in pursuit of the completion of their program(s). To this end, Westcliff University students may require a start date up to 30 days prior to the start of classes to meet the onboarding requirements of the professional workplace where the PLE will be conducted. Students wishing to meet this graduation requirement in this manner must notify the university in advance.

Technology Requirements

15" or 17" Windows Laptop
Processor: 11th or 12th Generation Intel Core i7 or i9
Memory: 32GB or more
Storage: 512 GB or more SSD
Graphics: Nvidia GeForce RTX 3070 or higher, or Nvidia Quadro RTX A3000 or higher
Strongly recommend - an additional monitor screen: 27" Full HD (1920 x 1080) or higher.

Program Requirements

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

Core Courses — 33 Credit Hours

Course Code / Title	Credit Hours
TSL 502 Vocabulary Instruction	3
TSL 507 Pronunciation Instruction	3
TSL 512 Writing Instruction	3
TSL 515 Second Language Acquisition	3
TSL 520 Grammar Instruction	3
TSL 527 Methods of Teaching ESL/EFL	3
TSL 532 Listening and Speaking Instruction	3
TSL 542 The English Language in Society	3
TSL 545 Reading Instruction	3
TSL 552 Special Topics in TESOL	3
TSL 590 Curriculum Design	3

Capstone Course — 3 Credit Hours

Course Code / Title	Credit Hours
CAP 670 Practicum	3

OPTIONAL: STEM Concentration

Students may choose to pursue an **MATESOL with a concentration in Educational Technology (EdTech)**. This replaces the following three (3) courses, nine (9) credit hours total, from the core course list:

1. TSL 520 Grammar Instruction
2. TSL 542 The English Language in Society
3. TSL 552 Special Topics in TESOL

See below for description of optional concentration.

Education Technology (EdTech)

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

To complete a Master of Arts in Teaching English to Speakers of Other Languages with a concentration in Education Technology (EdTech), students must complete the three (3) courses listed below—9 credit hours total.

Course Code / Title	Credit Hours
TSL 591 Foundations of Educational Technology and Pedagogy	3
TSL 592 Digital Assessment in Teaching and Learning	3
TSL 593 Creating Digital Content for Teaching	3

Graduate Certificate in Educational Technology (EdTech)

Program Description

The Graduate Certificate in Educational Technology (EdTech) prepares educators and professionals to create, enhance, and innovate their classrooms and curriculum with technology for learning. Opportunities for building technology skills and confidence, evaluating current trends and tools, and designing and implementing content and assessments build a foundation for educators. Based on current learning theories and best practices, are prepared to lead and contribute in their perspective contexts.

Program Learning Outcomes

1. Describe, compare, and apply foundational instructional design principles for integrating technology within educational settings.
2. Implement, manage, and evaluate theories, standards, technologies, and techniques within the classroom.
3. Design, develop, and assess technological tools in a variety of educational environments.
4. Examine, create and implement educational technology tools for low-resource and blended classrooms.
5. Develop a plan for increasing technology in the classroom for effective instruction that engages and impacts student learning, satisfaction, and achievement.

Admission Requirements

For acceptance into the **Graduate Certificate in Educational Technology (EdTech)** program, applicants must satisfy the:
Master-level admission requirements—found in the Official Transcript / Academic Record Policy

Technology Requirements

15" or 17" Windows Laptop
Processor: 11th or 12th Generation Intel Core i7 or i9
Memory: 32GB or more
Storage: 512 GB or more SSD
Graphics: Nvidia GeForce RTX 3070 or higher, or Nvidia Quadro RTX A3000 or higher
Strongly recommend - an additional monitor screen: 27" Full HD (1920 x 1080) or higher.

Program Requirements

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

Course Code / Title	Credit Hours
TSL 591 Foundations of Educational Technology and Pedagogy	3
TSL 592 Digital Assessment in Teaching and Learning	3
TSL 593 Creating Digital Content for Teaching	3
CAP 670 Practicum	3

Graduate Certificate in Teaching English to Speakers of Other Languages

Program Description

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

Program Learning Outcomes

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

1. Demonstrate principles of language pedagogy and of current best practices in the development of language skills (listening, speaking, reading, and writing) for English language learners (ELLs); explain how these principles are based on research into language acquisition and the teaching of these various skill areas.
2. Show proficiency in spoken and written English at a level commensurate with the role of a language model of the anticipated English teaching context.
3. Consider current TESOL pedagogy in the creation of effective learning-centered productive (speaking and writing) and receptive (listening and reading) skills lesson plans for diverse groups of learners in a variety of teaching contexts; evaluate materials, produce content and level appropriate lesson plans, and employ the skills required to explain the English language system.
4. Incorporate current approaches, methods, activities, resources and formal/informal assessment tools to teach learning-centered productive and receptive skills lessons in order to scaffold students' learning and language skill development while promoting learner agency and autonomy.
5. Identify and apply the skills necessary for effective leadership, collaboration, and communication in and out of the classroom and/or institution.
6. Analyze, discuss, and integrate ethical values and issues in the development of English language skills.
7. Select, assess, and implement technology in the development of language skills for ELLs within a wide variety of TESOL contexts while demonstrating advanced knowledge of and technical proficiency in digital technologies that can be specifically used to creatively support diverse language learners.

8. Formulate and build upon the application of analytical and quantitative reasoning and classroom research procedures to guide, support, and solve complex issues in the development of language skills in the TESOL field.
9. Recognize when information and/or analysis is needed and develop skills to find, appraise, and effectively synthesize and compose needed information and content found in English language skill development literature.
10. Construct and challenge critical thinking skills through inquiry and reflection on theory, practice, and beliefs of teaching and learning in regards to language skill development.

Admission Requirements

For acceptance into the **Graduate Certificate in Teaching English to Speakers of Other Languages** program, applicants must satisfy the: **Master-level admission requirements**—found in the Official Transcript / Academic Record Policy

Technology Requirements

15" or 17" Windows Laptop
Processor: 11th or 12th Generation Intel Core i7 or i9
Memory: 32GB or more
Storage: 512 GB or more SSD
Graphics: Nvidia GeForce RTX 3070 or higher, or Nvidia Quadro RTX A3000 or higher
Strongly recommend - an additional monitor screen: 27" Full HD (1920 x 1080) or higher.

Program Requirements

To complete a Graduate Certificate in Teaching English to Speakers of Other Languages, students must complete the four (4) courses listed below—12 credit hours total.

Course Code / Title	Credit Hours
TSL 512 Writing Instruction	3
TSL 532 Listening and Speaking Instruction	3
TSL 545 Reading Instruction	3
CAP 670 Practicum	3

Doctoral Programs

Doctorate of Education (EdD) in Leadership, Curriculum, and Instruction

Program Description

The Doctorate of Education (EdD) in Leadership, Curriculum, and Instruction empowers scholar-practitioners to lead and influence education, design and evaluate curriculum, as well as elevate and maximize instructional methodologies. The degree integrates educational principles and leadership theories to inform research, andragogy and pedagogy, and evidence-based assessment. It combines primary research with practical experience to produce effective change agents who value diversity as well as equitable practices and policies. Students engage in project-based learning with embedded practicum experiences to solve real-world problems that foster personal and professional growth. They receive oversight, feedback, and guidance while participating in authentic working conditions. Graduates are equipped with the actionable skills necessary to positively impact organizations and advance their careers in leadership, curriculum, and instruction.

Program Learning Outcomes

The EdD investigates the changing landscape of education by assisting working professionals to identify problems of practice and high-quality solutions that promote positive organizational culture and results-driven growth. Westcliff emphasizes the importance of contributions to the field of education by synthesizing research, honing leadership skills, and redefining curriculum and instruction. The Doctorate of Education in Leadership, Curriculum, and Instruction degree program encourages students to achieve the following educational outcomes:

1. Relate educational leadership principles to established andragogical and pedagogical principles and current best practices for teaching and curriculum design.
2. Integrate current andragogical and pedagogical as well as instructional design methods into the creation and evaluation of effective, level-appropriate material for diverse learners in various contexts and modalities.

3. Analyze and apply leadership theories and research to current educational leadership challenges to develop and present innovative solutions.
4. Develop and apply collaborative and communicative skills for effective institutional leadership.
5. Analyze, discuss, and apply current leadership, curricular and instructional theories to address ethical, affective, cognitive, cultural, and social challenges in institutional and educational settings.
6. Select, assess, and implement technology for effective leadership, administration, curriculum design, and change implementation.
7. Apply academic research skills to effectively find, appraise, and synthesize information for an approved research topic.
8. Apply analytical reasoning as well as qualitative and quantitative research procedures to guide, support, and solve complex institutional issues.

Admission Requirements

For acceptance into the **Doctorate of Education (EdD) in Leadership, Curriculum, and Instruction** program, applicants must satisfy the: **Doctoral-level admission requirements**—found in the Official Transcript / Academic Record Policy

Practical Learning Experience (PLE) Requirement

Westcliff University has integrated Practical Learning Experience (PLE) as a graduation requirement for the **Doctorate of Education (EdD) in Leadership, Curriculum, and Instruction**. This graduation requirement can be satisfied by completing at least one credit-bearing internship course that is assessed on a Credit/No Credit basis. Students are encouraged to complete as many PLEs as their schedules permit in pursuit of the completion of their program(s). To this end, Westcliff University students may require a start date up to 30 days prior to the start of classes to meet the onboarding requirements of the professional workplace where the PLE will be conducted. Students wishing to meet this graduation requirement in this manner must notify the university in advance.

Benchmark Courses in the Doctorate of Education in Leadership, Curriculum, and Instruction

DOC 715 Prospectus and *DOC 720 Literature Review* are benchmark courses in the EdD program. While most courses in the EdD program allow students three total attempts to successfully complete, benchmark courses only allow for two total attempts.

Doctoral Dissertation Review

In support and pursuit of candidacy for the Doctorate of Education in Leadership, Curriculum, and Instruction degree, doctoral students must submit a scholarly written report, with original research and investigation as to its foundation. This report is commonly and collectively referred to as the Dissertation and is indicative of high academic integrity and rigor, congruent with doctoral-level studies. The doctoral dissertation may focus on the development of a new theory, or it may focus on the practical and contextual application of theory to research topics and phenomena. The dissertation should have a research purpose and/or a research problem and include the associated research hypothesis/es and question(s), methodologies for research and data collection, and an analysis of the results.

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

Capstone Project Review

In support and pursuit of candidacy for the Doctorate of Education in Leadership, Curriculum, and Instruction degree, doctoral students must submit a scholarly project. This project is commonly and collectively referred to as the Capstone and is indicative of high academic integrity and rigor, congruent with doctoral-level studies. The doctoral capstone may focus on the practical and contextual application in the field. The capstone should have a research problem and include the associated research hypothesis/es and question(s),

methodologies for research and data collection, and an analysis of the results.
The project presentation of the doctoral capstone is performed at the conclusion of the program. Following the presentation, 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.

Graduation Requirements

Students must complete 60 total credit hours, composed of 21 credit hours of Core courses (18 lecture, three [3] practicum), 15 credit hours of Research courses (15 lecture), 12 credit hours of Concentration courses (students choose either Leadership or Curriculum, Instruction, and Assessment; 10 lecture and two [2] practicum credit hours), and 16 credit hours of Dissertation/Capstone courses (16 lecture).
Students must apply for graduation. Upon graduation and fulfillment of all academic requirements, including passing the Dissertation Oral Defense, students receive a Doctorate of Education (EdD) in Leadership, Curriculum, and Instruction.

Technology Requirements

15" or 17" Windows Laptop
Processor: 11th or 12th Generation Intel Core i7 or i9
Memory: 32GB or more
Storage: 512 GB or more SSD
Graphics: Nvidia GeForce RTX 3070 or higher, or Nvidia Quadro RTX A3000 or higher
Strongly recommend - an additional monitor screen: 27" Full HD (1920 x 1080) or higher.

Doctorate of Education in Leadership, Curriculum, and Instruction Program Requirements

Courses — 60 Credit Hours

Core — **21 Credit Hours**

Course Code / Title	Credit Hours
DOC 700 Doctoral Foundations	3
EDU 710 The Role of Learning	3
EDU 711 Educational Leadership in Theory and Practice	3
EDU 714 Optimize Outcomes with AI and Technology Integration	3
EDU 716 Managing Human & Fiscal Resources as an Educational Leader	3
EDU 720 Times of Change: Human Potential and Motivation	3
EDU 725 Design Thinking: Creativity, Innovation, and Entrepreneurship	3

Concentration* — **12 Credit Hours**

Course Code / Title	Credit Hours
Concentration Course I	3
Concentration Course II	3
Concentration Course III	3
Concentration Course IV	3

**See below for concentration options and requirements.†*
†Non-F1/Title IV students may opt out of the 12-credit concentration requirement to complete the program in 48 credits.

Research **15 Credit Hours**

Course Code / Title	Credit Hours
DOC 705 Quantitative Research Methods	3
DOC 715 Prospectus	3
DOC 710 Qualitative Research Methods	3
DOC 720 Literature Review	3
DOC 706 Advanced Quantitative Research Methods or;	
DOC 711 Advanced Qualitative Research Methods or;	
DOC 712 Conducting Applied Research in the Real World	3

Dissertation or Research Project **12 Credit Hours**

Course Code / Title	Credit Hours
DOC 901 Dissertation Course Block	3
DOC 902 Dissertation Course Block	3
DOC 903 Dissertation Course Block	3
DOC 904 Dissertation Course Block	3
OR	
DRP 901 Doctoral Research Project	3
DRP 902 Doctoral Research Project	3
DRP 903 Doctoral Research Project	3
DRP 904 Doctoral Research Project	3

Doctorate of Education in Leadership, Curriculum, and Instruction Areas of Concentration

Leadership

The Doctorate of Education (EdD) in Leadership, Curriculum, and Instruction with a concentration in Leadership prepares professionals to positively impact organizations and transform learning environments by examining educational issues and trends. Strategies are presented to address problems through strategic planning, response to diverse needs, and the analysis and synthesis of political, social, economic, legal, and cultural contexts that shape educational discourse. Advancing education through innovation, creativity, critical thinking, collaboration, communication, students are equipped with leadership skills to manage change effectively and interpret data for programmatic review, accreditation, evaluation, and efficient use of human and fiscal resources. Leveraging individual strengths, students cultivate the dispositions of ethical leaders and promote success for all.

To complete a Doctorate of Education in Leadership, Curriculum, and Instruction with a concentration in Leadership, students must complete the four (4) courses listed below—12 credit hours total.

Course Code / Title	Credit Hours
EDU 821 Advanced Supervision of Curriculum and Instruction	3
EDU 822 Critical Analysis of Problems and Issues for Educational Leaders	3
EDU 823 Leading and Managing Choice in Education	3
EDU 824 Program Evaluation Methods for Academic Leadership	3

Curriculum, Instruction, and Assessment

The Doctorate of Education (EdD) in Leadership, Curriculum, and Instruction with a concentration in Curriculum, Instruction, and Assessment prepares professionals to positively impact organizations and transform learning environments by examining educational issues and trends. Strategies are presented to address problems through strategic planning, response to diverse needs, and the analysis and synthesis of political, social, economic, legal, and cultural contexts that shape educational discourse. Advancing education through innovation, creativity, critical thinking, collaboration, communication, students are equipped with leadership skills to manage change effectively and interpret data for programmatic review, accreditation, evaluation, and efficient use of human and fiscal resources. Leveraging individual strengths, students cultivate the dispositions of ethical leaders and promote success for all.

To complete a Doctorate of Education in Leadership, Curriculum, and Instruction with a concentration in Curriculum, Instruction, and Assessment, students must complete the four (4) courses listed below—12 credit hours total.

Course Code / Title	Credit Hours
EDU 810 Classroom Pedagogical and Andragogical Approaches	3
EDU 712 Reshaping Curriculum as a Tool for Cognition	3
EDU 812 Student Assessment Methods	3
EDU 820 Advanced Instructional Design	3

Certificate in Teaching English to Speakers of Other Languages

Program Description

The Certificate in Teaching English to Speakers of Other Languages (TESOL) 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 Requirements (PLOs)

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, the university strives to realize the following program learning outcomes for all graduates from the Certificate in TESOL program:

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.

Technology Requirements

15" or 17" Windows Laptop
Processor: 11th or 12th Generation Intel Core i7 or i9
Memory: 32GB or more
Storage: 512 GB or more SSD
Graphics: Nvidia GeForce RTX 3070 or higher, or Nvidia Quadro RTX A3000 or higher
Strongly recommend - an additional monitor screen: 27" Full HD (1920 x 1080) or higher.

Program Requirements

To complete the **Certificate in Teaching English to Speakers of Other Languages**, students must complete the one (1) course listed below, 152 credit hours total.

Course Code / Title	Credit Hours
TSL 010 Certificate in Teaching English to Speakers of Other Languages	3

Subjects Covered

Foundations of TESOL
Second Language Acquisition
Teaching Speaking and Pronunciation
Teaching Vocabulary
Teaching Grammar
Teaching Reading
Teaching Listening
Teaching Writing

Reimagining English as an Additional Language (REAL) Program

English as an Additional Language (EAL/ESL) - REAL Certificate

Program Description

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

Program Learning Requirements (PLOs)

Compared to English as a Foreign Language (EFL) or English as a Second Language (ESL), English as an Additional Language (EAL) has a broader reach, as EAL learners embrace their mother tongue and culture in the classroom as a linguistic resource

used to learn English. The program learning outcomes of the REAL program are:

1. Provide students English language instruction to gain the necessary language skills for academic purposes.
2. Help students become more familiar with higher education culture.
3. Prepare students for the demands of online or on-ground university-level study in English, especially in an institution of higher education.

Technology Requirements

15" or 17" Windows Laptop
Processor: 11th or 12th Generation Intel Core i7 or i9
Memory: 32GB or more
Storage: 512 GB or more SSD
Graphics: Nvidia GeForce RTX 3070 or higher, or Nvidia Quadro RTX A3000 or higher
Strongly recommend - an additional monitor screen: 27" Full HD (1920 x 1080) or higher.

Admission Requirements

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

Submit official English proficiency test scores to determine level of proficiency (A1 - C2 accepted).

Certificate Requirements

Students' current English proficiency levels determine their starting placement in the REAL IEP. Upon acceptance, students must complete an accepted English proficiency exam to evaluate their English proficiency level. Prospective undergraduate students who complete REAL 300 and prospective graduate students who complete REAL 400 may use their level certificates to satisfy English proficiency admission requirements at Westcliff University to pursue a desired degree program.

Program Requirements

The REAL IEP has a total of four certificate levels at three credit hours per level. Each level consists of one, sixteen-week course.

90-Level Course Requirement

Course Code / Title	Credit Hours
Real 98	0

100-Level Course Requirement—3 Credit Hours

Course Code / Title	Credit Hours
Real 100	3

200-Level Course Requirement—3 Credit Hours

Course Code / Title	Credit Hours
Real 200	3

300-Level Course Requirement—3 Credit Hours

Course Code / Title	Credit Hours
Real 300	3

400-Level Course Requirement—3 Credit Hours

Course Code / Title	Credit Hours
Real 400	3

Undergraduate Communications (Pathway)

Program Description

The Undergraduate Communications Pathway is an accelerated version of the English as an Additional Language (EAL/ESL) - REAL Certificate intensive English program (IEP). In the final semester of the candidate's IEP, they concurrently enroll in two undergraduate-level courses. Candidates take one eight-week undergraduate-level elective or core course approved by their Academic Advisor and undergraduate Program Chair during the first eight weeks of REAL 300. During the final eight weeks of REAL 300, candidates take an additional eight-week undergraduate-level elective or core course approved by their Academic Advisor and undergraduate Program Chair. The REAL Undergraduate Communications Pathway prepares students for their undergraduate degree program and reduces the program length.

Program Learning Requirements (PLOs)

1. Provide students English language instruction to gain the necessary language skills for academic purposes.
2. Help students become more familiar with higher education culture.
3. Prepare students for the demands of online or on-ground university-level study in English, especially in an institution of higher education.

Admission Requirements

For acceptance into the **Undergraduate Communications (Pathway)** program, applicants must satisfy the:

Bachelor-level admission requirements—found in the Official Transcript / Academic Record Policy

Certificate Requirements

Students' current English proficiency levels determine their starting placement in the Undergraduate Communication Pathway - REAL Certificate program. Upon acceptance, students must complete an accepted English proficiency exam to evaluate their English proficiency level. Prospective undergraduate students who complete REAL 300 and concurrent undergraduate courses may use their REAL 300 level certificate to meet English proficiency admission requirements at Westcliff University to continue the desired undergraduate degree program.

Program Requirements

Students concurrently enroll in the undergraduate degree program during the 300-level courses of the REAL IEP. To complete the Undergraduate Communication Pathway - REAL Certificate program, students must complete the three (3) courses listed below, nine (9) credit hours total.

Course Code / Title	Credit Hours
REAL 300	**3**
Integrative Studies (General Education) Course	**3**
Integrative Studies (General Education) Course	**3**

Graduate Communications (Pathway)

Program Description

The Graduate Communications Pathway is an accelerated version of the REAL Intensive English Program (REAL IEP). In the final semester of the candidate's REAL IEP, they concurrently enroll in two graduate-level courses. Candidates take one eight-week graduate-level elective or core course approved by their Academic Advisor and undergraduate Program Chair during the first eight weeks of REAL 400. During the final eight weeks of REAL 400, candidates take an additional eight-week graduate-level elective or core course approved by their Academic Advisor and undergraduate Program Chair. The REAL Graduate Communications Pathway prepares students for a prospective graduate program.

Program Learning Requirements (PLOs)

1. Provide students English language instruction to gain the necessary language skills for academic purposes.
2. Help students become more familiar with higher education culture.
3. Prepare students for the demands of online or on-ground university-level study in English, especially in an institution of higher education.

Admission Requirements

For acceptance into the **Graduate Communications (Pathway)** program, applicants must satisfy the:

Master-level admission requirements—found in the Official Transcript / Academic Record Policy

Certificate Requirements

Students' current English proficiency levels determine their starting placement in the Graduate Communication Pathway - REAL Certificate program. Upon acceptance, students must complete an accepted English proficiency exam to evaluate their English proficiency level. Prospective graduate students who complete REAL 400 and the concurrent graduate-level courses may use their REAL 400 level certificate to meet English proficiency admission requirements at Westcliff University to continue the desired graduate degree program.

Program Requirements

Students concurrently enroll in the graduate degree program during the 400-level courses of the REAL IEP. To complete the Graduate Communication Pathway - REAL Certificate program, students must complete the three (3) courses listed below, nine (9) credit hours total.

Course Code / Title	Credit Hours
REAL 400	**3** (*undergraduate* hrs)
Degree Elective or Core course	**3** (*graduate* hrs)
Degree Elective or Core course	**3** (*graduate* hrs)

Integrative Studies

(General Education)

Program Description

Students develop a foundation for success in their academic, professional, and personal ventures through the cultivation and refinement of knowledge

and skills designed to broaden perspectives, enhance interpersonal skills, promote inclusion and diversity of people and ideas, enhance interpersonal interaction and relationships, and contribute to critical reflection and ethical and effectual decision making.

Program Learning Outcomes

The Integrative Studies (General Education) program encourages students to achieve the following educational outcomes:

1. Use appropriate content to convey the writer's understanding to communicate meaning to readers with clarity and fluency.
2. Articulate ideas and connect with global audiences through oral communication.
3. Broaden perspective to understand and appreciate differences of all kinds, including cultures, values, experiences and thoughts, developing communication strategies that build bridges between differences.
4. Develop, apply, and embody ethical standards in integrative studies.
5. Explain how information and data are created and given value, evaluate source authority, and acknowledge sources of information appropriately.
6. Identify and evaluate complex claims, challenging assumptions, reasoning in an evaluative manner to reach logically sound conclusions.
7. Explain the nature, history, and contemporary significance of quantitative reasoning, as well as be able to communicate and demonstrate sound logic and reasoning based upon known mathematical and statistical information.

Program Requirements

To satisfy the Integrative Studies (General Education) requirement, students must complete 30 credit hours total.

Communication—12 Credit Hours

To satisfy the Communication requirement, students must complete the four (4) undergraduate courses listed below—12 credit hours total.

Course Code / Title	Credit Hours
COM 101 Composition 1	3
COM 102 Composition 2	3
COM 206 Speech, Debate, & Ethics	3
COM 207 Critical Thinking & Research	3
COM 505 Graduate Academic Communication	3

Mathematics—6 Credit Hours

To satisfy the Mathematics requirement, students must complete the two (2) of the courses listed below—six (6) credit hours total.

Course Code / Title	Credit Hours
MTH 110 Quantitative Reasoning (& Problem Solving)	3
MTH 115 College Algebra	3
MTH 120 Personal Finance	3

Social & Behavioral Sciences—3 Credit Hours—3 Credit Hours

To satisfy the Social & Behavioral Sciences requirement, students must complete the one (1) of the courses listed below—three (3) credit hours total.

Course Code / Title	Credit Hours
SBS 202 Socio-Emotional Well-Being	3
SBS 210 Psychology, Motivation, & Decision Making	3
SBS 220 Introduction to Political Economy	3
SBS 230 Developing a Sociological Perspective	3

Physical & Biological Sciences—3 Credit Hours

To satisfy the Physical & Biological Sciences requirement, students must complete the one (1) of the courses listed below—three (3) credit hours total.

Course Code / Title	Credit Hours
SCI 205 The Biology of Human Health	3
SCI 215 Creating a Sustainable World: Technology & Energy Solutions	3
SCI 225 Nutrition, Health, and Fitness Basics	3

College of Technology and Engineering (COTE)

College Mission Statement

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

Undergraduate Programs

Bachelor of Science in Computer Science (BSCS)

Program Description

The Bachelor of Science in Computer Science (BSCS) degree program offered by Westcliff University is an interdisciplinary program from a holistic perspective, with an emphasis on the disciplines within the field of Computer Science. The program is designed to provide pathways for students who want to pursue careers centered around building computer software solutions through programming and algorithmic techniques. The students pursuing this program gain the necessary skills to solve challenges in the 21st century globalized economy. Students explore a broad range of theoretical and practical knowledge, methods, processes, and skills - to effectively design and develop computer-based solutions to satisfy domain-specific requirements. Successful students graduate with the technical acumen and practical exposure needed to innovatively solve real-world problems and remain competitive in the workplace.

Program Learning Outcomes

The Bachelor of Science in Computer Science degree program encourages students to achieve the following educational outcomes:

1. Apply computing frameworks, programming logic, and strategies to solve technical and business challenges.
2. Design and communicate, user-centered interfaces based on user requirements
3. Demonstrate knowledge of system configuration management concepts.
4. Apply problem solving using computational and data analysis.
5. Evaluate the ethical, societal, and environmental impacts of computer science technologies.
6. Develop and maintain software solutions using core programming concepts

Admission Requirements

For acceptance into the **Bachelor of Science in Computer Science (BSCS)** program, applicants must satisfy the:
Bachelor-level admission requirements—found in the Official Transcript / Academic Record Policy

Technology Requirements

15" or 17" Windows Laptop
Processor: 11th or 12th Generation Intel Core i7 or i9
Memory: 32GB or more
Storage: 512 GB or more SSD
Graphics: Nvidia GeForce RTX 3070 or higher, or Nvidia Quadro RTX A3000 or higher
Strongly recommend - an additional monitor screen: 27" Full HD (1920 x 1080) or higher.

Integrative Studies (General Education)

The Integrative Studies (General Education) courses at Westcliff are structured to provide a coherent, integrative introduction to the breadth of knowledge students will need to help them develop intellectual skills that will enhance their professional, civic, and personal life for years to come. Students will learn how to analyze the world around them from different perspectives, how to communicate their ideas and understand the ideas of others, how to solve problems, and how to apply their knowledge to real-world projects.
Westcliff University offers 19 Integrative Studies (General Education) courses, which students may take to fulfill the 30 credit hours requirement.

Graduation Requirements

The Bachelor of Science in Computer Science (BSCS) degree program requires 120 credit hours, including 45 credit hours of Core Information Technology courses, 15 credit hours of Concentration courses, 15 credit hours of Elective courses, 30 credit hours of Integrative Studies (General Education) courses, six (6) credit hours of Core Business courses, six (6) credit hours of Internship courses, and a three (3) credit-hour Capstone.

Students must apply for graduation. Upon graduation and fulfillment of all academic requirements, students receive a Bachelor of Science in Computer Science degree.

Practical Learning Experience (PLE) Requirement

Westcliff University has integrated Practical Learning Experience (PLE) as a graduation requirement for undergraduate, graduate, and doctoral programs. Students in the Bachelor of Science in Computer Science program satisfy their practical learning requirements through the embedded practical components within their curriculum. Additionally, this graduation requirement can be satisfied by completing at least one credit-bearing internship course that is assessed on a Credit/No Credit basis. Students are encouraged to complete as many PLEs as their schedules permit in pursuit of the completion of their program(s). To this end, Westcliff University students may require a start date up to 30 days prior to the start of classes to meet the onboarding requirements of the professional workplace where the PLE will be conducted.

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

Core Courses — 51 Credit Hours

Course Code / Title	Credit Hours
DATA 100 Introduction to Data Analytics	**3**
DATA 200 Applied Statistical Analytics	**3**
DATA 210 Database Design & Analytics	**3**
DATA 300 Data Driven Decision Making	**3**
DATA 400 Data Driven Systems Design and Optimization	3
MTH 150 Discrete Mathematics	**3**
PRG 100 System Analysis and Design	**3**
PRG 200 Programming in the Cloud	**3**
PRG 300 Software Quality, Architecture, and Documentation	**3**
PRG 310 DevOps and Agile	**3**
PRG 320 C# Programming	**3**
PRG 330 Python Programming with Data	**3**
TECH 110 Technology and Systems	**3**
TECH 250 Technical Documentation and Communication	**3**
TECH 300 Internet of Things (IoT)	**3**
TECH 330 Emerging Technologies	**3**
TECH 400 Applied System Integration	3

Core Business Courses — 6 Credit Hours

Course Code / Title	Credit Hours
LDR 300 Introduction to Leadership	**3**
LDR 303 Foundations in Operations Management	**3**

Capstone Course — 3 Credit Hours

Course Code / Title	Credit Hours
CAP 490 Capstone Project	**3**

Integrative Studies (General Education) Courses — 30 Credit Hours

Course Code / Title	Credit Hours
Communication	**12**
Mathematics	**6**
Humanities	**6**
Social & Behavioral Sciences	**3**
Physical & Biological Sciences	**3**

Concentration — 15 Credit Hours

See below for concentration options and requirements.

Elective Courses — 15 Credit Hours

Bachelor of Science in Computer Science Areas of Concentration

Advanced Programming

The Bachelor of Science in Computer Science with a concentration in Advanced Programming is designed to provide students with a solid foundation in the fundamentals, techniques, and best practices in programming. Topics covered include advanced Python, Java, Object-Oriented programming, mobile programming applications, security in programming, and software testing and quality assurance.

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

Course Code / Title	Credit Hours
PRG 400 Advanced Python	**3**
PRG 401 JAVA	**3**

PRG 402 Mobile Programming Applications	3
PRG 403 Programming Security	3
PRG 404 Software Testing and Quality Assurance	3

Artificial Intelligence

The Bachelor of Science in Computer Science with a concentration in Artificial Intelligence is designed to provide students with a foundation in the design, development, and application of AI technologies, including machine learning, natural language processing and environmental interactions. The program equips graduates with skills for a variety of AI-related careers.

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

Course Code / Title	Credit Hours
AIT 400 Foundations of Artificial Intelligence	3
AIT 401 Fundamentals of Machine Learning	3
AIT 402 Introduction to Deep Learning and Neural Networks	3
AIT 408 Advanced AI Programming with Python	3
AIT 409 Natural Language Processing	3

Augmented Reality/Virtual Reality (AR/VR) Mobile Game Development

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

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

Course Code / Title	Credit Hours
AVR 400 Introduction to Unity and Simple Games	3
AVR 401 2D Game Development in Unity I	3
AVR 402 3D Game Development in Unity II	3
AVR 403 Artificial Intelligence and Intelligent Behavior in Unity	3
AVR 404 AR and VR Development in Unity	3

Cloud Computing

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

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

Course Code / Title	Credit Hours
CLD 400 Virtualization and Storage	3
CLD 401 APIs and Scripting	3
CLD 402 AWS and Azure	3
CLD 403 Cloud Security and Disaster Recovery	3
CLD 404 Strategic Cloud	3

Cybersecurity

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

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

Course Code / Title	Credit Hours
CYB 400 Threat and Vulnerability Management	3

CYB 401 Software and Systems Security	3
CYB 402 Cyber Operations and Monitoring	3
CYB 403 Digital Forensics and Incident Response	3
CYB 404 Compliance and Assessment	3

Data Analytics

The Bachelor of Science in Computer Science with a concentration in Data Analytics is designed to provide students with an overview of quantitative methods essential for analyzing data, with an emphasis on business applications. Topics include identification of appropriate metrics and measurement methods, descriptive and inferential statistics, experimental design, parametric and non-parametric tests, simulation, and linear and logistic regression, categorical data analysis, and select unsupervised learning techniques. Standard and open-source statistical packages are used to apply techniques to real-world problems.

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

Course Code / Title	Credit Hours
DCS 400 Applied Statistics for Optimization	3
DCS 401 Query Design and Analysis	3
DCS 402 Big Data Analytics and Visualization	3
DCS 403 Data Structure & Algorithms Design	3
DCS 404 Artificial Intelligence & Machine Learning	3

Information Technology Project Management (ITPM)

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

To complete a Bachelor of Science in Computer Science with a concentration in Information Technology Project Management (ITPM) students must complete the five (5) courses listed below—15 credit hours total.

Course Code / Title	Credit Hours
ITPM 400 PMP Integration, Scope, Time, and Cost	3
ITPM 401 Project Leadership	3
ITPM 402 Project Schedule Management	3
ITPM 403 Project Risk and Quality Management	3
ITPM 404 Project Communications Management	3

Web Development

The Bachelor of Science in Computer Science with a concentration in Web Development bridges a path for students who want to pursue careers in the growing and exciting field of web development. The program focuses on creating dynamic and interactive experiences through a rigorous full stack coding curriculum. Students pursuing this program will gain the necessary skills for front-end and back-end development, all while preparing them for success in the professional world.

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

Course Code / Title	Credit Hours
WEB 401 Front End Web Development	6
WEB 402 Back End Web Development	6
WEB 403 Advanced Full Stack Web Development	6

Bachelor of Science in Information Technology (BSIT)

Program Description

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

Program Learning Outcomes

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

1. Apply computing frameworks, programming logic, and strategies to solve technical and business challenges.
2. Design and communicate, user-centered interfaces based on user requirements
3. Demonstrate knowledge of system configuration management concepts.
4. Apply problem solving using computational and data analysis.
5. Evaluate the ethical, societal, and environmental impacts of computer science technologies.
6. Develop and maintain software solutions using core programming concepts

Admission Requirements

For acceptance into the **Bachelor of Science in Information Technology (BSIT)** program, applicants must satisfy the:
Bachelor-level admission requirements—found in the Official Transcript / Academic Record Policy

Technology Requirements

15" or 17" Windows Laptop
Processor: 11th or 12th Generation Intel Core i7 or i9
Memory: 32GB or more
Storage: 512 GB or more SSD
Graphics: Nvidia GeForce RTX 3070 or higher, or Nvidia Quadro RTX A3000 or higher
Strongly recommend - an additional monitor screen: 27" Full HD (1920 x 1080) or higher.

Integrative Studies (General Education)

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

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

Graduation Requirements

The Bachelor of Science in Information Technology (BSIT) degree program requires 120 credit hours, including 45 credit hours of Core Information Technology courses,15 credit hours of Concentration courses, 15 credit hours of Elective courses, 30 credit hours of Integrative Studies (General Education) courses, six (6) credit hours of Core Business courses, six (6) credit hours of Internship courses, and a three (3) credit-hour Capstone course.
Students must apply for graduation. Upon graduation and fulfillment of all academic requirements, students receive a Bachelor of Science in Information Technology degree.

Practical Learning Experience (PLE) Requirement

Westcliff University has integrated Practical Learning Experience (PLE) as a graduation requirement for undergraduate, graduate, and doctoral programs. Students in the Bachelor of Science in Information Technology program satisfy their practical learning requirements through the embedded practical components within their curriculum. Additionally, this graduation requirement can be satisfied by completing at least one credit-bearing internship course that is assessed on a Credit/No Credit basis. Students are encouraged to complete as many PLEs as their schedules permit in pursuit of the completion of their program(s). To this end, Westcliff University students may require a start date up to 30 days prior to the start of classes to meet the onboarding requirements of the professional workplace where the PLE will be conducted.

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

Core Information Technology Courses — 51 Credit Hours

Course Code / Title	Credit Hours
DATA 100 Introduction to Data Analytics	3
DATA 200 Applied Statistical Analytics	3
DATA 210 Database Design & Analytics	3
DATA 400 Data Driven Systems Design and Optimization	3

MTH 150 Discrete Mathematics	3
NET 100 Introduction to Networking	3
NET 200 Network Routing and Switching	3
NET 300 Cloud Computing	3
TECH 100 Introduction to Technology	3
TECH 110 Technology and Systems	3
TECH 220 Information Security	3
TECH 250 Technical Documentation and Communication	3
TECH 300 Internet of Things (IoT)	3
TECH 310 Management of Information Systems	3
TECH 320 Authorization and Access Control Management	3
TECH 330 Emerging Technologies	3
TECH 400 Applied System Integration	3

Core Business Courses — 6 Credit Hours

Course Code / Title	Credit Hours
LDR 300 Introduction to Leadership	3
LDR 303 Foundations in Operations Management	3

Capstone Course — 3 Credit Hours

Course Code / Title	Credit Hours
CAP 490 Capstone Project	3

Integrative Studies (General Education) Courses — 30 Credit Hours

Course Code / Title	Credit Hours
Communication	12
Mathematics	6
Humanities	6
Social & Behavioral Sciences	3
Physical & Biological Sciences	3

Concentration — 15 Credit Hours

See below for concentration options and requirements.

Elective Courses — 15 Credit Hours

Bachelor of Science in Information Technology Areas of Concentration

Augmented Reality/Virtual Reality (AR/VR) Mobile Game Development

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

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

Course Code / Title	Credit Hours
AVR 400 Introduction to Unity and Simple Games	3
AVR 401 2D Game Development in Unity I	3
AVR 402 3D Game Development in Unity II	3
AVR 403 Artificial Intelligence and Intelligent Behavior in Unity	3
AVR 404 AR and VR Development in Unity	3

Cloud Computing

The Bachelor of Science in Information Technology with a concentration in Cloud Computing is designed to provide students with a foundation in cloud computing technologies for business. This program is ideal for professionals who are interested in the field of cloud computing and who may have experience but do not have formal training. Students will learn technologies, processes, and management of systems including virtualization and storage, APIs and scripting, AWS and Azure, cloud security and disaster recovery, and strategic cloud implementation concepts for business applications. To complete a Bachelor of Science in Information Technology with a concentration in Cloud Computing, students must complete the five (5) courses listed below—15 credit hours total.

Course Code / Title	Credit Hours
CLD 400 Virtualization and Storage	3
CLD 401 APIs and Scripting	3
CLD 402 AWS and Azure	3
CLD 403 Cloud Security and Disaster Recovery	3
CLD 404 Strategic Cloud	3

Cybersecurity

The Bachelor of Science in Information Technology with a concentration in Cybersecurity is designed to advance the professional careers of technologists and computer scientists in the field of computer systems and information technology security. The certificate program is presented in a detailed and innovative approach that examines a variety of computer systems security topics, including cybersecurity essentials and network security; communications security techniques such as cryptography, computer forensics, threats and detection; information security management, and a proactive approach to designing cybersecurity for emerging technologies. Security policies on privacy

and legal issues are also presented. Upon completion, graduates can design and implement cybersecurity measures and strategies across several sectors such as healthcare, manufacturing, research and development, education, banking and finance, and international business.

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

Course Code / Title	Credit Hours
CYB 400 Threat and Vulnerability Management	3
CYB 401 Software and Systems Security	3
CYB 402 Cyber Operations and Monitoring	3
CYB 403 Digital Forensics and Incident Response	3
CYB 404 Compliance and Assessment	3

Data Analytics

The Bachelor of Science in Information Technology with a concentration in Data Analytics is designed to provide students with an overview of quantitative methods essential for analyzing data, with an emphasis on business applications. Topics include identification of appropriate metrics and measurement methods, descriptive and inferential statistics, experimental design, parametric and non-parametric tests, simulation, and linear and logistic regression, categorical data analysis, and select unsupervised learning techniques. Standard and open-source statistical packages are used to apply techniques to real-world problems.

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

Course Code / Title	Credit Hours
DCS 400 Applied Statistics for Optimization	3
DCS 401 Query Design and Analysis	3
DCS 402 Big Data Analytics and Visualization	3
DCS 403 Data Structure & Algorithms Design	3
DCS 404 Artificial Intelligence & Machine Learning	3

Information Technology Project Management (ITPM)

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

To complete a Bachelor of Science in Information Technology with a concentration in Information Technology Project Management (ITPM) students must complete the five (5) courses listed below—15 credit hours total.

Course Code / Title	Credit Hours
ITPM 400 PMP Integration, Scope, Time, and Cost	3
ITPM 401 Project Leadership	3
ITPM 402 Project Schedule Management	3
ITPM 403 Project Risk and Quality Management	3
ITPM 404 Project Communications Management	3

Web Development

The Bachelor of Science in Information Technology with a concentration in Web Development bridges a path for students who want to pursue careers in the growing and exciting field of web development. The program focuses on creating dynamic and interactive experiences through a rigorous full stack coding curriculum. Students pursuing this program will gain the necessary skills for front-end and back-end development, all while preparing them for success in the professional world.

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

Course Code / Title	Credit Hours
WEB 401 Front End Web Development	6
WEB 402 Back End Web Development	6
WEB 403 Advanced Full Stack Web Development	6

Coding Bootcamp Undergraduate Certificate

Program Description

The Coding Bootcamp Undergraduate Certificate offered by Westcliff University is a multidimensional certificate program that bridges a path for students who want to pursue careers in the growing and exciting field of web development. The program focuses on creating dynamic and interactive

experiences through a rigorous full stack coding curriculum. Students pursuing this program gain the necessary skills for front-end and back-end development, while preparing for success in the professional world.

Program Learning Outcomes

1. Create a strong portfolio of applications and projects to display proficiency.
2. Design and innovate web pages using fundamental development concepts.
3. Develop complete applications using the latest front-end and back-end technologies.
4. Evaluate the functions of browser-based technologies and server-side developments.
5. Understand API interaction and deployment/command-line fundamentals.

Admission Requirements

For acceptance into the **Coding Bootcamp Undergraduate Certificate** program, applicants must satisfy the:
Bachelor-level admission requirements—found in the Official Transcript / Academic Record Policy

Technology Requirements

15" or 17" Windows Laptop
Processor: 11th or 12th Generation Intel Core i7 or i9
Memory: 32GB or more
Storage: 512 GB or more SSD
Graphics: Nvidia GeForce RTX 3070 or higher, or Nvidia Quadro RTX A3000 or higher
Strongly recommend - an additional monitor screen: 27" Full HD (1920 x 1080) or higher.

Program Requirements

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

Course Code / Title	Credit Hours
WEB 401 Front End Web Development	6
WEB 402 Back End Web Development	6
WEB 403 Advanced Full Stack Web Development	6

Undergraduate Certificate in Cybersecurity

Program Description

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

Program Learning Outcomes

1. Explore common cyber threats and attacks.
2. Describe how social engineering attacks take place and how to mitigate them.
3. Identify common threats to physical and logical security.
4. Explore and utilize common information-gathering tools and techniques.
5. Evaluate appropriate technologies and tools to assess, protect against, and resolve security issues.

Admission Requirements

For acceptance into the **Undergraduate Certificate in Cybersecurity** program, applicants must satisfy the:
Bachelor-level admission requirements—found in the Official Transcript / Academic Record Policy

Technology Requirements

15" or 17" Windows Laptop
Processor: 11th or 12th Generation Intel Core i7 or i9
Memory: 32GB or more
Storage: 512 GB or more SSD
Graphics: Nvidia GeForce RTX 3070 or higher, or Nvidia Quadro RTX A3000 or higher
Strongly recommend - an additional monitor screen: 27" Full HD (1920 x 1080) or higher.

Program Requirements

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

Course Code / Title	Credit Hours
CYB 400 Threat and Vulnerability Management	3
CYB 401 Software and Systems Security	3
CYB 402 Cyber Operations and Monitoring	3
CYB 403 Digital Forensics and Incident Response	3
CYB 404 Compliance and Assessment	3
TECH 100 Introduction to Technology	3

Undergraduate Certificate in Data Analytics

Program Description

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

Program Learning Outcomes

1. Select, apply, and interpret appropriate statistical analyses and data mining methods for real-world data problems.
2. Apply knowledge and skills to real-world business challenges in advertising, sports, health, media and emerging technologies.
3. Detect algorithms and identify, categorize, and store data from multiple seemingly dissimilar sources.
4. Analyze and model complex datasets and draw insights from the information available to solve problems for an organization or support its direction.

Admission Requirements

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

Bachelor-level admission requirements—found in the Official Transcript / Academic Record Policy

Technology Requirements

15" or 17" Windows Laptop
Processor: 11th or 12th Generation Intel Core i7 or i9
Memory: 32GB or more
Storage: 512 GB or more SSD
Graphics: Nvidia GeForce RTX 3070 or higher, or Nvidia Quadro RTX A3000 or higher
Strongly recommend - an additional monitor screen: 27" Full HD (1920 x 1080) or higher.

Program Requirements

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

Course Code / Title	Credit Hours
DCS 400 Applied Statistics for Optimization	3
DCS 401 Query Design and Analysis	3
DCS 402 Big Data Analytics and Visualization	3
DCS 403 Data Structures & Algorithms Design	3
DCS 404 Artificial Intelligence & Machine Learning	3
TECH 100 Introduction to Technology	3

Undergraduate Certificate in Information Technology (IT)

Program Description

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

Program Learning Outcomes

1. Create strategic plans that implement information technology requirements and specifications of complex technology systems.
2. Evaluate computer systems and improve the overall efficiency and effectiveness by incorporating value computing methodologies.
3. Analyze, design, develop, and maintain information technology infrastructure to allow for the implementation of strategic initiatives that incorporate emerging technologies
4. Analyze and construct database management systems to meet the needs of business and technology decision-makers.

Admission Requirements

For acceptance into the **Undergraduate Certificate in Information Technology (IT)** program, applicants must satisfy the:

Bachelor-level admission requirements—found in the Official Transcript / Academic Record Policy

Technology Requirements

15" or 17" Windows Laptop
Processor: 11th or 12th Generation Intel Core i7 or i9
Memory: 32GB or more
Storage: 512 GB or more SSD
Graphics: Nvidia GeForce RTX 3070 or higher, or Nvidia Quadro RTX A3000 or higher
Strongly recommend - an additional monitor screen: 27" Full HD (1920 x 1080) or higher.

Program Requirements

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

Course Code / Title	Credit Hours
DATA 210 Database Design & Analytics	3
DCS 401 Query Design and Analysis	3
DCS 404 Artificial Intelligence & Machine Learning	3
NET 300 Cloud Computing	3
TECH 100 Introduction to Technology	3
TECH 220 Information Security	3

Graduate Programs

Master of Science in Artificial Intelligence (MSAI)

Program Description

The Master of Science in Artificial Intelligence (MSAI) program is designed to provide students with a comprehensive framework for artificial intelligence. Its goal is to cultivate exceptional leaders in the AI industry who can create and deploy cutting-edge intelligent systems that enhance human capabilities. Students will engage in an extensive core curriculum, intended to develop a strong foundation in core concepts that underpin artificial intelligence theory and practice. The program's curriculum will help students develop a deep understanding and acquire knowledge in state-of-the-art topics in artificial intelligence, including machine learning, deep learning, robotics, fuzzy-based methods, and data science. They will also learn how to apply these techniques across various fields. Additionally, the curriculum includes a project component that allows students to apply the core course materials to a practical project in a real-world environment. Throughout the program, students remain engaged in practical learning experiences that provide opportunities to apply learning from the program to real-world settings as part of a continuous internship experience.

Program Learning Outcomes

The Master of Science in Artificial Intelligence (MSAI) degree program encourages students to achieve the following educational outcomes:

1. Apply computing frameworks, programming logic, and strategies to solve technical and business challenges.
2. Design and communicate, user-centered interfaces based on user requirements
3. Demonstrate knowledge of system configuration management concepts.
4. Apply problem solving using computational and data analysis.
5. Evaluate the ethical, societal, and environmental impacts of computer science technologies.
6. Develop and maintain software solutions using core programming concepts

Admission Requirements

For acceptance into the **Master of Science in Artificial Intelligence (MSAI)** program, applicants must hold:

Bachelor's degree in the field of information technology, engineering, computer science, or related fields (i.e., Electrical or Electronics Engineering) from an accredited university (or its equivalent from a recognized institution) with a minimum 2.5 cumulative GPA.

AND

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.

***Alternatively**, the Department of Computer Science may grant provisional approval to candidates with a B.Sc. in a different area with the requirement that they succeed in B.Sc. level courses of the required prerequisites with a minimum grade of 83% i.e., letter grade B from the first time.*

Technology Requirements

15" or 17" Windows Laptop
Processor: 11th or 12th Generation Intel Core i7 or i9
Memory: 32GB or more
Storage: 512 GB or more SSD
Graphics: Nvidia GeForce RTX 3070 or higher, or Nvidia Quadro RTX A3000 or higher
Strongly recommend - an additional monitor screen: 27" Full HD (1920 x 1080) or higher.

Graduation Requirements

Students must complete thirty-six (36) prescribed credit hours with a program GPA (PGPA) of 3.0 or higher to graduate, including 12 credit hours of Core courses, 21 credit hours of Focus courses, and three (3) credit hours of Capstone. Students must apply for graduation. Upon graduation and fulfillment of all academic requirements, students receive a Master of Science in Artificial Intelligence degree.

Practical Learning Experience (PLE) Requirement

Westcliff University has integrated Practical Learning Experience (PLE) as a graduation requirement for the **Master of Science in Artificial Intelligence (MSAI)** program. Westcliff University degrees are designed to prepare students for the professional workforce, and the knowledge and skills learned throughout their program are directly applicable to the industries to which they are associated. Practical learning allows students to further refine the associated knowledge and skills through guidance, oversight, and feedback from industry experts and professionals while also building a stable network and gathering references to support their career needs. Students are encouraged to take full advantage of the opportunities afforded to them in practical learning and maximize their potential career placement or advancement upon graduation.

Master of Science in Artificial Intelligence (MSAI) Program Requirements — 36 Credit Hours Total

Core Courses — 12 Credit Hours

Course Code / Title	Credit Hours
AIT 500 Concepts of Artificial Intelligence	**3**
AIT 505 Advanced Mathematical Methods for AI	**3**
AIT 506 Machine Learning	3
AIT 515 Introduction to Data Science	**3**

Focus Courses — 21 Credit Hours

AIT 508 Advanced AI Programming and Frameworks	**3**
AIT 509 Natural Language Processing	3
AIT 510 Deep Learning and Neural Networks	3
AIT 517 Affective Computing	3
AIT 520 Artificial Intelligence and Ethics	3
AIT 556 Advanced Machine Learning Techniques	3
MIS 550 Big Data Analytics and Visualization	3

Capstone Course — 3 Credit Hours

Course Code / Title	Credit Hours
CAP 690 Masters Applied Capstone	**3**

Master of Science in Artificial Intelligence - Applied - Applied (MSAI-A)

Program Description

The Master of Science in Artificial Intelligence - Applied (MSAI-A) program is designed to provide students with a comprehensive framework for artificial intelligence. Its goal is to cultivate exceptional leaders in the AI industry who can create and deploy cutting-edge intelligent systems that enhance human capabilities. Students will engage in an extensive core curriculum, intended to develop a strong foundation in core concepts that underpin artificial intelligence theory and practice. The program's curriculum will help students develop a deep understanding and acquire knowledge in state-of-the-art topics in artificial intelligence, including machine learning, deep learning, robotics, fuzzy-based methods, and data science. They will also learn how to apply these techniques across various fields. Additionally, the curriculum includes a project component that allows students to apply the core course materials to a practical project in a real-world environment. Throughout the program, students remain engaged in practical learning

experiences that provide opportunities to apply learning from the program to real-world settings as part of a continuous internship experience.

Program Learning Outcomes

The Master of Science in Artificial Intelligence - Applied (MSAI-A) degree program encourages students to achieve the following educational outcomes:

7. Apply computing frameworks, programming logic, and strategies to solve technical and business challenges.
8. Design and communicate, user-centered interfaces based on user requirements
9. Demonstrate knowledge of system configuration management concepts.
10. Apply problem solving using computational and data analysis.
11. Evaluate the ethical, societal, and environmental impacts of computer science technologies.
12. Develop and maintain software solutions using core programming concepts

Admission Requirements

For acceptance into the **Master of Science in Artificial Intelligence - Applied (MSAI-A)** program, applicants must hold:

Bachelor's degree in the field of information technology, engineering, computer science, or related fields (i.e., Electrical or Electronics Engineering) from an accredited university (or its equivalent from a recognized institution) with a minimum 2.5 cumulative GPA.

AND

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.

***Alternatively**, the Department of Computer Science may grant provisional approval to candidates with a B.Sc. in a different area with the requirement that they succeed in B.Sc. level courses of the required prerequisites with a minimum grade of 83% i.e., letter grade B from the first time.*

Technology Requirements

15" or 17" Windows Laptop
Processor: 11th or 12th Generation Intel Core i7 or i9
Memory: 32GB or more
Storage: 512 GB or more SSD
Graphics: Nvidia GeForce RTX 3070 or higher, or Nvidia Quadro RTX A3000 or higher
Strongly recommend - an additional monitor screen: 27" Full HD (1920 x 1080) or higher.

Graduation Requirements

Students must complete thirty-six (42) prescribed credit hours with a program GPA (PGPA) of 3.0 or higher to graduate, including 12 credit hours of Core courses, 21 credit hours of Focus courses, and three (3) credit hours of Capstone. Students must apply for graduation. Upon graduation and fulfillment of all academic requirements, students receive a Master of Science in Artificial Intelligence - Applied degree.

Practical Learning Experience (PLE) Requirement

Westcliff University has integrated Practical Learning Experience (PLE) as a graduation requirement for the **Master of Science in Artificial Intelligence - Applied (MSAI-A)** program. Westcliff University degrees are designed to prepare students for the professional workforce, and the knowledge and skills learned throughout their program are directly applicable to the industries to which they are associated. Practical learning allows students to further refine the associated knowledge and skills through guidance, oversight, and feedback from industry experts and professionals while also building a stable network and gathering references to support their career needs. Students are encouraged to take full advantage of the opportunities afforded to them in practical learning and maximize their potential career placement or advancement upon graduation.

Master of Science in Artificial Intelligence - Applied (MSAI-A) Program Requirements — 42 Credit Hours Total

Core Courses — 12 Credit Hours

Course Code / Title	Credit Hours
AIT 500 Concepts of Artificial Intelligence	3
AIT 505 Advanced Mathematical Methods for AI	3
AIT 506 Machine Learning	3
AIT 515 Introduction to Data Science	3

Focus Courses — 21 Credit Hours

Course Code / Title	Credit Hours
AIT 508 Advanced AI Programming and Frameworks	3
AIT 509 Natural Language Processing	3
AIT 510 Deep Learning and Neural Networks	3
AIT 517 Affective Computing	3
AIT 520 Artificial Intelligence and Ethics	3
AIT 556 Advanced Machine Learning Techniques	3
MIS 550 Big Data Analytics and Visualization	3

Capstone Course — 3 Credit Hours

Course Code / Title	Credit Hours
CAP 690 Masters Applied Capstone	3

Internship Courses - 6 Credit Hours

Course Code / Title	Credit Hours
INT 560 MS Graduate Internship	1
INT 562 MS Graduate Internship	1
INT 564 MS Graduate Internship	1
INT 566 MS Graduate Internship	1
INT 568 MS Graduate Internship	1
INT 570 MS Graduate Internship	1

Master of Science in Computer Science (MSCS)

Program Description

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

Program Learning Outcomes

The Master of Science in Computer Science degree program encourages students to achieve the following educational outcomes:

1. Collaboratively determine software requirements and specifications in the design and development of complex software systems.
2. Research and present software systems and improve the overall efficiency and effectiveness through data gathering and analysis.
3. Collaboratively analyze, design and develop database structures and solutions that can be readily implemented.
4. Compare and contrast data structures best suited for data management and retrieval.
5. Create, innovate, design, and improve algorithms for exceptional data processing and analysis.
6. Evaluate the application of legal, regulatory, and ethical solutions in protecting data and information technologies.

Admission Requirements

For acceptance into the **Master of Science in Computer Science (MSCS)** program, applicants must satisfy the:

Master-level admission requirements—found in the Official Transcript / Academic Record Policy

AND

Students who have an incoming GPA between a 2.0 and a 2.49 or do not have a Bachelor of Science (BS) degree in a technology discipline may pursue the ACHIEVE version of the Master of Science in Computer Science.

Technology Requirements

15" or 17" Windows Laptop
Processor: 11th or 12th Generation Intel Core i7 or i9
Memory: 32GB or more
Storage: 512 GB or more SSD
Graphics: Nvidia GeForce RTX 3070 or higher, or Nvidia Quadro RTX A3000 or higher
Strongly recommend - an additional monitor screen: 27" Full HD (1920 x 1080) or higher.

Graduation Requirements

Students must complete thirty-six (36) prescribed credit hours with a program GPA (PGPA) of 3.0 or higher to graduate, including 18 credit hours of Core course, 15 credit hours of Concentration courses, and three (3) credit hours of Capstone. Students must apply for graduation. Upon graduation and fulfillment of all academic requirements, students receive a Master of Science in Computer Science degree.

Practical Learning Experience (PLE) Requirement

Westcliff University has integrated Practical Learning Experience (PLE) as a graduation requirement for the **Master of Science in Computer Science (MSCS)** program. Westcliff University degrees are designed to prepare students for the professional workforce, and the knowledge and skills learned throughout their program are directly applicable to the industries to which they are associated. Practical learning allows students to further refine the associated knowledge and skills through guidance, oversight, and feedback from industry experts and professionals while also building a stable network and gathering references to support their career needs. Students are encouraged to take full advantage of the opportunities afforded to them in practical learning and maximize their potential career placement or advancement upon graduation.

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

Core Courses — 18 Credit Hours

Course Code / Title	Credit Hours
MIS 500 Managing Information Systems & Technology	3
MIS 510 Information Technology Project Management	3
MIS 520 Leading Strategic Change with Technology	3
MIS 540 Management of Information Security	3
MIS 545 Business Architecture and Organizational Transformation	3
MIS 550 Big Data Analytics and Visualization	3

Concentration Courses — 15 Credit Hours

Course Code / Title	Credit Hours
See below for concentration options and requirements.	

Capstone Course — 3 Credit Hours

Course Code / Title	Credit Hours
CAP 690 Masters Applied Capstone	3

Master of Science in Computer Science (MSCS) ACHIEVE Bridge

Program Description

The Master of Science Computer Science (MSCS) Achieve Bridge program is designed to provide professionals with no background in computer science or information technology a pathway to a Master's of Science in computer Science degree program. Students will take four bridge courses specifically designed to provide the foundational knowledge necessary to succeed in the MSCS program and either of its areas of concentration. Upon completion of the four bridge courses, students will automatically proceed to the MSCS Achieve Bridge core courses followed by either of the MSCS concentrations. As with the MSCS, the MSCS Achieve Bridge program seeks to advance the professional careers of its students in the field of computing. It presents a modern curriculum that challenges students to apply principles of design, critical and algorithmic thinking, innovation, management, and problem solving to the field of computer science. It prepares students to move into advanced careers in computer science and software engineering by providing the necessary advanced skills and knowledge in computer systems, software development, and telecommunications to effectively implement computerization processes across several industries including healthcare, manufacturing, research and development, education, finance, and other fields which require advanced computerization to remain competitive in the global economy.

Program Learning Outcomes

The Master of Science in Computer Science degree program encourages students to achieve the following educational outcomes:

1. Collaboratively determine software requirements and specifications in the design and development of complex software systems.
2. Research and present software systems and improve the overall efficiency and effectiveness through data gathering and analysis.
3. Collaboratively analyze, design and develop database structures and solutions that can be readily implemented.

4. Compare and contrast data structures best suited for data management and retrieval.
5. Create, innovate, design, and improve algorithms for exceptional data processing and analysis.
6. Evaluate the application of legal, regulatory, and ethical solutions in protecting data and information technologies.

Admission Requirements

For acceptance into the **Master of Science in Computer Science (MSCS)** program, applicants must satisfy the:

Master-level admission requirements—found in the Official Transcript / Academic Record Policy*

*Students who have an incoming GPA between a 2.0 and a 2.49 or do not have a Bachelor of Science (BS) degree in a technology discipline may pursue the ACHIEVE version of the Master of Science in Computer Science.

Technology Requirements

15" or 17" Windows Laptop
Processor: 11th or 12th Generation Intel Core i7 or i9
Memory: 32GB or more
Storage: 512 GB or more SSD
Graphics: Nvidia GeForce RTX 3070 or higher, or Nvidia Quadro RTX A3000 or higher
Strongly recommend - an additional monitor screen: 27" Full HD (1920 x 1080) or higher.

Graduation Requirements

Students must complete forty-two (42) prescribed credit hours with a program GPA (PGPA) of 3.0 or higher to graduate, including 12 credit hours of Bridge courses, 12 credit hours of Core course, 15 credit hours of Concentration courses, and three (3) credit hours of Capstone.
Students must apply for graduation. Upon graduation and fulfillment of all academic requirements, students receive a Master of Science in Computer Science degree.

Practical Learning Experience (PLE) Requirement

Westcliff University has integrated Practical Learning Experience (PLE) as a graduation requirement for the **Master of Science in Computer Science (MSCS)** program. Westcliff University degrees are designed to prepare students for the professional workforce, and the knowledge and skills learned throughout their program are directly applicable to the industries to which they are associated. Practical learning allows students to further refine the associated knowledge and skills through guidance, oversight, and feedback from industry experts and professionals while also building a stable network and gathering references to support their career needs. Students are encouraged to take full advantage of the opportunities afforded to them in practical learning and maximize their potential career placement or advancement upon graduation.

Master of Science in Computer Science Achieve Bridge Program Requirements—42 Credit Hours Total

Bridge Courses — 12 Credit Hours

Course Code / Title	Credit Hours
DCS 500 Data Structure & Algorithms Design with C#	3
MTH 500 Discrete Mathematics	3
PRG 500 System Programming and JAVA	3
PRG 501 Introduction to Python Programming	3

Core Courses — 12 Credit Hours

Course Code / Title	Credit Hours
MIS 500 Managing Information Systems & Technology	3
MIS 510 Information Technology Project Management	3
MIS 540 Management of Information Security	3
MIS 550 Big Data Analytics and Visualization	3

Concentration — 15 Credit Hours

Course Code / Title	Credit Hours
See below for concentration options and requirements.	

Capstone Course — 3 Credit Hours

Course Code / Title	Credit Hours
CAP 690 Masters Applied Capstone	3

Master of Science in Computer Science Areas of Concentration

In addition to the core requirements, students must choose a concentration within the Master of Science in Computer Science program. To graduate with a concentration in Augmented Reality/Virtual Reality (AR/VR) Mobile Game Development, Data Analytics (DATA), Health Informatics (HIT), or Software Development (DEV), students must take five (5) courses, totaling 15 credit hours.

Artificial Intelligence

The Master of Science in Computer Science with a concentration in Artificial Intelligence is designed to provide students with a comprehensive framework for artificial intelligence. Its goal is to cultivate exceptional leaders in the AI industry who can create

and deploy cutting-edge intelligent systems that enhance human capabilities.

To complete a Master of Science in Computer Science with a concentration in Artificial Intelligence, students must complete the five (5) courses listed below—15 credit hours total.

Course Code / Title	Credit Hours
AIT 500 Fundamentals of Artificial Intelligence	3
AIT 506 Machine Learning	3
AIT 508 Advanced AI Programming with Python	3
AIT 509 Natural Language Processing	3
AIT 510 Deep Learning and Neural Networks	3

Augmented Reality/Virtual Reality (AR/VR) Mobile Game Development

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

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

Course Code / Title	Credit Hours
AVR 600 Introduction to AR/VR using Game Design	3
AVR 601 2D Game Development in Unity I	3
AVR 602 3D Game Development in Unity II	3
AVR 603 Artificial Intelligence and Intelligent Behavior in Unity	3
AVR 604 AR and VR Development in Unity	3

Data Analytics

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

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

Course Code / Title	Credit Hours
DATA 600 Principles of Data Management	3
DATA 610 Database Design and Management	3
DATA 620 Data in Artificial Intelligence and Machine Learning	3
DATA 630 Artificial Intelligence and Prescriptive Analytics in Business	3
DATA 640 Cloud Data Visualization	3

Health Informatics (HIT)

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

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

Course Code / Title	Credit Hours
DATA 600 Principles of Data Management	3
HIT 600 Health Informatics	3
HIT 610 Integrated Healthcare Technologies	3
HIT 630 Compliance, Governance and Standards	3
HIT 640 Tele-Medicine and Networking	3

Software Development (DEV)

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

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

Course Code / Title	Credit Hours
DEV 600 Systems Analysis and Design	3
DEV 610 Web Application Development	3
DEV 620 User Interface Design	3

DEV 630 Web Programming I	3
DEV 640 Web Programming II	3

Web Development

The Master of Science in Computer Science with a concentration in Web Development bridges a path for students who want to pursue careers in the growing and exciting field of web development. The program focuses on creating dynamic and interactive experiences through a rigorous full stack coding curriculum. Students pursuing this program will gain the necessary skills for front-end and back-end development, all while preparing them for success in the professional world.

To complete a Master of Science in Computer Science with a concentration in Web Development, students must complete the four (4) courses listed below—15 credit hours total.

Course Code / Title	Credit Hours
WEB 601 Front End Web Development	4
WEB 602 Back End Web Development	4
WEB 603 Full Stack Web Development	4
Graduate Elective Course Option	3

Master of Science in Engineering Management (MSEM)

Program Description

The Master of Science in Engineering Management (MSEM) degree program is highly relevant to organizations who are continually striving to close the gap between engineering, technology, and management for performance. The field of Engineering applies across several business sectors since the field incorporates process, design, technology, and the management of projects and people. The program highlights the synergism between the application of engineering and management as part of the strategic plan and to sustain competitive advantage.

Program Learning Outcomes

The Master of Science in Engineering Management degree program encourages students to achieve the following educational outcomes:

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

Admission Requirements

For acceptance into the **Master of Science in Engineering Management (MSEM)** program, applicants must satisfy the:

Master-level admission requirements—found in the Official Transcript / Academic Record Policy

AND

Students who do not have a Bachelor of Science (BS) degree in a technology discipline must take TECH 100 Introduction to Technology as a prerequisite.

Technology Requirements

15" or 17" Windows Laptop
Processor: 11th or 12th Generation Intel Core i7 or i9
Memory: 32GB or more
Storage: 512 GB or more SSD
Graphics: Nvidia GeForce RTX 3070 or higher, or Nvidia Quadro RTX A3000 or higher
Strongly recommend - an additional monitor screen: 27" Full HD (1920 x 1080) or higher.

Graduation Requirements

Students must complete thirty-six (36) prescribed credit hours with a program GPA (PGPA) of 3.0 or higher to graduate, including 18 credit hours of Core courses, three (3) credit hours of Capstone, and 15 credit hours of Concentration courses.

Students must apply for graduation. Upon graduation and fulfillment of all academic requirements, students receive a Master of Science in Engineering Management degree.

Practical Learning Experience (PLE) Requirement

Westcliff University has integrated Practical Learning Experience (PLE) as a graduation requirement for the **Master of Science in Engineering Management (MSEM)** program. Westcliff University degrees are designed to prepare students for the professional workforce, and the knowledge and skills learned throughout their program are directly applicable to the industries to which they are associated. Practical learning allows students to further refine the associated knowledge and skills through guidance, oversight, and feedback from industry experts and professionals while also building a stable network and gathering references to support their career needs. Students are encouraged to take full advantage of the opportunities afforded to them in practical learning and maximize their potential career placement or advancement upon graduation.

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

Bridge Courses — 18 Credit Hours

Course Code / Title	Credit Hours
MIS 500 Managing Information Systems & Technology	3
MIS 510 Information Technology Project Management	3
MIS 520 Leading Strategic Change with Technology	3
MIS 540 Management of Information Security	3
MIS 545 Business Architecture and Organizational Transformation	3
MIS 550 Big Data Analytics and Visualization	3

Concentration — 15 Credit Hours

Course Code / Title	Credit Hours
See below for concentration options and requirements.	

Capstone Course — 3 Credit Hours

Course Code / Title	Credit Hours
CAP 690 Masters Applied Capstone	3

Master of Science in Engineering Management Area of Concentration

In addition to the core requirements, students must choose a concentration within the Master of Science in Engineering Management program. To graduate with a concentration, students must take five (5) courses, totaling 15 credit hours, in the area of their chosen concentration while at Westcliff University.

Technology Engineering Management (TEM)

The Master of Science in Engineering Management with a concentration in Technology Engineering Management (TEM) is designed to provide students with a foundation in systems engineering management processes and techniques. This program is ideal for professionals who are interested in management roles within the systems engineering field and who may have experience but do not have formal training. Students will learn information systems engineering processes and techniques, strategic engineering technology management, and reliability engineering. Graduate students will complete one (1) additional graduate level assignment in each course.

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

Course Code / Title	Credit Hours
TEM 600 Introduction to Systems Engineering	3
TEM 610 Information Systems Engineering	3
TEM 620 Engineering Administration	3
TEM 630 Strategic Technology Management	3
TEM 640 Reliability Engineering	3

Master of Science in Information Technology (MSIT)

Program Description

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

Program Learning Outcomes

The Master of Science in Information Technology degree program encourages students to achieve the following educational outcomes:

1. Create and present strategic plans that implement information technology requirements and specifications of complex technology systems.
2. Research and evaluate computer systems and improve the overall efficiency and effectiveness through data gathering and analysis.
3. Collaboratively analyze, design, develop, and maintain information technology infrastructure to allow for implementation of strategic initiatives that incorporate emerging technologies.
4. Collaboratively analyze and construct technology management systems to meet the needs of business decision makers.
5. Evaluate the application of legal, regulatory, and ethical solutions in protecting data and information technologies.

Admission Requirements

For acceptance into the **Master of Science in Information Technology (MSIT)** program, applicants must satisfy the:

Master-level admission requirements—found in the Official Transcript / Academic Record Policy*

*Students who have an incoming GPA between a 2.0 and a 2.49 or do not have a Bachelor of Science (BS) degree in a technology discipline may pursue the ACHIEVE version of the Master of Science in Information Technology.

Technology Requirements

15" or 17" Windows Laptop
Processor: 11th or 12th Generation Intel Core i7 or i9
Memory: 32GB or more
Storage: 512 GB or more SSD
Graphics: Nvidia GeForce RTX 3070 or higher, or Nvidia Quadro RTX A3000 or higher
Strongly recommend - an additional monitor screen: 27" Full HD (1920 x 1080) or higher.

Graduation Requirements

Students must complete thirty-six (36) prescribed credit hours with a program GPA (PGPA) of 3.0 or higher to graduate, including 18 credit hours of Core courses, three (3) credit hours of Capstone, and 15 credit hours of Concentration courses.
Students must apply for graduation. Upon graduation and fulfillment of all academic requirements, students receive a Master of Science in Information Technology degree.

Practical Learning Experience (PLE) Requirement

Westcliff University has integrated Practical Learning Experience (PLE) as a graduation requirement for the **Master of Science in Information Technology (MSIT).** program. Westcliff University degrees are designed to prepare students for the professional workforce, and the knowledge and skills learned throughout their program are directly applicable to the industries to which they are associated. Practical learning allows students to further refine the associated knowledge and skills through guidance, oversight, and feedback from industry experts and professionals while also building a stable network and gathering references to support their career needs. Students are encouraged to take full advantage of the opportunities afforded to them in practical learning and maximize their potential career placement or advancement upon graduation.

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

Core Courses — 18 Credit Hours

Course Code / Title	Credit Hours
MIS 500 Managing Information Systems & Technology	3
MIS 510 Information Technology Project Management	3
MIS 520 Leading Strategic Change with Technology	3
MIS 540 Management of Information Security	3
MIS 545 Business Architecture and Organizational Transformation	3
MIS 550 Big Data Analytics and Visualization	

Concentration — 15 Credit Hours

Course Code / Title	Credit Hours
See below for concentration options and requirements.	

Capstone Course — 3 Credit Hours

Course Code / Title	Credit Hours
CAP 690 Masters Applied Capstone	3

Master of Science in Information Technology (MSIT) ACHIEVE Bridge Program

Program Description

The Master of Science in Information Technology (MSIT) ACHIEVE Bridge program is designed to provide professionals with no background in computer science or information technology a pathway to a Master's of Science in Information Technology degree program. Students will take four bridge courses specifically designed to provide the foundational knowledge necessary to succeed in the MSIT program and either of its areas of concentration. Upon completion of the four bridge courses, students will automatically proceed to the MSIT Achieve Bridge core courses followed by either of the MSCS concentrations. As with the MSIT, the MSCS Achieve Bridge program seeks to provide a holistic perspective to the field of Information Technology to ensure that students develop knowledge about a vast array of technology that drives 21st century business. The curriculum provides an amalgam of technical and management knowledge required to properly implement and manage strategies in IT security to protect technology assets, infrastructure, and data analytics. Current Information Technologists will enhance their technical acumen and learn how to collect, analyze, and interpret business intelligence relevant to their respective fields.

Program Learning Outcomes

The Master of Science in Information Technology degree program encourages students to achieve the following educational outcomes:

1. Create and present strategic plans that implement information technology requirements and specifications of complex technology systems.
2. Research and evaluate computer systems and improve the overall efficiency and effectiveness through data gathering and analysis.
3. Collaboratively analyze, design, develop, and maintain information technology infrastructure to allow for implementation of strategic initiatives that incorporate emerging technologies.
4. Collaboratively analyze and construct technology management systems to meet the needs of business decision makers.
5. Evaluate the application of legal, regulatory, and ethical solutions in protecting data and information technologies.

Admission Requirements

For acceptance into the **Master of Science in Information Technology (MSIT)** program, applicants must satisfy the:
Master-level admission requirements—found in the Official Transcript / Academic Record Policy

Technology Requirements

15" or 17" Windows Laptop
Processor: 11th or 12th Generation Intel Core i7 or i9
Memory: 32GB or more
Storage: 512 GB or more SSD
Graphics: Nvidia GeForce RTX 3070 or higher, or Nvidia Quadro RTX A3000 or higher
Strongly recommend - an additional monitor screen: 27" Full HD (1920 x 1080) or higher.

Graduation Requirements

Students must complete forty-two (42) prescribed credit hours with a program GPA (PGPA) of 3.0 or higher to graduate, including 12 credit hours of Bridge courses, 12 credit hours of Core course, 15 credit hours of Concentration courses, and three (3) credit hours of Capstone.
Students must apply for graduation. Upon graduation and fulfillment of all academic requirements, students receive a Master of Science in Information Technology degree.

Practical Learning Experience (PLE) Requirement

Westcliff University has integrated Practical Learning Experience (PLE) as a graduation requirement for the **Master of Science in Information Technology (MSIT).** program. Westcliff University degrees are designed to prepare students for the professional workforce, and the knowledge and skills learned throughout their program are directly applicable to the industries to which they are associated. Practical learning allows students to further refine the associated knowledge and skills through guidance, oversight, and feedback from industry experts and professionals while also building a stable network and gathering references to support their career needs. Students are encouraged to take full advantage of the opportunities afforded to them in

practical learning and maximize their potential career placement or advancement upon graduation.

Master of Science in Information Technology (MSIT) ACHIEVE Bridge Program Requirements—42 Credit Hours Total

Bridge Courses—12 Credit Hours

Course Code / Title	Credit Hours
DCS 500 Data Structure & Algorithms Design with C#	3
MTH 500 Discrete Mathematics	3
PRG 500 System Programming and JAVA	3
PRG 501 Introduction to Python Programming	3

Core Courses — 12 Credit Hours

Course Code / Title	Credit Hours
MIS 500 Managing Information Systems & Technology	3
MIS 510 Information Technology Project Management	3
MIS 540 Management of Information Security	3
MIS 550 Big Data Analytics and Visualization	3

Concentration — 15 Credit Hours

Course Code / Title	Credit Hours
See below for concentration options and requirements.	

Capstone Course — 3 Credit Hours

Course Code / Title	Credit Hours
CAP 690 Masters Applied Capstone	3

Master of Science in Information Technology Area of Concentration

In addition to the core requirements, students must choose a concentration within the Master of Science in Information Technology program. To graduate with a concentration, students must take five (5) courses, totaling 15 credit hours, in the area of their chosen concentration while at Westcliff University.

Cloud Computing

The Master of Science in Information Technology with a concentration in Cloud Computing is designed to provide students with a foundation in cloud computing technologies for business. This program is ideal for professionals who are interested in the field of cloud computing and who may have experience but do not have formal training. Students will learn technologies, processes, and management of systems including virtualization and storage, APIs and scripting, AWS and Azure, cloud security and disaster recovery, and strategic cloud implementation concepts for business applications. Graduate students will complete one (1) additional graduate level assignment in each course.

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

Course Code / Title	Credit Hours
CLD 600 Virtualization and Storage	3
CLD 601 APIs and Scripting	3
CLD 602 AWS and Azure	3
CLD 603 Cloud Security and Disaster Recovery	3
CLD 604 Strategic Cloud	3

Cybersecurity

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

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

Course Code / Title	Credit Hours
CYB 600 Threat and Vulnerability Management	3
CYB 601 Software and Systems Security	3
CYB 602 Cyber Operations and Monitoring	3
CYB 603 Digital Forensics and Incident Response	3
CYB 604 Compliance and Assessment	3

Emerging Technologies (EMT)

The Master of Science in Information Technology with a concentration in Emerging Technologies (EMT) teaches that our technological world continues to expand at a rapid pace, and emerging technologies are driving business and our connected world. This program introduces students to several

emerging technologies and students will explore how each function and their applications and impacts in the business world. Topics include Artificial Intelligence and Machine Learning (AI and ML), the Metaverse, blockchain technologies, Industry 4.0, and identity management in the virtual world.

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

Course Code / Title	Credit Hours
EMT 600 Artificial Intelligence and Machine Learning	3
EMT 610 Metaverse	3
EMT 620 Blockchain	3
EMT 630 Industry 4.0	3
EMT 640 Identity Management in the Virtual World	3

Information Technology Management (IMT)

The Master of Science in Information Technology with a concentration in Information Technology Management (ITM) is designed to provide students with a foundation in Information Technology Management based on the Project Management Book of Knowledge and Project Management Professional certification. This program is ideal for professionals who are interested in the field of project management and who may have experience but do not have formal training. Students will learn common methodologies used by project managers today focusing on project integration, scope, time, cost, leadership, schedule, risk, quality, and communications management. Graduate students will complete one (1) additional graduate level assignment in each course.

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

Course Code / Title	Credit Hours
CLD 600 Virtualization and Storage	3
ITM 600 Modern Operating Systems	3
ITM 610 Networking Management	3
ITM 630 Cyber Forensics	3
ITM 640 Issues in Business and IT	3

Information Technology Project Management (ITPM)

The Master of Science in Information Technology with a concentration in Information Technology Project Management (ITPM) is designed to provide students with a foundation in IT Project management based on the Project Management Book of Knowledge and Project Management Professional certification. This program is ideal for professionals who are interested in the field of project management and who may have experience but do not have formal training. Students will learn common methodologies used by project managers today focusing on project integration, scope, time, cost, leadership, schedule, risk, quality, and communications management. Graduate students will complete one (1) additional graduate level assignment in each course.

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

Course Code / Title	Credit Hours
ITPM 600 PMP Integration, Scope, Time, and Cost	3
ITPM 601 Project Leadership	3
ITPM 602 Project Schedule Management	3
ITPM 603 Project Risk and Quality Management	3
ITPM 604 Project Communications Management	3

Operations Management (OPM)

The Master of Science in Information Technology with a concentration in Operations Management (OPM) teaches that businesses rely heavily on technology and systems to operate in today's competitive world. This concentration provides students with a fundamental understanding of how to effectively and efficiently manage IT operations within an organization. Topics include operations management fundamentals and best practices, Enterprise Resource Planning (ERP) systems, data center management, disaster recovery and business continuity planning, and operational excellence.

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

Course Code / Title	Credit Hours
OPM 600 Operations Management	3
OPM 610 Enterprise Resource Planning Systems	3
OPM 620 Data Center Management	3
OPM 630 Disaster Recovery and Business Continuity	3
OPM 640 Operational Excellence	3

Coding Bootcamp Graduate Certificate

Program Description

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

Program Learning Outcomes

1. Create a strong portfolio of applications and projects to display proficiency.
2. Design and innovate web pages using fundamental development concepts.
3. Develop complete applications using the latest front-end and back-end technologies.
4. Evaluate the functions of browser-based technologies and server-side developments.
5. Understand API interaction and deployment/command-line fundamentals.
6. Assess quality assurance functions through unit testing, linting, and continuous integration.

Admission Requirements

For acceptance into the **Coding Bootcamp Graduate Certificate** program, applicants must satisfy the:
Master-level admission requirements—found in the Official Transcript / Academic Record Policy

Technology Requirements

15" or 17" Windows Laptop
Processor: 11th or 12th Generation Intel Core i7 or i9
Memory: 32GB or more
Storage: 512 GB or more SSD
Graphics: Nvidia GeForce RTX 3070 or higher, or Nvidia Quadro RTX A3000 or higher
Strongly recommend - an additional monitor screen: 27" Full HD (1920 x 1080) or higher.

Program Requirements

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

Course Code / Title	Credit Hours
WEB 600 Front End Web Development	4
WEB 601 Back End Web Development	4
WEB 602 Full Stack Web Development	4

Graduate Certificate in Cybersecurity

Program Description

The Graduate Certificate in Cybersecurity will cover in detail the different cyber-threats in today's digital age and how we can implement the best technical and business security practices to mitigate and counter these risks. Cyber security can be defined in a nutshell, as follows: It is the set of technologies, processes, and practices designed to protect networks, computers, programs, and data from attack, damage or unauthorized access. Cybersecurity knowledge becomes a cornerstone in the development of individuals and teams that are prepared to protect governmental, military, and commercial institutions from cyber-attacks. Graduate students will complete one (1) additional graduate level assignment in each course.

Program Learning Outcomes

1. Explore common cyber threats and attacks.
2. Describe how social engineering attacks take place and how to mitigate them.
3. Identify common threats to physical and logical security.
4. Explore and utilize common information-gathering tools and techniques.
5. Evaluate appropriate technologies and tools to assess, protect against, and resolve security issues.

Admission Requirements

For acceptance into the **Graduate Certificate in Cybersecurity** program, applicants must satisfy the:
Master-level admission requirements—found in the Official Transcript / Academic Record Policy

Technology Requirements

15" or 17" Windows Laptop
Processor: 11th or 12th Generation Intel Core i7 or i9
Memory: 32GB or more
Storage: 512 GB or more SSD
Graphics: Nvidia GeForce RTX 3070 or higher, or Nvidia Quadro RTX A3000 or higher
Strongly recommend - an additional monitor screen: 27" Full HD (1920 x 1080) or higher.

Program Requirements

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

Course Code / Title	Credit Hours
CYB 600 Threat and Vulnerability Management	3
CYB 601 Software and Systems Security	3
CYB 602 Cyber Operations and Monitoring	3
CYB 603 Digital Forensics and Incident Response	3
CYB 604 Compliance and Assessment	3

Graduate Certificate in Data Analytics

Program Description

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

Program Learning Outcomes

1. Select, apply, and interpret appropriate statistical analyses and data mining methods for real-world data problems.
2. Apply knowledge and skills to real-world business challenges in advertising, sports, health, media and emerging technologies.
3. Detect algorithms and identify, categorize, and store data from multiple seemingly dissimilar sources.
4. Analyze and model complex datasets and draws insights from the information available to solve problems for an organization or support its direction.

Admission Requirements

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

Master-level admission requirements—found in the Official Transcript / Academic Record Policy

Technology Requirements

15" or 17" Windows Laptop
Processor: 11th or 12th Generation Intel Core i7 or i9
Memory: 32GB or more
Storage: 512 GB or more SSD
Graphics: Nvidia GeForce RTX 3070 or higher, or Nvidia Quadro RTX A3000 or higher
Strongly recommend - an additional monitor screen: 27" Full HD (1920 x 1080) or higher.

Program Requirements

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

Course Code / Title	Credit Hours
DATA 600 Principles of Data Management	3
DATA 610 Database Design and Management	3
DATA 620 Data in Artificial Intelligence and Machine Learning	3
DATA 630 Artificial Intelligence and prescriptive Analytics in Business	3
DATA 640 Cloud Data Visualization	3

Doctoral Programs

Doctor of Computer Science (DCS)

Program Description

The Doctor of Computer Science (DCS) program is for students with existing knowledge, academically and experientially, in computer science or a closely related field of information technology. The program emphasizes the development of advanced computer science knowledge and the practical application of research in programming languages, operating systems, database management systems, software engineering, and design and analysis of algorithms. Coursework and research areas culminate with the completion of a dissertation or applied doctoral research project in a relevant area such as cybersecurity, data science and analytics, artificial intelligence, and emerging technologies. Throughout the program, students remain engaged in practical learning experiences that provide opportunities to apply learning from the program to real-world settings as part of a continuous internship experience.

Program Learning Outcomes

The Doctor of Computer Science degree program encourages students to achieve the following educational outcomes:

1. Evaluate and anticipate the evolution, current practices, and emerging trends in information technology to address complex organizational and societal challenges.

2. Design and implement secure, scalable, and innovative IT solutions by applying advanced concepts, methodologies, and tools.
3. Conduct and disseminate original research and applied studies that contribute to the advancement of knowledge and practice in information technology..
4. Integrate strategic foresight, resilience, and ethical decision-making into IT leadership, governance, and organizational innovation..
5. Communicate and apply expertise effectively across academic, professional, and organizational contexts to influence decision-making and lead change.

Admission Requirements

For acceptance into the **Doctor of Computer Science** degree program, applicants must satisfy the following criteria:

Strong consideration will be given to candidates with a master's degree (or equivalent) from an accredited university or comparable recognized institution outside of the United States in the field of computer science, information technology, engineering, or closely related discipline.

Technology Requirements

15" or 17" Windows Laptop
Processor: 11th or 12th Generation Intel Core i7 or i9
Memory: 32GB or more
Storage: 512 GB or more SSD
Graphics: Nvidia GeForce RTX 3070 or higher, or Nvidia Quadro RTX A3000 or higher
Strongly recommend - an additional monitor screen: 27" Full HD (1920 x 1080) or higher.

Dissertation Onboarding Program

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

Benchmark Courses in the Doctor of Computer Science - Applied Program

DOC 715 Prospectus and *DOC 720 Literature Review* are benchmark courses in the DBA program. While most courses in the DBA program allow students three total attempts to successfully complete, benchmark courses only allow for two total attempts.

Doctoral Dissertation Review

In support and pursuit of candidacy for the Doctor of Computer Science - Applied degree, doctoral students must submit a scholarly written report, with original research and investigation as to its foundation. This report is commonly and collectively referred to as the Dissertation and is indicative of high academic integrity and rigor, congruent with Doctor's level studies. The doctoral dissertation can result in a new theory that is created, or it may be focused on contextual topics or phenomenon. The dissertation should have a purpose and/or a problem, with associated research hypothesis and questions, methodology for research, data collection, and an analysis of the results.
The oral defense of the doctoral dissertation research is performed at the conclusion of the program. Following the oral defense, the doctoral committee chair confers with committee members and reaches a consensus as to whether the candidate receives a grade of pass, pass with content revisions, major content revisions required, or fail.

Graduation Requirements

Students must complete fifty-six (56) prescribed credit hours with a program GPA (PGPA) of 3.0 or higher to graduate, including 21 credit hours of Core courses, 8 (eight) hours of Internship courses, and 27 research/dissertation credit hours, including the successful defense of their dissertation or doctoral capstone project. Students may choose to add a 12-credit hour concentration. Students must apply for graduation. Upon graduation and fulfillment of all academic requirements, students receive a Doctor of Computer Science degree.

Practical Learning Experience (PLE) Requirement

Westcliff University has integrated Practical Learning Experience (PLE) as a graduation requirement for the **Doctor of Computer Science - Applied** program. Westcliff University degrees are designed to prepare students for the professional workforce, and the knowledge and skills learned throughout their program are directly applicable to the industries

to which they are associated. Practical learning allows students to further refine the associated knowledge and skills through guidance, oversight, and feedback from industry experts and professionals while also building a stable network and gathering references to support their career needs. Students are encouraged to take full advantage of the opportunities afforded to them in practical learning and maximize their potential career placement or advancement upon graduation.

Doctor of Computer Science (DCS) Program Requirements — 48 Credit Hours Total

Core **21 Credit Hours**

Course Code / Title	Credit Hours
DOC 700 Doctoral Foundations	3
PRG 705 Python and Computation	3
CYB 750 Advanced Cyber Threats and Intelligence	3
CLD 704 Cloud Architecture and Design	3
AIT 706 Applied and Theoretical Machine Learning	3
CSCI 750 Advanced Operating Systems	3
AIT 705 Artificial Intelligence and Behavior Modeling	3

Research **15 Credit Hours**

Course Code / Title	Credit Hours
DOC 705 Quantitative Research Methods	3
DOC 715 Prospectus	3
DOC 710 Qualitative Research Methods	3
DOC 720 Literature Review	3
DOC 706 Advanced Quantitative Research Methods or;	
DOC 711 Advanced Qualitative Research Methods or;	
DOC 712 Conducting Applied Research in the Real World	3

Dissertation or Research Project **12 Credit Hours**

Course Code / Title	Credit Hours
DOC 901 Dissertation Course Block	3
DOC 902 Dissertation Course Block	3
DOC 903 Dissertation Course Block	3
DOC 904 Dissertation Course Block	3
OR	
DRP 901 Doctoral Research Project	3
DRP 902 Doctoral Research Project	3
DRP 903 Doctoral Research Project	3
DRP 904 Doctoral Research Project	3

Doctor of Computer Science Areas of Concentration (Optional)—12 Credit Hours Total

In addition to the core requirements, students may choose to add a concentration within the Doctor of Computer Science program.

Artificial Intelligence

Course Code / Title	Credit Hours
AIT 800 AI Ethics and Societal Impact	3
AIT 805 Deep Learning	3
AIT 810 Computer Vision	3
AIT 815 Natural Language Processing	3

Cloud Engineering

Course Code / Title	Credit Hours
CLD 810 Edge Computing and Artificial Intelligence	3
CLD 806 Containerization and Microservices	3
CLD 807 Scalable Data Analysis and Visualization	3
CLD 809 Cloud Automation and Orchestration	3

Cybersecurity

Course Code / Title	Credit Hours
CYB 806 Cyber Risk Analysis and Management	3
CYB 807 Advanced Cryptography	3
CYB 808 Ethical Hacking and Penetration Testing	3
CYB 809 Cybersecurity Policy and Compliance	3

Doctor of Computer Science - Applied (DCS - A)

Program Description

The Doctor of Computer Science - Applied (DCS - A) program is for students with existing knowledge, academically and experientially, in computer science or a closely related field of information technology. The program emphasizes the development of advanced computer science knowledge and the practical application of research in programming languages, operating systems, database management systems, software engineering, and design and analysis of algorithms. Coursework and research areas culminate with the completion of a dissertation or applied doctoral research project in a relevant area such as cybersecurity, data science and analytics, artificial intelligence, and emerging technologies. Throughout the program, students remain engaged in practical learning experiences that provide opportunities to apply learning from the program to real-world settings as part of a continuous internship experience.

Program Learning Outcomes

The Doctor of Computer Science - Applied degree program encourages students to achieve the following educational outcomes:

6. Evaluate and anticipate the evolution, current practices, and emerging trends in information technology to address complex organizational and societal challenges.
7. Design and implement secure, scalable, and innovative IT solutions by applying advanced concepts, methodologies, and tools.
8. Conduct and disseminate original research and applied studies that contribute to the advancement of knowledge and practice in information technology..
9. Integrate strategic foresight, resilience, and ethical decision-making into IT leadership, governance, and organizational innovation..
10. Communicate and apply expertise effectively across academic, professional, and organizational contexts to influence decision-making and lead change.

Admission Requirements

For acceptance into the **Doctor of Computer Science - Applied** degree program, applicants must satisfy the following criteria:

Strong consideration will be given to candidates with a master's degree (or equivalent) from an accredited university or comparable recognized institution outside of the United States in the field of computer science, information technology, engineering, or closely related discipline.

Technology Requirements

15" or 17" Windows Laptop
Processor: 11th or 12th Generation Intel Core i7 or i9
Memory: 32GB or more
Storage: 512 GB or more SSD
Graphics: Nvidia GeForce RTX 3070 or higher, or Nvidia Quadro RTX A3000 or higher
Strongly recommend - an additional monitor screen: 27" Full HD (1920 x 1080) or higher.

Dissertation Onboarding Program

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

Benchmark Courses in the Doctor of Computer Science - Applied Program

DOC 715 Prospectus and *DOC 720 Literature Review* are benchmark courses in the DBA program. While most courses in the DBA program allow students three total attempts to successfully complete, benchmark courses only allow for two total attempts.

Doctoral Dissertation Review

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

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

Graduation Requirements

Students must complete fifty-six (56) prescribed credit hours with a program GPA (PGPA) of 3.0 or higher to graduate, including 21 credit hours of Core courses, 8 (eight) hours of Internship courses, and 27 research/dissertation credit hours, including the successful defense of their dissertation or doctoral capstone project. Students may choose to add a 12-credit hour concentration. Students must apply for graduation. Upon graduation and fulfillment of all academic requirements, students receive a Doctor of Computer Science - Applied degree.

Practical Learning Experience (PLE) Requirement

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

Doctor of Computer Science - Applied (DCS - A) Program Requirements — 56 Credit Hours Total

Core	21 Credit Hours
Course Code / Title	**Credit Hours**
DOC 700 Doctoral Foundations	3
PRG 705 Python and Computation	3
CYB 750 Advanced Cyber Threats and Intelligence	3
CLD 704 Cloud Architecture and Design	3
AIT 706 Applied and Theoretical Machine Learning	3
CSCI 750 Advanced Operating Systems	3
AIT 705 Artificial Intelligence and Behavior Modeling	3

Research	15 Credit Hours
Course Code / Title	**Credit Hours**
DOC 705 Quantitative Research Methods	3
DOC 715 Prospectus	3
DOC 710 Qualitative Research Methods	3
DOC 720 Literature Review	3
DOC 706 Advanced Quantitative Research Methods or;	
DOC 711 Advanced Qualitative Research Methods or;	
DOC 712 Conducting Applied Research in the Real World	3

Dissertation or Research Project	12 Credit Hours
Course Code / Title	**Credit Hours**
DOC 901 Dissertation Course Block	3
DOC 902 Dissertation Course Block	3
DOC 903 Dissertation Course Block	3
DOC 904 Dissertation Course Block	3
OR	
DRP 901 Doctoral Research Project	3
DRP 902 Doctoral Research Project	3
DRP 903 Doctoral Research Project	3
DRP 904 Doctoral Research Project	3

Internship Courses	8 Credit Hours
Course Code / Title	**Credit Hours**
INT 720 Internship I	**1**
INT 721 Internship II	**1**
INT 722 Internship III	**1**
INT 723 Internship IV	**1**
INT 724 Internship V	**1**
INT 725 Internship VI	**1**
INT 726 Internship VII	**1**
INT 727 Internship VIII	**1**

Doctor of Computer Science - Applied Areas of Concentration (Optional)—12 Credit Hours Total

In addition to the core requirements, students may choose to add a concentration within the Doctor of Computer Science - Applied program.

Artificial Intelligence

Course Code / Title	Credit Hours
AIT 800 AI Ethics and Societal Impact	3
AIT 805 Deep Learning	3
AIT 810 Computer Vision	3
AIT 815 Natural Language Processing	3

Cloud Engineering

Course Code / Title	Credit Hours

CLD 810 Edge Computing and Artificial Intelligence	3
CLD 806 Containerization and Microservices	3
CLD 807 Scalable Data Analysis and Visualization	3
CLD 809 Cloud Automation and Orchestration	3

Cybersecurity

Course Code / Title	Credit Hours
CYB 806 Cyber Risk Analysis and Management	3
CYB 807 Advanced Cryptography	3
CYB 808 Ethical Hacking and Penetration Testing	3
CYB 809 Cybersecurity Policy and Compliance	

Doctor of Information Technology (DIT)

Program Description

The Doctor of Information Technology (DIT) at Westcliff University prepares scholar-practitioners to lead, innovate, and solve complex problems in the design, management, and strategic use of technology across industries. The program emphasizes applied research, advanced technical proficiency, and strategic leadership in areas such as information systems, cybersecurity, cloud computing, enterprise architecture, and digital transformation.

Program Learning Outcomes

The Doctor of Information Technology (DIT) degree program encourages students to achieve the following educational outcomes:

1. Assess the evolution of knowledge within the chosen computer science discipline in addressing a real-world technical problem.
2. Contribute to the body of knowledge within the computer science discipline through ethical research, scholarly writing, dissemination of research and real-world innovations in evolving, diverse environments.
3. Develop analytical and critical thinking proficiencies that clearly articulate applying computer science principles and models in solving real-world technical problems.
4. Formulates ideas, concepts, designs, and/or techniques beyond the current boundaries of knowledge within the field of study.
5. Demonstrate deep knowledge and expertise in one or more specialized concentrations within computer science.

Admission Requirements

For acceptance into the **Doctor of Information Technology** degree program, applicants must satisfy the following criteria:

Strong consideration will be given to candidates with a master's degree (or equivalent) from an accredited university or comparable recognized institution outside of the United States in the field of computer science, information technology, engineering, or closely related discipline.

Technology Requirements

15" or 17" Windows Laptop
Processor: 11th or 12th Generation Intel Core i7 or i9
Memory: 32GB or more
Storage: 512 GB or more SSD
Graphics: Nvidia GeForce RTX 3070 or higher, or Nvidia Quadro RTX A3000 or higher
Strongly recommend - an additional monitor screen: 27" Full HD (1920 x 1080) or higher.

Dissertation Onboarding Program

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

Benchmark Courses in the Doctor of Information Technology

DOC 715 Prospectus and *DOC 720 Literature Review* are benchmark courses in the DIT program. While most courses in the DIT program allow students three total attempts to successfully complete, benchmark courses only allow for two total attempts.

Doctoral Dissertation Review

In support and pursuit of candidacy for the Doctor of Information Technology degree, doctoral students must submit a scholarly written report, with original research and investigation as to its foundation. This report is commonly and collectively referred to as the Dissertation and is indicative of high academic integrity and rigor, congruent with Doctor's level studies. The doctoral dissertation can result in a new theory that is created, or it may be focused on

contextual topics or phenomenon. The dissertation should have a purpose and/or a problem, with associated research hypothesis and questions, methodology for research, data collection, and an analysis of the results.

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

Graduation Requirements

Students in the Doctor of Information Technology must complete forty-eight (48) prescribed credit hours with a program GPA (PGPA) of 3.0 or higher to graduate. As an option, students can take an additional twelve (12) credit hours of concentration specialization. Students must apply for graduation. Upon graduation and fulfillment of all academic requirements, students receive a Doctor of Information Technology degree.

Practical Learning Experience (PLE) Requirement

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

Doctor of Information Technology Program Requirements — 48 Credit Hours Total

Core — **21 Credit Hours**

Course Code / Title	Credit Hours
DOC 700 Doctoral Foundations	3
PRG 705 Python and Computation	3
MIS 800 Managing Information Systems & Technology	3
CYB 804 Compliance and Assessment	3
ITM 810 Networking Management	3
MIS 805 Foundations of Big Data Analytics	3
EMT 800 Artificial Intelligence and Machine Learning	3

Research — **15 Credit Hours**

Course Code / Title	Credit Hours
DOC 705 Quantitative Research Methods	3
DOC 710 Qualitative Research Methods	3
DOC 715 Prospectus	3
DOC 720 Literature Review	3
Advanced Research (Select one)	
DOC 706 Advanced Quantitative Research Methods or;	
DOC 711 Advanced Qualitative Research Methods or;	
DOC 712 Conducting Applied Research in the Real World	3

Dissertation or Research Project — **12 Credit Hours**

Course Code / Title	Credit Hours
DOC 901 Dissertation Course Block	3
DOC 902 Dissertation Course Block	3
DOC 903 Dissertation Course Block	3
DOC 904 Dissertation Course Block	3
OR	
DRP 901 Doctoral Research Project	3
DRP 902 Doctoral Research Project	3
DRP 903 Doctoral Research Project	3
DRP 904 Doctoral Research Project	3

Doctor of Information Technology Areas of Concentration (Optional)—12 Credit Hours Total

In addition to the core requirements, students may choose to add a concentration within the Doctor of Information Technology program.

Applied Artificial Intelligence

Course Code / Title	Credit Hours
AIT 800 AI Ethics and Societal Impact	3
AIT 816 Advanced Topics in Natural Language Processing and Innovation	3
AIT 820 Generative AI and Language Models	3
AIT 825 Applied AI and Machine Learning	3

Big Data

Course Code / Title	Credit Hours
DATA 816 Scalable Data Systems and Architecture	3
DATA 821 Advanced Big Data Analytics and Mining	3
DATA 826 Cloud Data Engineering and MLOps	3
DATA 831 Data Governance, Privacy, and Responsible AI at Scale	3

Cloud Engineering

Course Code / Title	Credit Hours
CLD 806 Containerization and Microservices	3
CLD 807 Scalable Data Analysis and Visualization	3
CLD 809 Cloud Automation and Orchestration	3.
CLD 810 Edge Computing and Artificial Intelligence	3

Doctor of Information Technology - Applied (DIT-A)

Program Description

The Doctor of Information Technology - Applied (DIT-A) at Westcliff University prepares scholar-practitioners to lead, innovate, and solve complex problems in the design, management, and strategic use of technology across industries. The program emphasizes applied research, advanced technical proficiency, and strategic leadership in areas such as information systems, cybersecurity, cloud computing, enterprise architecture, and digital transformation.

Program Learning Outcomes

The Doctor of Information Technology - Applied (DIT-A) degree program encourages students to achieve the following educational outcomes:

6. Assess the evolution of knowledge within the chosen computer science discipline in addressing a real-world technical problem.
7. Contribute to the body of knowledge within the computer science discipline through ethical research, scholarly writing, dissemination of research and real-world innovations in evolving, diverse environments.
8. Develop analytical and critical thinking proficiencies that clearly articulate applying computer science principles and models in solving real-world technical problems.
9. Formulates ideas, concepts, designs, and/or techniques beyond the current boundaries of knowledge within the field of study.
10. Demonstrate deep knowledge and expertise in one or more specialized concentrations within computer science.

Admission Requirements

For acceptance into the **Doctor of Information Technology - Applied** degree program, applicants must satisfy the following criteria:

> *Strong consideration will be given to candidates with a master's degree (or equivalent) from an accredited university or comparable recognized institution outside of the United States in the field of computer science, information technology, engineering, or closely related discipline.*

Technology Requirements

15" or 17" Windows Laptop
Processor: 11th or 12th Generation Intel Core i7 or i9
Memory: 32GB or more
Storage: 512 GB or more SSD
Graphics: Nvidia GeForce RTX 3070 or higher, or Nvidia Quadro RTX A3000 or higher
Strongly recommend - an additional monitor screen: 27" Full HD (1920 x 1080) or higher.

Dissertation Onboarding Program

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

Benchmark Courses in the Doctor of Information Technology - Applied

DOC 715 Prospectus and *DOC 720 Literature Review* are benchmark courses in the DIT-A program. While most courses in the DIT-A program allow students three total attempts to successfully complete, benchmark courses only allow for two total attempts.

Doctoral Dissertation Review

In support and pursuit of candidacy for the Doctor of Information Technology - Applied degree, doctoral students must submit a scholarly written report, with original research and investigation as to its foundation. This report is commonly and collectively referred to as the Dissertation and is indicative of high academic integrity and rigor, congruent with Doctor's level studies. The doctoral dissertation can result in a new theory that is created, or it may be

focused on contextual topics or phenomenon. The dissertation should have a purpose and/or a problem, with associated research hypothesis and questions, methodology for research, data collection, and an analysis of the results.

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

Graduation Requirements

Students must complete fifty-six (56) prescribed credit hours with a program GPA (PGPA) of 3.0 or higher to graduate, including 21 credit hours of Core courses, 8 (eight) hours of Internship courses, and 27 research/dissertation credit hours, including the successful defense of their dissertation or doctoral capstone project. Students may choose to add a 12-credit hour concentration. Students must apply for graduation. Upon graduation and fulfillment of all academic requirements, students receive a Doctor of Information Technology - Applied degree.

Practical Learning Experience (PLE) Requirement

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

Doctor of Information Technology - Applied Program Requirements — 56 Credit Hours Total

Core — **21 Credit Hours**

Course Code / Title	Credit Hours
DOC 700 Doctoral Foundations	3
PRG 705 Python and Computation	3
MIS 800 Managing Information Systems & Technology	3
CYB 804 Compliance and Assessment	3
ITM 810 Networking Management	3
MIS 805 Foundations of Big Data Analytics	3
EMT 800 Artificial Intelligence and Machine Learning	3

Research — **15 Credit Hours**

Course Code / Title	Credit Hours
DOC 705 Quantitative Research Methods	3
DOC 710 Qualitative Research Methods	3
DOC 715 Prospectus	3
DOC 720 Literature Review	3
Advanced Research (Select one)	
DOC 706 Advanced Quantitative Research Methods or;	
DOC 711 Advanced Qualitative Research Methods or;	
DOC 712 Conducting Applied Research in the Real World	3

Dissertation or Research Project — **12 Credit Hours**

Course Code / Title	Credit Hours
DOC 901 Dissertation Course Block	3
DOC 902 Dissertation Course Block	3
DOC 903 Dissertation Course Block	3
DOC 904 Dissertation Course Block	3
OR	
DRP 901 Doctoral Research Project	3
DRP 902 Doctoral Research Project	3
DRP 903 Doctoral Research Project	3
DRP 904 Doctoral Research Project	3

Internship Courses — **8 Credit Hours**

Course Code / Title	Credit Hours
INT 720 Internship I	**1**
INT 721 Internship II	**1**
INT 722 Internship III	**1**
INT 723 Internship IV	**1**
INT 724 Internship V	**1**
INT 725 Internship VI	**1**
INT 726 Internship VII	**1**
INT 727 Internship VIII	**1**

Doctor of Information Technology - Applied Areas of Concentration (Optional)—12 Credit Hours Total

In addition to the core requirements, students may choose to add a concentration within the Doctor of Information Technology program.

Applied Artificial Intelligence

Course Code / Title	Credit Hours
AIT 800 AI Ethics and Societal Impact	3
AIT 816 Advanced Topics in Natural Language Processing and Innovation	3
AIT 820 Generative AI and Language Models	3
AIT 825 Applied AI and Machine Learning	3

Big Data

Course Code / Title	Credit Hours
DATA 816 Scalable Data Systems and Architecture	3
DATA 821 Advanced Big Data Analytics and Mining	3
DATA 826 Cloud Data Engineering and MLOps	3
DATA 831 Data Governance, Privacy, and Responsible AI at Scale	3

Cloud Engineering

Course Code / Title	Credit Hours
CLD 806 Containerization and Microservices	3
CLD 807 Scalable Data Analysis and Visualization	3
CLD 809 Cloud Automation and Orchestration	3.
CLD 810 Edge Computing and Artificial Intelligence	3

Doctor of Data Science (DDSci)

Program Description:

The Doctor of Data Science (DDSci) program prepares students for advanced careers in data science and analytics by combining technical expertise with problem-solving skills. The program develops mastery in machine learning, big data, statistics, and AI-driven decision-making, while emphasizing ethical data practices and the ability to adapt quickly to the rapidly evolving data economy.

Program Learning Outcomes

1. Evaluate the historical development and emerging trends of data science in addressing complex, real-world data challenges across diverse domains.
2. Advance the discipline through original research, scholarly writing, ethical dissemination, and the creation of applied data-driven innovations for evolving, global environments.
3. Clearly articulate and apply data science principles, models, and algorithms to solve multifaceted technical and organizational problems.
4. Generate new ideas, models, designs, or techniques that extend the boundaries of knowledge and practice in the field of data science.
5. Demonstrate deep knowledge and mastery in one or more specialized areas of data science.

Admission Requirements

For acceptance into the **Doctor of Data Science** degree program, applicants must satisfy the following criteria:

Strong consideration will be given to candidates with a master's degree (or equivalent) from an accredited university or comparable recognized institution outside of the United States in the field of computer science, information technology, engineering, or closely related discipline.

Technology Requirements

15" or 17" Windows Laptop
Processor: 11th or 12th Generation Intel Core i7 or i9
Memory: 32GB or more
Storage: 512 GB or more SSD
Graphics: Nvidia GeForce RTX 3070 or higher, or Nvidia Quadro RTX A3000 or higher
Strongly recommend - an additional monitor screen: 27" Full HD (1920 x 1080) or higher.

Dissertation Onboarding Program

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

Benchmark Courses in the Doctor of Data Science

DOC 715 Prospectus and *DOC 720 Literature Review* are benchmark courses in the DIT program. While most courses in the DDSci program allow students three total attempts to successfully

complete, benchmark courses only allow for two total attempts.

Doctoral Dissertation Review

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

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

Graduation Requirements

Students in the Doctor of Data Science must complete forty-eight (48) prescribed credit hours with a program GPA (PGPA) of 3.0 or higher to graduate. As an option, students can take an additional twelve (12) credit hours of concentration specialization. Students must apply for graduation. Upon graduation and fulfillment of all academic requirements, students receive a Doctor of Data Science degree.

Practical Learning Experience (PLE) Requirement

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

Doctor of Data Science Program Requirements — 48 Credit Hours Total

Core — **21 Credit Hours**

Course Code / Title	Credit Hours
DOC 700 Doctoral Foundations	3
PRG 705 Python and Computation	3
DATA 710 Statistical Foundations for Data Science	3
MIS 720 Compliance and Assessment	3
DATA 730 Big Data Systems and Infrastructure	3
DATA 740 Data Science Research Methods	3
DATA 750 Applied Methods and Domain Applications	3

Research — **15 Credit Hours**

Course Code / Title	Credit Hours
DOC 705 Quantitative Research Methods	3
DOC 715 Prospectus	3
DOC 710 Qualitative Research Methods	3
DOC 720 Literature Review	3
Advanced Research (Select one)	
DOC 706 Advanced Quantitative Research Methods or;	
DOC 711 Advanced Qualitative Research Methods or;	
DOC 712 Conducting Applied Research in the Real World	3

Dissertation or Research Project — **12 Credit Hours**

Course Code / Title	Credit Hours
DOC 901 Dissertation Course Block	3
DOC 902 Dissertation Course Block	3
DOC 903 Dissertation Course Block	3
DOC 904 Dissertation Course Block	3
OR	
DRP 901 Doctoral Research Project	3
DRP 902 Doctoral Research Project	3
DRP 903 Doctoral Research Project	3
DRP 904 Doctoral Research Project	3

Doctor of Data Science Areas of Concentration (Optional)—12 Credit Hours Total

In addition to the core requirements, students may choose to add a concentration within the Doctor of Data Science program.

Artificial Intelligence

Course Code / Title	Credit Hours
AIT 800 AI Ethics and Societal Impact	3
AIT 805 Deep Learning	3
AIT 810 Computer Vision	3
AIT 815 Natural Language Processing	3

Big Data

Course Code / Title	Credit Hours
DATA 816 Scalable Data Systems and Architecture	3
DATA 821 Advanced Big Data Analytics and Mining	3
DATA 826 Cloud Data Engineering and MLOps	3
DATA 831 Data Governance, Privacy, and Responsible AI at Scale	3

Doctor of Data Science - Applied (DDSci - A)

Program Description:

The Doctor of Data Science - Applied (DDSci - A) program prepares students for advanced careers in data science and analytics by combining technical expertise with problem-solving skills. The program develops mastery in machine learning, big data, statistics, and AI-driven decision-making, while emphasizing ethical data practices and the ability to adapt quickly to the rapidly evolving data economy.

Program Learning Outcomes

1. Evaluate the historical development and emerging trends of data science in addressing complex, real-world data challenges across diverse domains.
2. Advance the discipline through original research, scholarly writing, ethical dissemination, and the creation of applied data-driven innovations for evolving, global environments.
3. Clearly articulate and apply data science principles, models, and algorithms to solve multifaceted technical and organizational problems.
4. Generate new ideas, models, designs, or techniques that extend the boundaries of knowledge and practice in the field of data science.
5. Demonstrate deep knowledge and mastery in one or more specialized areas of data science.

Admission Requirements

For acceptance into the **Doctor of Data Science - Applied** degree program, applicants must satisfy the following criteria:

Strong consideration will be given to candidates with a master's degree (or equivalent) from an accredited university or comparable recognized institution outside of the United States in the field of computer science, information technology, engineering, or closely related discipline.

Technology Requirements

15" or 17" Windows Laptop
Processor: 11th or 12th Generation Intel Core i7 or i9
Memory: 32GB or more
Storage: 512 GB or more SSD
Graphics: Nvidia GeForce RTX 3070 or higher, or Nvidia Quadro RTX A3000 or higher
Strongly recommend - an additional monitor screen: 27" Full HD (1920 x 1080) or higher.

Dissertation Onboarding Program

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

Benchmark Courses in the Doctor of Data Science - Applied

DOC 715 Prospectus and *DOC 720 Literature Review* are benchmark courses in the DDSci - A program. While most courses in the DDSci - A program allow students three total attempts to successfully complete, benchmark courses only allow for two total attempts.

Doctoral Dissertation Review

In support and pursuit of candidacy for the Doctor of Data Science - Applied degree, doctoral students must submit a scholarly written report, with original research and investigation as to its foundation. This report is commonly and collectively referred to as the Dissertation and is indicative of high academic

integrity and rigor, congruent with Doctor's level studies. The doctoral dissertation can result in a new theory that is created, or it may be focused on contextual topics or phenomenon. The dissertation should have a purpose and/or a problem, with associated research hypothesis and questions, methodology for research, data collection, and an analysis of the results.

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

Graduation Requirements

Students must complete fifty-six (56) prescribed credit hours with a program GPA (PGPA) of 3.0 or higher to graduate, including 21 credit hours of Core courses, 8 (eight) hours of Internship courses, and 27 research/dissertation credit hours, including the successful defense of their dissertation or doctoral capstone project. Students may choose to add a 12-credit hour concentration. Students must apply for graduation. Upon graduation and fulfillment of all academic requirements, students receive a Doctor of Data Science - Applied degree.

Practical Learning Experience (PLE) Requirement

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

Doctor of Data Science - Applied Program Requirements — 56 Credit Hours Total

Core	21 Credit Hours
Course Code / Title	**Credit Hours**
DOC 700 Doctoral Foundations	3
PRG 705 Python and Computation	3
DATA 710 Statistical Foundations for Data Science	3
MIS 720 Compliance and Assessment	3
DATA 730 Big Data Systems and Infrastructure	3
DATA 740 Data Science Research Methods	3
DATA 750 Applied Methods and Domain Applications	3

Research	15 Credit Hours
Course Code / Title	**Credit Hours**
DOC 705 Quantitative Research Methods	3
DOC 715 Prospectus	3
DOC 710 Qualitative Research Methods	3
DOC 720 Literature Review	3
Advanced Research (Select one)	
DOC 706 Advanced Quantitative Research Methods or;	
DOC 711 Advanced Qualitative Research Methods or;	
DOC 712 Conducting Applied Research in the Real World	3

Dissertation or Research Project	12 Credit Hours
Course Code / Title	**Credit Hours**
DOC 901 Dissertation Course Block	3
DOC 902 Dissertation Course Block	3
DOC 903 Dissertation Course Block	3
DOC 904 Dissertation Course Block	3
OR	
DRP 901 Doctoral Research Project	3
DRP 902 Doctoral Research Project	3
DRP 903 Doctoral Research Project	3
DRP 904 Doctoral Research Project	3

Internship Courses	8 Credit Hours
Course Code / Title	**Credit Hours**
INT 720 Internship I	**1**
INT 721 Internship II	**1**
INT 722 Internship III	**1**
INT 723 Internship IV	**1**
INT 724 Internship V	**1**
INT 725 Internship VI	**1**
INT 726 Internship VII	**1**
INT 727 Internship VIII	**1**

Doctor of Data Science - Applied Areas of Concentration (Optional)—12 Credit Hours Total

In addition to the core requirements, students may choose to add a concentration within the Doctor of Data Science - Applied program.

Artificial Intelligence

Course Code / Title	Credit Hours
AIT 800 AI Ethics and Societal Impact	3
AIT 805 Deep Learning	3
AIT 810 Computer Vision	3
AIT 815 Natural Language Processing	3

Big Data

Course Code / Title	Credit Hours
DATA 816 Scalable Data Systems and Architecture	3
DATA 821 Advanced Big Data Analytics and Mining	3
DATA 826 Cloud Data Engineering and MLOps	3
DATA 831 Data Governance, Privacy, and Responsible AI at Scale	3

Course Descriptions

College of Business

ACC 300 Principles of Accounting
(3 credit hours) This course includes the basic concepts and framework of financial accounting. The material focuses on financial statement interpretation, an analysis and application of internal control practices, and working capital management. In addition, students will learn to analyze company financial performance.

AIB 600 AI and Business
(3 credit hours) This course provides a comprehensive introduction to AI technologies and their business implications. Students will explore the fundamental theories, issues, and applications of AI in business contexts. Topics include AI-driven innovation, organizational processes, competitive strategies, and societal impacts. Practical case studies and projects will enable students to apply AI solutions to real-world business problems.

AIB 605 Ethical and Societal implications of AI Adoption
(3 credit hours) This course explores the ethical and societal implications of AI adoption in both general and business contexts. Topics include addressing bias in data leading to discriminatory outcomes, privacy concerns, job displacement, accountability, responsibility, security, and control. Students will analyze frameworks for making ethical decisions in AI implementation and discuss relevant legal and regulatory considerations. Emphasis will be placed on developing strategies to reduce bias in AI systems within business settings. Additionally, the course examines the global impact of AI ethics, considering diverse cultural and societal norms.

BUS 300 Foundations of Business
(3 credit hours) This course is a basic overview of the functional areas of business. It provides a general framework for understanding the development, structure, and social responsibility of business. Emphasis is placed on the interaction of management, marketing, finance, and operations within the business environment.

BUS 304 Business Ethics
(3 credit hours) This course explores business ethics from a theoretical and practical perspective. Business scenarios are presented in the course that present ethical dilemmas that require that application and practice of ethics. Topics include ethical, moral, and judgment issues in advertising, sales, consumers, and product-safety as well as workplace management and employee relations.

BUS 306 Introduction to Business Law
(3 credit hours) The course will lead students through an exploration of the basic structure and processes of the legal system. Key common law areas and major regulatory laws that impact business will be reviewed. The focus of this course will be a working knowledge of business law and the social and ethical issues that may be related to legal issues.

BUS 625 Global Procurement & Sourcing Strategies
(3 credit hours) This course provides an overview on strategic sourcing as a vital part of supplier management. Students learn how to select and evaluate suppliers, implement appropriate contracts, and how to mitigate risks while gaining an understanding of the tools and techniques to evaluate supply markets.

CAP 400 Development of Business Strategy
(3 credit hours) This course is a capstone course for the undergraduate business school students and will be structured around a framework of measurement principles covered throughout the program offered at Westcliff University. Each student will be required to use different methods and principles that are learned in this program as a foundation for their final project of the program.

CAP 600 Applied Methods Capstone
(3 credit hours) The course provides students the opportunity to engage in high-level inquiry focused on a practice-centered project. Students synthesize, integrate, and apply knowledge, skills, and abilities gained throughout the graduate program to a final project. This course bridges theory and practice.

CAP 611 Strategic Management of Applied Research and Technology (SMART) Capstone
(3 credit hours) This course is designed to be challenging and exciting. Students are required to use skills, methodologies, and principles acquired throughout their MBA journey in areas including but not limited to, marketing, consumer behavior, project management, data analysis, strategic management, and leadership along with many technical and soft skills. This course provides students with

opportunities to engage with company executives and professionals. Students are expected to produce high quality reports and presentations. The SMART experience helps develop and improve students' skills to act as future business consultants, leaders, and executives.

DOC 700 Doctoral Foundations
(3 credit hours) This foundational course is designed to equip doctoral students with the essential skills and knowledge needed to excel in their academic and research pursuits. Students will hone their scholarly writing abilities, applying critical thinking to review existing literature, and synthesizing diverse sources of information to address research problems. Emphasis will be placed on understanding various research designs and methodologies, ensuring students can distinguish among them and apply appropriate strategies to their own work. Students will also gain familiarity with the Institutional Review Board (IRB) process, along with other critical ethical considerations and protocols related to research. This course aims to prepare students for the rigors of doctoral research and support their ongoing development as leaders in their chosen disciplines to contribute meaningfully in their field as a scholar and practitioner.

DOC 705 Quantitative Research Methods
(3 credit hours) This course examines quantitative research methods and design, emphasizing their application in doctoral-level research. The course emphasizes the development of research questions and hypotheses, data collection, and analysis using statistical software. Students will gain the skills needed to design, conduct, and critically evaluate quantitative research, with an emphasis on producing a simulated study that will produce reliable and valid results.

DOC 706 Advanced Quantitative Research Methods
(3 credit hours) This doctoral-level course builds on prior knowledge of quantitative research design and analysis, focusing on the application of complex statistical techniques to address sophisticated research questions in doctoral-level studies. Students will deepen their understanding of multivariate analysis, including steps needed to prepare data prior to model estimation, model building exercises, and assessing validity and reliability. Emphasis is placed on selecting appropriate methodologies, handling real-world data challenges (e.g., missing data, outliers, assumption violations), and interpreting results with precision. Students will use statistical software to conduct advanced analyses such as multiple regression, ANOVA/MANOVA, factor analysis, and time series data modeling. By the end of the course, each student will have a preliminary design for their dissertation research.

DOC 710 Qualitative Research Methods
(3 credit hours) This doctoral-level course provides an in-depth exploration of qualitative research methods with a focus on thematic analysis of data. Students will develop enhanced abilities in designing, conducting, analyzing, and writing qualitative research. The course emphasizes applied practical applications of various qualitative methodologies and ethical considerations within practical situations and real-world contexts. Through readings, discussions, and assignments, students will engage in critical reflection and practice applying course concepts directly to their own research projects.

DOC 711 Advanced Qualitative Research Methods
(3 credit hours) This doctoral-level course provides an in-depth exploration of advanced qualitative research methodologies, emphasizing the theoretical, philosophical, and ethical foundations that underpin qualitative inquiry. Students will critically engage with diverse qualitative traditions—including phenomenology, narrative inquiry, ethnography, and case study—while developing advanced skills in data collection, analysis, and interpretation. Emphasis is placed on reflexivity, positionality, and the role of the researcher as an instrument of inquiry. By the end of the course, students will have an initial design for their dissertation research demonstrating their ability to apply advanced techniques, critically reflect on their positionality, and produce scholarly work suitable for publication or presentation.

DOC 712 Conducting Applied Research in the Real World
(3 credit hours) Conducting Applied Research in the Real World - This advanced doctoral course bridges the gap between academic research and professional practice by focusing on the design, implementation, communication, and publication of applied research projects that address real-world

problems. Students will explore methods for identifying authentic, real-world problems within professional settings. Building on foundational quantitative and qualitative research methods, students will develop expertise in conducting research within organizational, community, and policy contexts where theoretical rigor must be balanced with practical constraints and stakeholder needs, while preparing findings for dissemination through academic journals, practitioner publications, and policy outlets. Emphasis is placed on critical thinking, ethical inquiry, and actionable outcomes.

DOC 715 Prospectus

(3 credit hours) This course is designed to guide students in writing a preliminary prospectus for their dissertation or their Doctoral Research Project. This is the first step in the dissertation/doctoral research project course sequence and the topic must be approved by the college. In this course, students develop a prospectus that lays the foundation for their dissertation or applied doctoral research project, which will be original and contributory research by the doctoral candidate. The prospectus guides the research process and becomes chapter one of the dissertation or section 1 of the doctoral research project.

DOC 720 Literature Review

(3 credit hours) This course emphasizes the development of a strong theoretical or conceptual framework and the ability to critically analyze and synthesize existing research. Students will engage with scholarly literature related to their chosen topic to identify emerging themes, highlight research gaps, and justify the need for further study.

DOC 901-904 Dissertation Course Block

These courses are designed to guide candidates through the dissertation process, with a focus on completing and defending an original research project. The Dissertation Block progresses through four courses:

DOC 901 *is focused on the prospectus and completion of Chapters 1 and 2, with dedicated attention to incorporating Chair and Writing Center feedback.*

DOC 902 *is centered on Chapter 3 and the Proposal Review Committee process, with continued emphasis on Writing Center feedback.*

DOC 903 *includes the preliminary defense, CITI/IRB application, development of Chapter 4, and data analysis.*

DOC 904 *focuses on Chapter 5, committee feedback, formatting, library review, and the final defense.*

Across these courses, candidates will synthesize research findings, draw conclusions, and articulate implications for practice, culminating in a successful final defense that demonstrates original research and scholarly expertise.

DRP 901-904 Doctoral Research Project

The Doctoral Research Project (DRP) course block is designed to guide candidates through the doctoral research project process, with a focus on completing and defending an applied research project. The DRP Block progresses through four courses:

DRP 901 *requires approval of the prospectus and completion of the project description and literature review (Section 1).*

DRP 902 *focuses on the research process (Section 2) and approval by the Institutional Review Board (IRB).*

DRP 903 *focuses on data collection and the analysis of findings, including your presentation on how they can be applied to a specific discipline and/or industry (Section 3).*

DRP 904 *requires successful completion of Section 3, including the final project and presentation, as well as committee feedback and library review.*

Throughout these courses, candidates will synthesize research findings, articulate implications for practice, and demonstrate scholarly expertise through a successful final project and presentation with dedicated attention to incorporating Chair and Writing Center feedback. Successful completion of the DRP course block will demonstrate readiness to contribute to the field as a scholar-practitioner and ensures your research project meets all academic and institutional requirements.

ECO 300 Principles of Microeconomics

(3 credit hours) Microeconomics is about making choices and decision making at the individual firms and households. Subjects covered include: demand, supply, and elasticities; labor and financial markets; consumer choice and production structure, different market structures, perfectly competitive market, monopoly, monopolistic competition, and oligopoly. It also includes positive externalities and environment protection. Other important topics included are poverty and income equality, financial markets, international trade, and globalization.

ECO 301 Principles of Macroeconomics

(3 credit hours) This course will focus on the analysis of macroeconomics phenomena, gross domestic product, inflation, interest rate, wages, and unemployment. It also explains the economic growth, saving, investment, capital formation, and

financial markets. Other topics include money and banking, short term economic fluctuations, aggregate demand, aggregate supply, economic cycles, fiscal and monetary policy, the Federal Reserve and money creation, exchange rate determination, international trade, international financial markets, international capital flows, and the balance of payments.

ECO 305 Introduction to Econometrics
(4 credit hours) This course is an introduction to applied methods for analyzing economic and financial data. Areas of focus will include cross section data, time series data, regression analysis, hypothesis testing, and applied topics in economics with an emphasis on applications.

ECO 310 Intermediate Macroeconomics
(4 credit hours) This course builds on the fundamentals learned in Introduction to Macroeconomics. We will study the determinants of long-term economic growth, consumption, savings, investment, short-term economic fluctuations, unemployment, money and business cycles, etc.

ECO 315 Money and Banking
(4 credit hours) This course covers monetary policy, banking services and bank regulation, as well as the functionalities of financial markets and institutions. Major attention will be given to banking and financial crises, their origins and resolution, looking both at the US and other countries. We look at financial structure, financial development and financial crises, with special emphasis on the recent subprime crisis. In addition, we will cover the economics of bank management, along with the effects of the behavior of individual financial institutions on the financial system as a whole and on the economy as a whole. The course will also cover the theory and practice of monetary policy using the Federal Reserve Bank of the US as our main example. We will cover issues of central bank independence, goals of monetary policy, control of the money supply and tools used by central banks, currency exchange and issues of tactics and strategy. Consideration will also be given to monetary policy in conditions of deep recession and deflation, quantitative easing and unconventional monetary policy instruments in the most recent crisis. Discussion of money demand and the transmission mechanism is also presented while looking at debates on these crucial issues for central banks.

ECO 500 Managerial Economics
(3 credit hours) This course provides an overview of economic tools and analytic approaches available to the manager for business decision making. Students in this course focus on microeconomic fundamentals, pricing, forecasting, demand analysis, and macroeconomic policy as it affects the business environment. Students combine mathematical skills with applications and examples from economics and business to develop an economic perspective appropriate for managing business units or entire organizations.

ECO 700 Business in a Global Economy
(3 credit hours) This course examines the interplay between global economic trends, technological advancements, and institutional frameworks shaping international business. Key topics include globalization, trade policies, automation, and artificial intelligence. Through research and critical analysis, students will develop insights and strategies to address challenges faced by multinational corporations in diverse economic and geopolitical contexts.

ENG 315 Business Communication
(3 credit hours) In this course, students explore communication principles, concepts, and techniques essential for effective organizational, professional, and personal communication. Emphasis is placed on practical communication skills through creation of effective business documents and oral presentations. Students consider the use of technology to facilitate the communication process.

ENT 300 Essentials of Entrepreneurship
(3 credit hours) This course provides an introduction to the critical knowledge and skills needed to navigate the entrepreneurial journey. Students learn to drive innovative initiatives, approach business challenges with a fresh perspective, and understand the steps needed to take an idea from generation to development.

ENT 400 Analytical Approach to Innovation-Driven Entrepreneurship
(3 credit hours) In this course, students cultivate a strategic analytical approach to solve significant problems by assessing key principles and characteristics of innovative ventures. Students explore approaches to identify and assess opportunities, emphasizing ideation, problem selection, and platform strategy creation.

ENT 401 Entrepreneurial Innovation Management
(3 credit hours) In this course, students develop a practical understanding of innovation, distinguishing it from invention and creation. Students explore its strategic and operational dimensions, highlighting its pivotal role in enterprise and global competitiveness. This course covers key aspects such as disruptive innovations, capital management, venture capital, and human resource strategies, and equips students to navigate the evolving global economy and leverage innovation for impactful change.

ENT 402 Negotiation Theory and Skills for Entrepreneurs
(3 credit hours) This course explores the major concepts and theories of the psychology of bargaining and negotiation, and the dynamics of interpersonal and inter-group conflict and its resolution. It provides the student with the core concepts of negotiation.

ENT 403 Feasibility Analysis for Sustainable Entrepreneurship
(3 credit hours) In this course, students acquire the essential skills to rigorously analyze the economic, social, and environmental viability of business ideas. Through the examination of practical tools, they develop the ability to assess the feasibility of sustainable business plans, navigating the complexities of socially responsible entrepreneurship.

ENT 404 New Product Development for Entrepreneurs
(3 credit hours) In this course, students explore the intricacies of managing the entire process of creating innovative products. Students learn how to navigate the complexities of new product development to achieve success in today's dynamic business landscape.

ENT 601 Entrepreneurship and New Ventures
(3 credit hours) This course reviews the process of getting a new venture started, growing the venture, successfully harvesting it, and starting again. Students will learn about the entrepreneurial process so as to reduce risk and gain from entrepreneurial experiences.

ENT 602 Online Business Entrepreneurship
(3 credit hours) This course will use an integrative approach to electronic business by applying the theories learned in all previous coursework to the analysis of the e-Business site, which was developed and expanded upon by students in each of the e-Business concentration courses. Students will complete a professional portfolio of business plans including technology, financial, marketing, operations, venture capital such as necessary to secure funding, and strategy. An executive summary and formal, electronic presentation are required.

FIN 300 Essentials of Corporate Finance
(3 credit hours) In this course, the student will explore the basic concepts of finance within organizations. Students will learn the tools and techniques that are used in corporate finance, such as, allocating resources, reviewing debt opportunities, equity financing, forecasting, and other functions.

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

FIN 401 Financial Institutions and Markets
(3 credit hours) This course introduces the study of financial institutions and markets. This course provides the concepts of the structure, importance, and functioning of financial institutions and markets. The course also examines the role and interactions of bank and non-bank financial institutions in the modern dynamic financial system. The course will introduce the student to such key concepts such as interest rates in the economy, money market, bond market, stock market, various financial institutions and risk faced by those institutions, etc.

FIN 402 Corporate Financial Decisions
(3 credit hours) This course is designed to introduce students to the world of corporate finance. The course helps students gain a broad perspective on how corporations invest, how they raise capital to finance their investments, and how the investments create value for the corporations. In this course the students learn about the basic jargons used in corporate financial decision making, financial

statement analysis as relates to value creation, time value of money concept and terminologies, risk return trade-off, stock and bond valuation, capital budgeting decisions, capital structure decisions and the weighted average cost of capital, corporate dividend policy, and IPO pricing.

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

FIN 404 Investment Decisions
(3 credit hours) Sound investment decisions require a clear understanding of the investment environment, conceptual knowledge and rigorous analytical skills. The objective of this course is to familiarize students with the fundamentals of these aspects by introducing investment theories, utilization of investment tools and techniques, as well as how to examine empirical evidence. The course outcome is enabling students to be skillful participants in the investment decision making processes.

FIN 500 Financial & Accounting Skills for Managers
(3 credit hours) In this course, students learn how to determine the financial health of an organization by using financial management and managerial accounting principles through a non-financial manager lens. Students review common analysis tools and techniques to help them make better management-level decisions while gaining an understanding of financial statements. Students explore the accounting and transaction recording process and the presentation of accounting data which can be used to provide meaningful conclusions about the financial position and performance of an organization.

FIN 600 International Finance
(3 credit hours) This course analyzes the financial concepts as they apply to the Multinational Corporations (MNC). It encompasses goals, motives, and the risk of international business. It covers the international financial flow of funds between countries, international financial markets, exchange rate determination, exchange rate risk, international arbitrage, interest rate parity, and currency derivatives. Besides, it studies the foreign direct investment, subsidiary, and multinational capital budgeting.

FIN 601 Entrepreneurial Finance
(3 credit hours) This course prepares students to be competent in entrepreneurship and corporate finance management skills. Students will explore specific entrepreneurial nature, financial planning and financial decision-making needs.

FIN 602 Analyzing & Visualizing Data for Finance
(3 credit hours) Students aspiring to be finance professionals will benefit from this course, which explores modern data analysis using sophisticated computer programs. Students learn how to handle large volumes of data and visualize the data through data analysis and business intelligence programs in addition to learning about financial markets.

FIN 605 Financial Regulation & Ethics
(3 credit hours) This course explores financial regulations, policies, and ethics. Students receive an overview of the financial systems, their history, problems, and issues for the purpose of understanding the enactment of regulations as a method to protect the financial systems and investors. Regulations and their authority will be identified, both domestically and internationally. The course explores ethics as an extremely important aspect of finance. Students study where ethics have failed and caused major issues for the financial marketplace and individual companies.

FIN 606 Investment Analysis & Portfolio Management
(3 credit hours) This course develops a framework for understanding the various types of financial decision making faced by financial managers and provides students with analytical tools for evaluating portfolio construction and management problems in a systematic manner. Students explore quantitative strategies for portfolio diversification and risk management.

FIN 700 Research in Entrepreneurial Finance
(3 credit hours) This course explores academic research covering the formation, financing, growth, and outcomes of entrepreneurial firms. These firms

differ from those traditionally studied in finance and economics. Such differences include ownership structure (private vs. public), size, severity of financing constraints, and the role of financial intermediaries. This course aims to understand the sources and implications of these differences. The course will not follow the traditional approach that emphasizes literature reviews. Much like one must understand how bank balance sheets work before embarking on banking paper or how mutual fund disclosures are regulated before studying ETFs, successful entrepreneurial finance researchers are required to understand a host of rules, norms, and other institutional details. Thus, the majority of lectures will focus on the background material behind the literature's major results, such as regulations, data sources, actor norms, and industry trends.

HCM 600 Healthcare Systems

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

HCM 602 Healthcare Strategic Management

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

HRM 400 Fundamentals of Human Resource Management

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

HRM 401 Compensation and Reward Management

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

HRM 402 Strategic Human Resource Planning

(3 credit hours) The course introduces students to the basic concepts and practical applications of managing labor relations in different organizational contexts. Four major fields covered include labor relations, the collective bargaining process, cost of labor contracts, and the labor relations process in practice.

HRM 601 Diversity, Equity, & Inclusion in Management & Organizations

(3 credit hours) This course 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.

HRM 602 Performance Management System
(3 credit hours) This course develops an understanding of the performance management system, its determinants, the ways to design and use systems for planning employee performance, and continuously monitor the performance in the organizational context. The course facilitates the ways to measure productivity and imply quality improvement practices based on compliance with the labor laws. Students learn techniques to set performance goals, manage performance throughout the year, analyze and assess performance, balance scorecards, and the role of feedback and coaching in improving organizational performance.

HTM 600 Current Trends in Hospitality and Tourism
(3 credit hours) In this course, students will examine trends and principles of strategic analysis in the hospitality and tourism industries. Students will gain a thorough understanding of the tools and techniques used to develop and implement effective business strategies in the hospitality and tourism industry, as well as the opportunities and challenges in both the domestic and international environment.

HTM 605 Services and Customer Relations Management for Hospitality and Tourism
(3 credit hours) This course examines critical issues in hospitality and tourism service management, focusing on implementing customer-centric strategies in service-based businesses. Topics include an overview of services management, understanding customer behavior, standardizing and aligning service delivery for optimal customer experiences, managing personnel delivering services, cultivating and maintaining customer relations, and leveraging technologies in hospitality and tourism management.

HTM 610 Special Topics for Hospitality and Tourism
(3 credit hours) This course explores advanced topics critical to the hospitality and tourism industries, including hotel management, event management, reservation and revenue optimization management, travel and tourism management, destination management, and restaurant management. It covers industry standards such as accreditation by the International Air Transport Association Network (IATAN) and Cruise Lines International Association (CLIA), as well as systems and technologies in hospitality and tourism. Special attention is given to integrating booking and change management processes, encompassing both personal booking platforms and supported services.

INT 300/302 Undergraduate Internship
(1 credit hour) The purpose of an internship or experiential learning experience is to enable students to gain valuable work experience within the business environment. This experience is designed to complement the course work taken so that your business education experience is enhanced. The credit is for the learning—not the work experience. This course can be repeated when content is different and/or site is changed.

INT 301/303 Undergraduate Internship
(.5 credit hour) The purpose of an internship or experiential learning experience is to enable students to gain valuable work experience within the business environment. This experience is designed to complement the course work taken so that your business education experience is enhanced. The credit is for the learning—not the work experience. This course can be repeated when content is different and/or site is changed.

INT 500 Marketing and Sales
(1 credit hour) Students in this course are challenged to make connections between their internship and course concepts, including the impact of current issues and trends on both sales and marketing in a global economy.

INT 501 Leadership
(.5 credit hour) Students in this course are challenged to make connections between their internship and course concepts, including focusing on what it means to be an effective leader by examining leadership styles, identifying which style is most effective and the role of Emotional Intelligence (EQ) and EQ traits.

INT 502 Purchasing and Human Resources
(1 credit hour) Students in this course are challenged to make connections between their internship and course concepts, including the characteristics and traits of effective Human Resource managers, and industry challenges.

INT 503 Operations
(.5 credit hour) Students in this course are challenged to make connections between their internship and course concepts, including how operations management is defined, the processes

and roles of effective operations managers and careers associated with this field.

INT 504 Research and Development and Organizational Development
(1 credit hour) Students in this course are challenged to make connections between their internship and course concepts, including how an organizational development specialist is defined, the processes and competencies of the organizational development specialist, and careers associated with this field.

INT 506 Change Management and Knowledge Management
(1 credit hour) Students in this course are challenged to make connections between their internship and course concepts, including how change and knowledge management is defined, the processes and skills that are needed to lead change effectively, and how to advocate within a changing system when requesting a raise.

INT 508 Information Systems and Strategy
(1 credit hour) Students in this course are challenged to make connections between their internship and course concepts, including job market trends within the information systems field, business strategies incorporating information systems, and identifying ethical issues related to technology and IS.

INT 510 Creativity and Organizational Culture
(1 credit hour) Students in this course are challenged to make connections between their internship and course concepts, including various approaches to organizational culture that impact effectiveness, the role of creativity within organizational culture and strategies to promote innovation.

INT 512 Business Law and Data Analysis
(1 credit hour) Students in this course are challenged to make connections between their internship and course concepts, including court decisions, business law decisions, data collection, and the roles and responsibilities of a data scientist.

INT 700 Marketing and Sales
(1 credit hour) Students in this course are challenged to make connections between their internship and course concepts, including a framework and analysis of marketing management theories, challenges, and approaches and the integral relationship between effective marketing and sales.

INT 701 Leadership
(.5 credit hour) Students in this course are challenged to make connections between their internship and course concepts, including exploring theories, models and practices of effective leadership, analyzing leadership style, and examining strategic and organizational leadership, including the role of emotional intelligence (EQ).

INT 702 Purchasing and Human Resources
(1 credit hour) Students in this course are challenged to make connections between their internship and course concepts, including examining theories, models and practices of human resource management, and employees can be core assets to an organization.

INT 703 Operations
(.5 credit hour) Students in this course are challenged to make connections between their internship and course concepts, including theories, models and practices of operations management.

INT 704 Research and Development and Organizational Development
(1 credit hour) Students in this course are challenged to make connections between their internship and course concepts, including recognizing models and approaches of how organizations evolve through systematic research and development.

INT 706 Change Management and Knowledge Management
(1 credit hour) Students in this course are challenged to make connections between their internship and course concepts, including theories, models and approaches of strategic organizational change management. Students explore various tools and resources to effectively implement change successfully.

INT 708 Information Systems and Strategy
(1 credit hour) Students in this course are challenged to make connections between their internship and course concepts, including the examination of approaches and strategies of information systems to investigate the digital world in relation to IS and research will be conducted to determine IS job market and trends.

INT 710 Creativity and Organizational Culture
(1 credit hour) Students in this course are challenged to make connections between their internship and course concepts, including investigating theories and research on culture and how it relates to organizations, organizational teams, and management approaches.

INT 712 Business Law and Data Analysis
(1 credit hour) Students in this course are challenged to make connections between their internship and course concepts, including concepts of policy, business law, and ethical dimensions of business law that impact employment, employers, and employees.

INT 714 Customer Relationship Management and Management of Teams
(1 credit hour) Students in this course are challenged to make connections between their internship and course concepts, including managing customer relations and team building while navigating a global business network by exploring effective theories, strategies, and approaches to building positive business relationships.

INT 716 Risk Management and Budgeting and Finance (P&L Management)
(1 credit hour) Students in this course are challenged to make connections between their internship and course concepts, including the study of risk investment theory and practice. Students will be given the opportunity to explore various careers in risk management, determining current career trends.

INT 718 Corporate Social Responsibility and Public Relations
(1 credit hour) Students in this course are challenged to make connections between their internship and course concepts, including public relations and corporate social responsibility practices within the corporate realm by focusing on different approaches to social responsibility and the effects on the organization and organizational stakeholders in a global network.

LDR 300 Introduction to Leadership
(3 credit hours) This course inspires those in leadership positions in their organization to motivate, delegate, communicate and build the team for success.

LDR 301 Public Relations
(3 credit hours) In this course, students will explore approaches to managing public relations in different organizational settings from small start-up businesses to global companies. Students will examine established strategies and tactics as they develop their own form and style.

LDR 303 Foundations in Operations Management
(3 credit hours) This course leads students through the analysis and improvement of business processes in services and manufacturing. Students learn how to increase productivity and the delivery of high quality services. Students explore concepts and techniques related to planning, control, design of manufacturing and service operations.

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

LDR 600 Leading Strategic Change within Organization
(3 credit hours) This course examines the major components of organizational development: the evolution of organization development, the nature of change, and how change agents can effectively manage and implement change in organizations. Recommended for students interested in consulting, management, or other roles that involve change and development in the workplace.

LDR 601 Managing Workplace and Conflict Resolution
(3 credit hours) Students in this course review core concepts and theoretical frameworks in order to develop practical skills for preventing and managing workplace and personal conflict, and for learning effective tools for resolving disputes. Topics include the nature of conflict, conflict styles, communication, conflict dynamics, conflict intervention strategy and tactics, and third-party intervention.

LDR 602 Strategy and Innovation
(3 credit hours) This course focuses on the framework that market-leading companies use to

build innovation into their business approach. Students explore the tools which prepare them to develop, analyze, and implement business strategy with the aim of shaping sustainable competitive advantage.

LDR 603 Leading Across Boundaries
(3 credit hours) This course explores the skills necessary to set direction and promote collaboration across organizational boundaries. Students learn how to guide organizations toward impactful leadership across vertical, horizontal, stakeholder, demographic, and geographic boundaries.

LDR 604 Creating and Leading Effective Teams
(3 credit hours) In this course, students explore concepts around team leadership, including roles, responsibilities, and expectations. They gain the knowledge and tools necessary to build and lead effective teams, manage conflict, build trust with others, and shape a culture of empowerment and shared leadership.

LDR 700 Leadership and Creative Solutions Implementation
(3 credit hours) Leaders and organizations in the new globalized and techno-savvy economy must be agile, continuously responding to external variables and thus changing to meet the needs of this new environment. The management of change within an organization is essential and ensures that people within the organization embrace change and view it as a success factor. This course emphasizes how leaders and managers can utilize creative problem-solving techniques to overcome the barriers to problem resolution. Throughout the course, a systematic and algorithmic methodology for creativity is studied and problem-solving techniques are discussed to show how leaders can better forecast business challenges before they become problematic.

LDR 800 Building Positive Relationships in a Multigenerational Workforce
(3 credit hours) As a concentration course within the leadership program, the course participants will develop an in-depth understanding of generational characteristics and the respective expectations of each group from the workplace. Students will learn strategies to utilize the potentials and specific skill sets of each generation to achieve optimum rewards for the employee populations, the leadership, and the organization. The course participants will gain an enhanced knowledge of the cultural value systems of intergenerational work groups and the capacity to promote caring and positive inter-relationships among the members of the organization in collaborative systems within and to external forces and stakeholders. In the position of leading forces within organizations of various sizes and scopes, the course participants will be able to design plans of actions that would capitalize on the aptitudes as well as attitudes of their workforce adopting communication mechanisms specific and preferred by each generation.

LDR 801 Leading with Emotional Intelligence
(3 credit hours) This course focuses on the emotional competence needed to manage oneself while coaching and leading others. Students explore what it means to have the ability to express and control emotions while understanding, interpreting, and responding to the emotions of others.

LDR 802 Emerging Technology for Effective Leadership
(3 credit hours) This course focuses on the impact of emerging technologies on leadership. Students explore technology used to facilitate decision-making and communication while transforming existing business processes.

LDR 803 Global Leadership
(3 credit hours) This course is designed to provide students with an in-depth understanding of the key principles, theories, and practices of global leadership. It explores the challenges and opportunities that leaders face in a rapidly changing global environment and examines the skills and competencies required to be an effective global leader. Students critically evaluate different leadership styles and approaches, considering their applicability in a variety of cultural and organizational contexts. The course also covers the role of ethics and values in global leadership, including topics such as cross-cultural communication, diversity, and social responsibility.

MGT 300 Fundamentals of Decision Making
(3 credit hours) This course provides an introduction to the fundamentals of how humans make decisions. Students explore approaches to decision-making and the rules of thought to transform complex decisions into simpler decision situations. They learn how to evaluate choices and achieve clarity on possible actions.

MGT 301 Introduction to Sales Management
(3 credit hours) This course blends the most recent sales management research with the real-life best practices of leading sales organizations. Students will learn the importance of employing different sales strategies for different customer groups, as well as integrating corporate, business, marketing, and sales strategies.

MGT 303 Online Business
(3 credit hours) This course offers a comprehensive exploration of the fundamental principles underlying the area of digital commerce. Students gain an understanding of how to establish thriving online ventures through the use of appropriate digital technologies. Key topics covered include e-commerce, digital marketing, and website design, all of which are crucial components for achieving success in the digital marketplace.

MGT 400 Performance Management
(3 credit hours) This course is designed to discover tools to gain a comprehensive understanding of the talent development process. Students should gain an inclusive understanding of the correlation between the recruitment process, training and development of human resource talent and the strategic objectives of the mission and values of the organization. Performance management and its innovative components integrating data analytics, will be evaluated against current objectives in organizations. New ways technology is applicable for talent development will be introduced. The transition from recruiting for alignment of objective planning, in sync with organizational strategy will be addressed. The cycle and process from recruitment to succession planning will be explored. The introduction of applicable laws will be discussed related to compliance in talent development.

MGT 401 Management of Labor Relations
(3 credit hours) The course has been designed with an aim to provide students the basic conceptual insights and areas of practical applications of managing labor relations in different organizational contexts. For this, the overall coverage has been structured around four major blocks of teaching learning which include labor relations overview, the collective bargaining process, cost of labor contracts, and the labor relations process in practice.

MGT 402 Customer Relationship Management
(3 credit hours) This course focuses on Customer Relationship Management (CRM), and covers strategic, organizational and marketing aspects of CRM. Students will learn analytical CRM, operational CRM, and other CRM systems as well as how to implement and boost the marketing management of an organization in evolving business environments. Relationship marketing theory is also reviewed and presented as a managerial approach to initiate and build customer relationships in changing social contexts.

MGT 500 Strategic Management in a Globalized Economy
(3 credit hours) In this course, students explore the fundamental concepts and principles of strategic management in the context of a rapidly changing global economy. Students gain a thorough understanding of the tools and techniques used to develop and implement effective business strategies, as well as the challenges and opportunities that arise in a globalized environment.

MGT 600 Influential & Impactful Communication
(3 credit hours) This course explores key theories and strategies of professional organizational communication. Students recognize the challenges that exist for creating and implementing effective communication and practice approaches to improve interpersonal and team communication. As a result, students develop and enhance the skills of writing for business, preparing and delivering effective presentations, negotiating, resolving workplace conflicts and other valuable leadership communication skills.

MGT 605 Managerial Decision Making
(3 credit hours) This course covers theories, models, and tools to make effective decisions in complex business environments. Students explore decision-making processes, data analysis, biases, and heuristics, as well as decision-making in teams, strategic and ethical decision-making, and communication, negotiation, and conflict resolution skills. Students analyze real-world case studies and engage in decision-making simulations.

MGT 700 Corporate Strategy
(3 credit hours) This course is designed for doctoral students to develop advanced competencies in business analysis, strategic planning, and integrative management. The course focuses on deep

analytical skills, research methodologies, and strategic thinking required at the doctoral level. Students will engage in a series of complex, research-driven assignments, including the comprehensive analysis of a publicly traded company. The course culminates in a capstone project that requires students to synthesize their findings into a scholarly strategic plan. The course provides a multidisciplinary approach to business analysis, integrating real-world applications with theoretical and empirical research.

MKT 300 Principles of Marketing
(3 credit hours) This course focuses on the principles of marketing. The course contributes to technical and professional preparation in marketing, written and oral communication skills, understanding the global impact on business organizations, ethics in business, legal issues in organizations, role of cultural diversity in business and the dimensions of quality in organizations.

MKT 301 The Necessities of International Marketing & Culture
(3 credit hours) This course examines marketing principles and planning factors and techniques applied in a global environment. In addition, problems of marketing internationally and methods of alleviation will be studied.

MKT 302 Principles of Advertising
(3 credit hours) This course draws key concepts from marketing, psychology, sociology, and anthropology to present a strong foundation and highly practical focus on real-world applications for today's global business environment. Students will learn the latest research and business practices with extensive coverage of social media influences, increased consumer power, and emerging neuroscience findings. Additionally, students will learn consumer decision-making, goals, emotions, charity, health, materialism, and sustainability.

MKT 303 The Psychology of Consumer Behavior
(3 credit hours) This course draws key concepts from marketing, psychology, sociology, and anthropology to present a strong foundation and highly practical focus on real-world applications for today's global business environment. Students will learn the latest research and business practices with extensive coverage of social media influences, increased consumer power, and emerging neuroscience findings. Additionally, students will learn consumer decision-making, goals, emotions, charity, health, materialism, and sustainability.

MKT 304 Principles of Branding
(3 credit hours) As an introductory course in brand management, it has been designed keeping in view of establishing effective understanding of the concept of branding as an integral component of innovation and marketing of products and services. Principally, the course has been crafted on five major themes – 1. Introducing brand and brand management, 2. Developing a branding strategy for a company, 3. Designing and implementing brand marketing programs, 4. Measuring and interpreting brand performance, 5. Growing and sustaining brand equity under changing global business environments.

MKT 305 Mass Communication and Media
(3 credit hours) This course provides an overview of the field of mass communication and media, focusing on the various forms of communication and media that shape contemporary society. The course examines the historical, social, cultural, and political aspects of mass communication and media, including the role of media in shaping public opinion and influencing social change. Students explore ethical and legal issues surrounding mass communication and media, including the concepts of freedom of speech and media censorship. The course also examines the various roles of media in society, such as the news media, advertising, and public relations.

MKT 400 Applied Marketing Analytics
(3 credit hours) This course establishes practical understanding of customer needs and improving marketing results by processing marketing information. Students perform business data analyses, consider strategies for retaining high return customers, and consider ways to improve online advertising.

MKT 401 Social Media Strategy
(3 credit hours) In this course, students will review the concept of social media and its management as an integral component of digital marketing. Social media, strategic framework of social media, choices of social options for target, message and idea, integrating social media across organizations. Additionally, students will learn structured ways to create integrated customer engagement and social media campaigns.

MKT 402 Applied Search Marketing
(3 credit hours) In this course, students will apply professional search marketing techniques to the online presence of organizations in order to improve the effectiveness of the clients' marketing campaigns. Primarily focused on search engine optimization, this course provides opportunities to plan and execute a comprehensive search engine optimization (SEO) strategy.

MKT 403 Digital Marketing Strategy
(3 credit hours) This course provides comprehensive, practical guidance on how organizations can optimize digital media and technology to meet marketing goals. This course connects marketing theory with practical business experience through step-by-step framework that enables the planning, integration and measurement of each digital platform and technique, assisting students in comprehending digital marketing in the real world, The students will learn best practice frameworks for developing a digital marketing strategy, and will also engage in practical aspects linked to effective digital marketing techniques, including search marketing, conversion optimization, and digital communications using social media.

MKT 404 Integrated Marketing Communication
(3 credit hours) The course provides an overview of the components and considerations involved in marketing communication strategy decisions. Students will focus on learning how to prepare for overseeing the creation of imaginative and effective communication plans.

MKT 500 Marketing Management
(3 credit hours) This course offers a comprehensive introduction to professional marketing thought and action. Students will explore the nature and purpose of marketing, along with the fundamentals of each of the most important marketing tasks. The evaluation of markets and the targeting of marketing opportunities will be covered, along with an explanation of how to integrate product and service decisions with those on pricing, distribution, and promotion.

MKT 600 Consumer Behavior & the Decision-Making Process
(3 credit hours) Students in this course examine basic concepts and research results from marketing and the social sciences to better understand customers and their needs. Coursework addresses the decision process of buyers, factors affecting purchasing decisions and customer satisfaction. Implications for marketing strategies (e.g., market segmentation, product design and promotion) are discussed. In addition, basic concepts of buyer behavior - including pre- and post-purchase attitudes and behavior patterns, as well as information processing relating to the functional areas of marketing - are included. Managerial applications to marketing are also emphasized.

MKT 601 Digital Marketing Metrics & Management
(3 credit hours) This course focuses on the theoretical frameworks for marketing analytics, marketing mix management, and optimization and return on marketing investment models. Through a combination of lectures, group projects, case studies and classroom discussion, the course prepares students that are interested in the development and application side of digital marketing metrics models as well as general marketing practitioners as users of the information. By the end of the course, students will have a general understanding of the most important marketing metrics and are able to suggest ways to improve and grow profitability of different elements of the marketing mix.

MKT 602 Market Research
(3 credit hours) Marketing Research teaches students how to gather and analyze data to assist in making marketing decisions. The course addresses both quantitative and qualitative research techniques, including written questionnaires, telephone surveys, test marketing and focus groups. Emphasis is placed on examining how marketing research can help managers make better decisions regarding target markets, product features, positioning, pricing, advertising and new product introductions. Students are encouraged to consider ethical implications of specific marketing research activities.

MKT 604 New Product Development & Launch
(3 credit hours) This course addresses key marketing concepts, methods, and strategic approaches relevant for entrepreneurs. Students explore marketing plans from an entrepreneurial perspective and how these plans fit into the successful execution of an entrepreneurial idea.

MKT 605 International Marketing
(3 credit hours) In this course, students explore the development of international marketing programs while examining international similarities and differences in marketing functions. Cultural, economic, political, social, and physical dimensions of the environment are addressed in relation to this focus, in addition to the changes in the marketing systems and the adoption of marketing philosophies and practices to fit conditions in different countries.

MKT 700 Marketing Strategy & Consumer Behavior
(3 credit hours) This course takes an in-depth approach to consumer behavior as it relates directly to forecasting and marketing strategy. The course also employs theories from disciplines, including sociology, psychology, and economics to the activities that affect consumer behavior in decision making when purchasing goods and services. Marketing strategies are developed throughout the course to verify if marketing models influence consumer behavior.

MTH 300 Foundations of Statistics
(3 credit hours) This course is designed to provide the students with an introduction to statistical concepts and methods. Students will explore basic statistical principles and gain practical experience in designing and carrying out statistical studies.

MTH 320 Introduction to Probability
(4 credit hours) This course is to introduce the language and core concepts of probability theory. Topics including probability spaces, random variables, independence, conditional expectation and probability, joint distributions, consequences, the Central Limit Theorem, conditional distribution.

MTH 350 Linear Algebra
(4 credit hours) Systems of linear equations, vector spaces and subspaces, bases, linear transformations, determinants, eigenvalues and eigenvectors, diagonalization of symmetric matrices, orthogonality, inner product spaces and quadratic forms, and application.

MTH 600 Descriptive Statistical Inference for Business
(3 credit hours) In this course, students develop statistical literacy while examining theories and methods involved in the process of deduction. Statistical inference is presented as a method of forming logical conclusions, predictive analysis, and for providing evidence and justification for strategic decision making. Students discover how to write output so that it can be understood by a non-statistician. Successful students who take this course will have taken and passed at least one upper division statistics course.

ORG 300 Introduction to Organizational Behavior
(3 credit hours) This course explores individual and group behavior within organizations, and how that behavior affects organizational processes and performance. Students examine how organizations can be managed more effectively while enhancing ways of work.

ORG 500 Organizational Behavior
(3 credit hours) Organizational behavior (OB) is a relatively young field of inquiry that studies what people think, feel, and do in and around organizations. Organizations are groups of people who work interdependently toward some common purpose. Organizational Behavior concepts help us to predict and understand organizational events, adopt more accurate theories of reality, and influence organizational events. This field of knowledge also improves the organization's financial health.

ORG 700 Doctoral Seminar in Sustainable Organizations
(3 credit hours) This doctoral seminar focuses on developing competencies and skills based on peer-reviewed literature in sustainable organizations through the development of research topics grounded in peer-reviewed literature. Students explore advanced methodologies for conducting systematic reviews, critically analyze sustainability frameworks, and engage with emerging trends in sustainable business practices. The course emphasizes the integration of evidence-based approaches to address complex challenges in organizational management and design. Students gain a comprehensive understanding of sustainability research and its application in crafting impactful management strategies. By the end of the seminar, students will be able to contribute substantially to academic and professional discourse on sustainability.

PSY 600 Leadership Psychology
(3 credit hours) This course explores the intersection of psychology and leadership, examining how cognitive biases, emotional intelligence, and

motivation impact decision-making. Students will analyze psychological theories of leadership, including transformational and servant leadership, and apply them to business challenges. Additional emphasis will be placed on psychological concepts such as social cognition, perception, and behavioral influence in leadership. Case studies will highlight how psychological factors shape executive decision-making, team performance, and corporate strategy.

PSY 605 Consumer Psychology
(3 credit hours) This course delves into the psychological principles that drive consumer behavior and decision-making. Students will explore behavioral economics concepts such as loss aversion, anchoring, and social influence, applying them to marketing and branding strategies. Through case studies and interactive projects, students will gain insights into how businesses can leverage psychological research to improve customer engagement and retention.

PSY 610 Industrial Psychology
(3 credit hours) This course examines the psychological principles underlying workplace behavior, organizational culture, and change management. Students will learn how to assess and influence organizational dynamics, improve team collaboration, and manage resistance to change. The course incorporates case studies of successful and failed change initiatives, emphasizing the role of psychology in driving business transformation. Additional topics will explore psychological theories of motivation, personality assessments, and behavioral interventions in workplace settings.

PSY 615 Cross-Cultural Psychology in Global Business
(3 credit hours) In an increasingly globalized economy, understanding cross-cultural psychology is essential for business success. This course explores how cultural differences impact leadership, negotiation, teamwork, and consumer preferences. Students will analyze real-world business scenarios involving multinational organizations and develop strategies for navigating cultural complexities in business settings.

RES 300 Introduction to Business Research
(3 credit hours) In this course, students will explore the process of gathering, recording, and analyzing the most appropriate data for decision making. Students develop the skills needed to effectively communicate research results for maximum impact.

RES 600 Business Research Methodology
(3 credit hours) Students in this course will explore the knowledge and skills needed to conduct and apply research for business decision making. Students will learn how to identify and define researchable business problems, how to collect relevant data, how to analyze and describe the data, and how to communicate the findings.

SPM 400 Contemporary Issues in Sports & Exercise Science
(3 credit hours) This course is designed to develop awareness and critical understanding of a range of contemporary sport and exercise issues. The course will cover a survey of topics such as exercise science, athletic training, sports studies, and research in sports with a focus on current issues. Students will also examine social and cultural norms within a sporting or exercise context. Particular emphasis is placed on the socio-cultural implication of sport in relation to gender, race, social class, and sexuality; the impact of sport and exercise on societies both small and large scale; and contemporary views of careers within sport and exercise and the relationships between them.
Prerequisites: BUS 300; ORG 300 (or equivalent); LDR 300 (or equivalent); SCI 225 (or equivalent)

SPM 401 Organizational Sports & Strategic Management
(3 credit hours) Students in this class learn the fundamentals of managing a sports organization and gain a broad overview of the business component of sports; including but not limited to the financial, accounting, strategic planning, public relations and community engagement acumen necessary for success. Students will analyze and conduct case studies on different sports organizations and study topics such as fiscal and budgetary control, ownership, and day-to-day operations, as well as the techniques, tools, theories, and attributes required in sports leadership and management. Students will also interview and have discussions with active sports professionals to learn how the curriculum is applied in real life scenarios.
Prerequisites: BUS 300; ORG 300 (or equivalent); LDR 300 (or equivalent); SCI 225 (or equivalent)

SPM 402 Leadership Principles for Sports Management
(3 credit hours) This course explores the positive impact of effective leadership on team culture and attitude, and the different approaches to leadership in sports management. Students will consider how to apply leadership principles within various contexts.
Prerequisites: BUS 300; ORG 300 (or equivalent); LDR 300 (or equivalent); SCI 225 (or equivalent)

SPM 403 Sports Psychology
(3 credit hours) This course is designed to introduce students to the concepts, theories and history of sport psychology. The course will cover interdisciplinary studies such as general, social, and developmental psychology, as well as leadership and exercise physiology. The subject will enhance students' understanding of psychological effects on sport behavior and the effect of sport behavior on an individual's psychology. Students will learn about skills training, motivation, personality, stress and anxiety, team dynamics, leadership, youth development, mental processes and burnout, among other things, in bringing awareness to important issues within sport psychology.
Prerequisites: BUS 300; ORG 300 (or equivalent); LDR 300 (or equivalent); SCI 225 (or equivalent)

SPM 404 Sports Facility & Events Management
(3 credit hours) Gain access to the knowledge and skills that are necessary to develop, maintain, and operate sports facilities. Understand the complexities of establishing facilities, renovating facilities, and managing facilities. A chance to review, evaluate and create event planning models, sport finance, and facility management concepts.
Prerequisites: BUS 300; ORG 300 (or equivalent); LDR 300 (or equivalent); SCI 225 (or equivalent)

TRD 500 Finance and Economics for Traders
(3 credit hours) This course provides a foundation in macroeconomic and financial concepts that influence markets and investor behavior. Students explore key economic indicators, central bank policy, and global capital flows, along with core financial principles such as time value of money, interest rates, and valuation. The course also introduces financial statement analysis and behavioral finance. By the end, students will be able to connect economic data to practical trading decisions and evaluate company fundamentals with confidence.

TRD 502 Market Structure and Trading Mechanics
(3 credit hours) Students will examine the structure and mechanics of global financial markets, including the roles of various participants and the flow of capital across institutions. The course covers order types, trade execution, market microstructure, and auction theory. Emphasis is placed on understanding how economic and company-specific information affects market dynamics. This foundational course equips students to interpret market behavior beyond price movement alone.

TRD 504 Equities and Fixed Income
(3 credit hours) This course explores the structure, strategies, and valuation techniques relevant to equities and fixed income markets. Students examine stock selection models, equity trading styles, and portfolio construction techniques. On the fixed income side, the course covers bond valuation, yield curves, and interest rate risk. Through comparative analysis, students learn how to integrate equity and bond strategies into cohesive multi-asset portfolios.

TRD 506 Commodities & Derivatives
(3 credit hours) Students will develop an understanding of commodity markets and the derivative instruments used for trading and hedging. The course covers futures, options, swaps, and other structured products, along with pricing models and volatility behavior. Students explore the real-world application of derivatives in speculative and risk management contexts. Emphasis is placed on market behavior, strategy execution, and risk control.

TRD 508 Trading Psychology
(3 credit hours) This course introduces the psychological and behavioral aspects of trading, focusing on cognitive biases, emotional regulation, and decision-making under uncertainty. Students explore key concepts from biological and psychosocial psychology, gaining insight into the mental processes behind risk-taking and impulsivity. Through self-assessment, case studies, and journaling exercises, students begin to recognize and manage the psychological patterns that can undermine trading performance. The course lays the groundwork for developing long-term mental resilience.

TRD 510 Forex & Crypto
(3 credit hours) This course provides an in-depth look at foreign exchange markets and the emerging world of digital assets. Students analyze FX pairs,

interest rate differentials, macroeconomic drivers, and geopolitical catalysts. The course also explores cryptocurrencies, tokenomics, and market infrastructure in the crypto space. Through strategy labs and case studies, students learn to navigate the complexity and volatility of these high-momentum markets.

TRD 512 Technical Analysis I

(3 credit hours) In this course, students learn the core principles of technical analysis, including trend recognition, support and resistance, candlestick patterns, and momentum indicators. The focus is on using charts and price action to identify entry and exit points with high probability setups. Emphasis is placed on statistical tools, probability, and objective pattern recognition. Students will begin to construct rule-based strategies grounded in disciplined observation of market behavior.

TRD 514 Portfolio and Risk Management

(3 credit hours) This course teaches students how to construct, manage, and evaluate diversified investment portfolios. Topics include asset allocation, position sizing, correlation analysis, and risk-adjusted performance metrics. Students explore different risk management frameworks and learn to protect capital in both volatile and stable market conditions. Practical case studies help students apply theory to real portfolio decisions across asset classes.

TRD 520 Algorithmic Trading & AI

(3 credit hours) Students will learn the fundamentals of algorithmic trading and how AI is reshaping execution and strategy design in financial markets. Topics include strategy coding logic, backtesting, performance evaluation, and automated deployment. The course also introduces students to basic machine learning concepts applicable to trading. By the end, students will be able to build and test algorithmic strategies using a disciplined, data-driven approach. Students will also be introduced to some of the critical thinking skills they need to ask the right questions when developing and using AI systems in trading.

TRD 550 Advanced Trading Psychology

(3 credit hours) This advanced course deepens the psychological work begun earlier in the program, focusing on emotional discipline, risk perception, and the psychological cycles of trading. Students learn to identify cognitive distortions, manage stress responses, and establish performance routines. Topics such as self-regulation, mindfulness, and trading resilience are explored in depth. The course culminates in the design of a personal mental performance framework to support long-term trading success.

TRD 552 Technical Analysis II

(3 credit hours) Building on the foundational concepts in Technical Analysis I, this course introduces advanced techniques including price action, relative strength, and market rotation. Students explore how to combine multiple indicators and patterns into coherent strategies suited to different market conditions. Ethical considerations and the development of a structured trading plan are emphasized. By the end of the course, students will be able to construct a personalized trading system based on technical evidence and risk control.

TRD 590 Trading Strategies and Risk

(3 credit hours) In this course, students integrate their knowledge of markets, strategy, and psychology into building complete trading systems. Topics include market regimes, volatility filters, strategy blending, and portfolio optimization. Students assess risk-reward profiles and construct robust plans for capital deployment. Real-world case studies and data challenges encourage students to refine their decision-making frameworks in complex and dynamic environments.

College of Education

CAP 450 Directed Field Experience

(3 credit hours) Students demonstrate their competence and achievement of the program learning outcomes through the completion of a portfolio. This internship experience gives students the opportunity to obtain hands-on professional experiences in their chosen field.

CAP 670 Practicum

(3 credit hours) The TESOL Practicum is a program that enables students to gain real experience as teachers of English to speakers of other languages. This program requires fieldwork assignments, which includes 16 hours of classroom observation with a participating school or educational organization and creating lesson plans to teach (and record) 10-hours of lessons that incorporate theories and teaching methodologies learned over the course of the degree program and via independent research. Also,

this course requires students to prepare 2 micro-lessons 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 through an individual presentation.

DOC 901-904 Dissertation Course Block

These courses are designed to guide candidates through the dissertation process, with a focus on completing and defending an original research project. The Dissertation Block progresses through four courses:

DOC 901 *is focused on the prospectus and completion of Chapters 1 and 2, with dedicated attention to incorporating Chair and Writing Center feedback.*

DOC 902 *is centered on Chapter 3 and the Proposal Review Committee process, with continued emphasis on Writing Center feedback.*

DOC 903 *includes the preliminary defense, CITI/IRB application, development of Chapter 4, and data analysis.*

DOC 904 *focuses on Chapter 5, committee feedback, formatting, library review, and the final defense.*

Across these courses, candidates will synthesize research findings, draw conclusions, and articulate implications for practice, culminating in a successful final defense that demonstrates original research and scholarly expertise.

DRP 901-904 Doctoral Research Project

The Doctoral Research Project (DRP) course block is designed to guide candidates through the doctoral research project process, with a focus on completing and defending an applied research project. The DRP Block progresses through four courses:

DRP 901 *requires approval of the prospectus and completion of the project description and literature review (Section 1).*

DRP 902 *focuses on the research process (Section 2) and approval by the Institutional Review Board (IRB).*

DRP 903 *focuses on data collection and the analysis of findings, including your presentation on how they can be applied to a specific discipline and/or industry (Section 3).*

DRP 904 *requires successful completion of Section 3, including the final project and presentation, as well as committee feedback and library review.*

Throughout these courses, candidates will synthesize research findings, articulate implications for practice, and demonstrate scholarly expertise through a successful final project and presentation with dedicated attention to incorporating Chair and Writing Center feedback. Successful completion of the DRP course block will demonstrate readiness to contribute to the field as a scholar-practitioner and ensures your research project meets all academic and institutional requirements.

EDU 301 Becoming Leaders of Contemporary Learning

(3 credit hours) This course serves as an introduction building a strong foundation in education. Throughout the course, students will explore key topics such as the evolving role of educators, how students grow and learn, instructional strategies, education policy, and community engagement.

EDU 305 Educational Psychology

(3 credit hours) This course is an introductory course in educational psychology designed to provide students with an understanding of cognitive, social, cultural, and behavioral aspects of learning and instruction. Throughout the course, students will be encouraged to evaluate educational and psychological theories and research and their relevance to teaching in diverse communities.

EDU 311 Unit Design

(3 credit hours) This course guides students in designing comprehensive instructional units by building effective, engaging lessons aligned with clear learning objectives. Emphasis is placed on integrating formative and summative assessments, addressing diverse learner needs, and applying strategies that promote student engagement. Students will explore practical tools and best practices for creating cohesive, learner-centered instructional units.

EDU 315 Educators as Ethical Leaders

(3 credit hours) This course serves as an introduction building a strong foundation in education. Throughout the course, students will explore key topics such as the evolving role of educators, how students grow and learn, instructional strategies, education policy, and community engagement.

EDU 320 Home, School, and Community Collaboration

(3 credit hours) This course prepares future educators, youth professionals, and support staff to build meaningful, culturally responsive partnerships with families and communities. Students will explore how family structures, language, culture, and

socio-economic factors shape engagement, and learn inclusive practices to welcome, honor, and connect with all families. Through real-world case studies, trauma-informed strategies, and interactive tools, participants will examine barriers to engagement, develop communication and collaboration plans, and understand their responsibilities as mandated reporters. The culminating project—Building Community Collaboration: A Guide for Engaging Families and Stakeholders—equips students with a personalized toolkit for fostering equity, trust, and shared leadership in educational settings.

EDU 325 Art of Effective Teaching
(3 credit hours) This course equips future educators with essential teaching skills, focusing on student engagement, and classroom management for all learners. Students will learn to design effective lessons, integrate technology, and apply questioning and assessment strategies. Through reflection and resilience-building, students will develop the adaptability needed for a successful teaching career.

EDU 330 Building the Foundations of Literacy
(3 credit hours) This course provides an overview of the theories and practices surrounding reading and literacy instruction, focusing on symptoms, intervention, and differentiation of specific instructional strategies to be used with students.

EDU 345 Intersectional Approaches to Culture, Sports, and Education
(3 credit hours) Introduction to central issues at the nexus of education, sports, entertainment, and diversity. Examination and investigation of recent innovations in education, sports leadership, and entertainment that promise greater representation, equity, and inclusion of marginalized groups. Examination of media role in forming perceptions and attitudes, and its educational force in innovations in education, sports leadership, and entertainment that promote greater diversity. Examination of these and other related issues through prism of relevant theories, recent research literature, and documentaries.

EDU 350 Curriculum, Assessment, and Instruction
(3 credit hours) This course explores the essential role of assessment in the learning process, equipping students with the skills to develop and implement effective assessment strategies. Students will learn how to clearly define learning objectives, select appropriate assessment methods, and create high-quality, meaningful assessments. The course emphasizes the connection between assessment and instruction, focusing on how to use assessment data to inform teaching practices, support student progress, and enhance overall learning outcomes.

EDU 353 Computational Thinking
(3 credit hours) Strengthen analytical skills and demystify data to collect, process, and analyze data uncovering valuable insights, leveraging statistical tools and to create impactful reports and translating data into actionable recommendations, supported by the art of storytelling to drive informed decision-making.

EDU 355 Special Education
(3 credit hours) This course introduces students to the historical and legal foundations of special education, emphasizing the characteristics, strengths, and needs of exceptional learners. Students will explore effective instructional strategies, including differentiation and scaffolding, to support diverse learning needs across educational settings. Drawing from Essentials of Special Education, Reimagining Special Education, and Navigating Special Education, the course also highlights the importance of understanding individual student profiles and fostering productive parent-educator partnerships to enhance student success.

EDU 357 Neurodynamics & Brain-Based Learning
(3 credit hours) This course explores how brain function influences learning, behavior, memory, and cognition, with special attention to spatial navigation and neurological conditions such as Alzheimer's disease. Students will examine brain-based learning theories and evidence-based pedagogical strategies grounded in neuroscience to enhance focus, retention, and academic performance. Through interactive discussions, case studies, and hands-on activities, the course equips future educators with the tools to create effective, personalized learning environments that align with how the brain naturally learns, supporting student growth, creativity, and achievement.

EDU 370 Foundations of Teaching English Language Learners
(3 credit hours) This course introduces foundational knowledge, research-based theories, and practical strategies for teaching English language learners (ELLs) in K–12 classrooms. Drawing on current policy, sociocultural theory, and instructional models, students will examine the stages of language acquisition and develop differentiated approaches to planning, teaching, and assessing ELLs across the content areas. Emphasis is placed on culturally responsive teaching, integrated language and content instruction, and the use of students' home languages as assets for learning. Through hands-on tasks and case-based practice, students will engage in developing classroom tools that promote academic language, literacy, and advocacy for multilingual learners.

EDU 375 Teaching with Technology
(3 credit hours) This course examines the history, current practices, and future possibilities for integrating technology into the classroom. Students learn how to enhance professional productivity, design technologically enhanced curricula, and manage disruptive technologies.

EDU 380 Strategies and Innovation for AI-Driven Transformation
(3 credit hours) This course explores the transformative power of artificial intelligence (AI) in educational settings. Students will discover how AI technologies enhance learning, streamline administration, and promote accessibility. Students will develop approaches to implement AI in teaching, research, and institutional decision-making. The course emphasizes ethical considerations, teacher-AI collaboration, and future trends, equipping students to lead AI-powered change in education.

EDU 383 Exploring the Humanities through STEAM
(3 credit hours) This project-based course explores the integration of the humanities into STEAM (Science, Technology, Engineering, Arts, and Mathematics) to foster inquiry, dialogue, and critical thinking across disciplines. Through hands-on activities, collaborative discussions, and guided lesson planning, students will design a full STEAM unit that incorporates inclusive practices and culturally responsive pedagogy. Students will examine how the humanities enrich STEM education by deepening creativity, ethical understanding, and real-world relevance. Course activities include analyzing existing STEAM lessons, embedding humanities-based strategies, aligning content with standards, and developing meaningful assessments. By the end of the course, students will produce and present a comprehensive, interdisciplinary STEAM unit that reflects 21st-century teaching and learning goals.

EDU 385 STEAM Math, Science and Technology
(3 credit hours) This course explores the design and implementation of STEM (Science, Technology, Engineering, and Math) instruction in K-12 education, emphasizing backward design, inquiry-based learning, and hands-on engagement. Students will examine strategies for aligning lessons with STEM standards, integrating technology and AI, and fostering critical thinking and problem-solving. The course highlights research-based instructional methods that support differentiation, inclusivity, and student engagement. Through exploration of assessment design, interdisciplinary connections, and classroom implementation challenges, students will develop the skills needed to create engaging, innovative, and developmentally appropriate STEM learning experiences.

EDU 401 Educational Leadership
(3 credit hours) This course introduces students to theories and practices of educational leadership and organizational behaviors in the educational environment. Students evaluate their personal leadership skills, and understand and appreciate challenges faced by school leaders today.

EDU 405 Trauma-Informed Teaching
(3 credit hours) The impact of trauma on educational performance is profound, with potential influences on cognitive, emotional, and behavioral responses. This course is designed to provide students with trauma-informed practices, underlining the vital role of ensuring the physical and emotional well-being of all members of the school community. Emphasizing courage, empathy, and self-regulation, students learn to shape supportive educational settings that address the unique needs of each student.

EDU 421 Foundations of Educational Technology
(3 credit hours) The Foundations of Educational Technology course analyzes classic and cutting-edge learning theories while discussing ways

in which these concepts can be applied to technological avenues and materials. This course also focuses on research and ethical issues in educational technology as well as transfer of pedagogy to an online or blended context.

EDU 422 Best Practices in Educational Psychology

(3 credit hours) The Best Practices course consists of teachers skill development at the technological level. Through the completion of weekly tasks, students learn to examine practices, create and incorporate online materials and resources to meet their students' needs.

EDU 423 Online Assessment and Evaluation

(3 credit hours) The Online Assessment and Evaluation course is an introduction to assessment and evaluation and the digital assessment capabilities that can be used in language learning educational contexts. The course focuses not only on theories and principles of digital assessment and evaluation, but also on the digital tools used for these purposes such as portfolios, needs assessments, surveys, tests, and rubrics.

EDU 424 Adaptive Technology for Differentiated Instruction

(3 credit hours) The Adaptive Technology for Differentiated Instruction course explores the theories behind differentiated instructions while discussing some of the technology that students with special needs use when accessing online or blended education. The course also takes a look at the tools and techniques teachers can use to adapt educational technology to students' different needs, multiple intelligences, and learning styles.

EDU 425 Blended Learning and Teaching

(3 credit hours) The Blended Learning and Teaching course helps students understand blended learning and its applications in the different settings where education takes place. Through the reading of up-to-date resources and many examples, participants consider how to create blended learning courses for their students and what to address and incorporate when designing these experiences. In addition, they see how technology tools can foster collaboration while delivering engaging instructional content. They also learn strategies for assessing students and managing a blended learning classroom.

EDU 431 Foundations of TESOL and Second Language Acquisition

(3 credit hours) The Foundations of TESOL and Second Language Acquisition course introduces learners to the fascinating world of teaching English to speakers of other languages. This course will provide an overview of the field of language teaching by examining past and present teaching approaches and related research. There will be a balance between theory and practice. Additionally, this course overviews the latest trends and research in TESOL and their applicability in the diverse TESOL setting to include reflection, assessment, and language acquisition that promote teacher self-efficacy. By providing essential knowledge and skills of teaching English as a second or foreign language at all levels, this course also explores and discusses an extensive range of theoretical concepts and practical issues in terms of pedagogical and cultural factors taking place in real classrooms.

EDU 432 Lesson Planning and Classroom Management

(3 credit hours) The Lesson Planning and Classroom Management course provides learners with the fundamental pedagogical concepts and practical skills necessary for teaching English as a Second or Foreign Language. While discussing the various needs of English language learners, the roles of teachers in the classroom, how to implement classroom management strategies, design effective lesson plans and deliver outstanding ESL or EFL lessons students will engage in hands-on tasks to hone their lesson plan skills taking into consideration their teaching context.

EDU 433 Teaching Vocabulary and Grammar

(3 credit hours) The Teaching Vocabulary and Grammar course provides students with insights regarding both vocabulary and grammar learning research as well as best practice in vocabulary and grammar instruction. Through cooperative, hands-on weekly tasks, students will be able to reflect, discuss and implement current research and standards regarding vocabulary and grammar teaching and assessment as proved effective in ESL / EFL settings. In addition, learners will engage in designing and putting into action effective lesson plans and materials for teaching vocabulary and grammar consistent with current theories and approaches.

EDU 434 Teaching Receptive Skills—Listening & Reading
(3 credit hours) The Teaching Receptive Skills - Listening & Reading course examines listening and reading from the standpoint of foreign language literacy and considers how language and content may be integrated through reading and listening tasks. This course also discusses core concepts and key topics in the acquisition and instruction of reading and listening as well as the creation and implementation of learning tasks for the purpose of helping learners develop these receptive skills.

EDU 435 Teaching Productive Skills—Speaking, Pronunciation and Writing
(3 credit hours) The Teaching Productive Skills - Speaking, Pronunciation and Writing course aims to discuss, reflect and analyze the theoretical foundations as well as practical implications of teaching ESL/EFL speaking, pronunciation and writing skills. This course introduces the underlying theories and classroom practices for teaching ESL/EFL of these productive skills while emphasizing the nature of literacy and oral/ written language development. This hands-on course focuses on developing students' instructional abilities to effectively design learning tasks that address those language skills and integrate them into coherent lesson plans.

EDU 441 Child Growth and Development
(3 credit hours) This course provides students with an in-depth understanding of child development, birth through 3rd grade. The course also covers how and why children grow, develop, and learn. Students explore how children change cognitively, physically, socio-emotionally, and psychologically from birth through 3rd grade.

EDU 442 Child, Family, and Community
(3 credit hours) This course looks at the processes of socialization focusing on the interrelationship of family, school, and community. The course also examines the influence of multiple societal contexts and explores the role of collaboration between family, community and schools in supporting children's development, birth through adolescence.

EDU 443 Foundations of Infant and Toddler Development
(3 credit hours) This course explores infant and toddler development with an emphasis on cognitive, emotional, social, and physical growth. Students apply research-based practices, design age-appropriate learning environments, and examine key developmental theories. Focus is placed on NAEYC standards, early assessment, and building strong partnerships with families.

EDU 444 Introduction to Curriculum
(3 credit hours) This course studies developmentally appropriate curriculum and environments for children, birth through age eight. Students will use knowledge of children's development, theories of learning and development, and examples from various models of developmentally appropriate practice to plan environments and curriculum in all content areas to support children's development and learning integrated throughout indoor and outdoor settings.

EDU 451 ECE Administration I - Programs
(3 credit hours) Introduction to the administration of early childhood education programs. Covers program types, budget, managements, regulations, laws, and development and implementation of policies and procedures. Examines administrative tools, philosophies, and techniques needed to organize, open, and operate an early care and education program.

EDU 452 Administration II - Leadership and Supervision
(3 credit hours) Methods and principles of supervising student teachers, volunteers, staff, and other adults in early care and education settings. Emphasis is on the roles and development of early childhood professionals as mentors and leaders.

EDU 453 Adult Supervision and Mentoring
(3 credit hours) Methods and principles of supervising student teachers, volunteers, staff, and other adults in early care and education settings. Emphasis is on the roles and development of early childhood professionals as mentors and leaders.

EDU 454 Professionalism in Early Childhood Education
(3 credit hours) Effective strategies for personnel management and leadership in early care and education settings. Includes legal and ethical responsibilities, supervision techniques, professional development, and reflective practices for a diverse and inclusive early care and education program.

EDU 710 The Role of Learning
(3 credit hours | 2.5 lecture/.5 practicum) This course focuses on the theoretical foundations and

contemporary practices that shape learning processes in various educational contexts. Students will explore how brain-based learning strategies, cognitive science, and motivation interact to influence attention, decision-making, perception, and memory to support diverse learner needs and drive institutional success. Students will gain an understanding of barriers to learning, the impact of cultural, linguistic, and cognitive diversity, and the importance of resilience when facing adversity. As part of the practicum, students produce deliverables for their employers or placement organizations that inform critical decisions while gaining confidence, applying classroom learning to solve real-world problems, and transforming classroom theory into practice.

EDU 711 Educational Leadership in Theory and Practice

(3 credit hours | 2.5 lecture/.5 practicum) This course explores the strategic application of key activities indigenous to the mission and value that lead directly to attaining organizational goals. People are the most important and valuable resource within an organization and, as such, must be incorporated in any functional business strategy. The course explores strategic principles related to achieving the maximum performance from managing people. Planning for performance, identifying opportunities, strengths, weaknesses, and threats are examined in great detail to obtain a strategy for a sustainable competitive advantage. The practicum component gives students invaluable experience by participating in project-based learning as aligned with and to complement course content. As part of practicum, students produce deliverables for their employers or placement organizations that inform critical decisions while gaining confidence, applying classroom learning to solve real world problems, and transforming classroom theory to practice.

EDU 712 Reshaping Curriculum as a Tool for Cognition

(3 credit hours | 2.5 lecture/.5 practicum) This course emphasizes the relationship between curriculum design and cognitive development. Students will explore how curriculum enhances cognitive processes such as critical thinking, problem-solving, and creativity. By integrating contemporary theories from cognitive science and educational psychology, the course examines how curriculum can be structured to support varied learning needs, foster deep understanding, and promote intellectual growth. Emphasis will be placed on designing curricula that leverage brain-based learning strategies and addressing the challenges posed by cognitive diversity. Students will be equipped to design innovative, cognitively engaging curricula that promote deep understanding and intellectual growth across diverse learner populations. The practicum component gives students invaluable experience by participating in project-based learning as aligned with and to complement course content. As part of practicum, students produce deliverables for their employers or placement organizations that inform critical decisions while gaining confidence, applying classroom learning to solve real world problems, and transforming classroom theory to practice.

EDU 714 Optimize Outcomes with AI and Technology Integration

(3 credit hours | 2.5 lecture/.5 practicum) This course equips participants with the skills to design impactful, learner-centered digital learning experiences through a structured, hands-on approach. Across eight practical steps, the course addresses essential elements of course design, including defining learning outcomes, choosing instructional strategies,incorporating interactivity, and assessing progress. Participants will explore online tools to enhance collaboration, content creation, assessments, and multimedia integration. A key focus is on the transformative role of Artificial Intelligence in education, teaching learners how to use AI tools to optimize course design and delivery effectively. The practicum provides students with project-based learning experience, allowing them to apply classroom knowledge of real-world problems. Students create deliverables for employers or placement organizations, informing key decisions while building confidence and bridging theory with practice.

EDU 715 Classroom Technology Integration

(3 credit hours | 2.5 lecture/.5 practicum) This course explores the potential of current and emerging technologies relevant to learning, teaching, and educational research within Higher Ed and k-12. Participants will create innovative environments that enable teaching from a different perspective, using various applications, educational technology platforms, and cloud-based tools and resources to

enable skill development at the technological level. The key components of creating an accessible, adaptable, and inclusive environment for children, teenagers, and adults are emphasized. The practicum component gives students invaluable experience by participating in project-based learning as aligned with and to complement course content. As part of practicum, students produce deliverables for their employers or placement organizations that inform critical decisions while gaining confidence, applying classroom learning to solve real world problems, and transforming classroom theory to practice.

EDU 716 Managing Human & Fiscal Resources as an Educational Leader

(3 credit hours | 2.5 lecture/.5 practicum) In this course, participants will review organizational theory and design and how it applies to educational management and leadership to meet the Higher Ed or k-12 organizations, faculty, and staff needs. Strategic university planning and budgeting for faculty hiring, scheduling, evaluation, and training will be reviewed and constructed for effective programmatic implementation. The practicum component gives students invaluable experience by participating in project-based learning as aligned with and to complement course content. As part of practicum, students produce deliverables for their employers or placement organizations that inform critical decisions while gaining confidence, applying classroom learning to solve real world problems, and transforming classroom theory to practice.

EDU 720 Times of Change: Human Potential and Motivation

(3 credit hours) This course explores the theories and practical applications of motivation and emotional intelligence, analyzing how these factors drive behavior, influence decision-making, and shape performance across professional and personal settings. Through critical evaluation of motivation models and emotional intelligence frameworks, students will develop strategies to enhance individual and group outcomes in home, school, and workplace environments. The course emphasizes fostering a growth mindset, implementing evidence-based interventions, and leveraging emotional intelligence to improve leadership, collaboration, and resilience. A key component of this course is a practicum experience, where students engage in project-based learning to bridge theory and practice. By designing and implementing real-world deliverables for employers or placement organizations, students will gain hands-on experience, strengthen problem-solving skills, and assess the effectiveness of motivational and emotional intelligence strategies.

EDU 725 Design Thinking: Creativity, Innovation, and Entrepreneurship

(3 credit hours | 2.5 lecture/.5 practicum) This course focuses on theoretical models and hands-on applications to investigate creative concepts and understand how new ideas are generated and developed into innovative solutions and entrepreneurial projects. The practicum component gives students invaluable experience by focusing on design thinking. As part of practicum, students produce deliverables for their employers or placement organizations, through a combination of readings, case studies, videos, discussions, and practical assignments, where they will learn to apply frame innovation to create novel solutions, solve problems, and foster new thinking in their respective fields.

EDU 780 Writing for Research and Scholarly Publications I

(1 credit hour) This course provides students with the ability to independently revise the Prospectus through step-by-step modules addressing most common issues, writing tips and techniques, and content required in each subsection. Students will be provided individualized feedback and can consult with writing specialists throughout the revision process.

EDU 781 Writing for Research and Scholarly Publications II

(1 credit hour) This course provides students with the ability to independently revise the literature review through step-by-step modules addressing most common issues, writing tips and techniques, and content required in each sub-section. Students will be provided individualized feedback and can consult with writing specialists throughout the revision process.

EDU 810 Classroom Pedagogical and Andragogical Approaches

(3 credit hours | 2.5 lecture/.5 practicum) This course is designed to examine learning diversity and the psychological and social factors related to learning

from childhood through adulthood. Critical analysis of selected theories and learning concepts is applied to adult and child learning experiences, learning styles, and educational programs' motivation. There is an emphasis on the differences between how children and adults acquire, process, and apply knowledge, applied to teaching and learning. The practicum component gives students invaluable experience by participating in project-based learning as aligned with and to complement course content. As part of practicum, students produce deliverables for their employers or placement organizations that inform critical decisions while gaining confidence, applying classroom learning to solve real world problems, and transforming classroom theory to practice.

EDU 812 Student Assessment Methods

(3 credit hours | 2.5 lecture/.5 practicum) In this course, participants will examine topics related to the assessment of student learning across disciplines. Student assessment techniques and theories of cognitive learning will be reviewed and practiced using equitable assessment practices. Emphasis will be placed on how data can be used and applied for student learning outcomes analysis for effective curriculum planning. The practicum component gives students invaluable experience by participating in project-based learning as aligned with and to complement course content. As part of practicum, students produce deliverables for their employers or placement organizations that inform critical decisions while gaining confidence, applying classroom learning to solve real world problems, and transforming classroom theory to practice.

EDU 820 Advanced Instructional Design

(3 credit hours | 2.5 lecture/.5 practicum) This course consists of instructional design theories and practical skill development at the technological level. Through multiple tutorials and mini assignments, students will work together to produce learning experiences using today's media and technologies, such as designing and creating courses on learning management systems and creating educational tools and webinars for a more effective online on-ground classroom experience for all. The practicum component gives students invaluable experience by participating in project-based learning as aligned with and to complement course content. As part of practicum, students produce deliverables for their employers or placement organizations that inform critical decisions while gaining confidence, applying classroom learning to solve real world problems, and transforming classroom theory to practice.

EDU 821 Advanced Supervision of Curriculum and Instruction

(3 credit hours | 2.5 lecture/.5 practicum) This course analyzes the relationship between current practice and research in the curriculum and instruction supervision. Students will examine and use educational best practices and evaluate current program management and classroom instruction methods to create reflective instructors and curriculum designers. Topics include the concepts and techniques necessary to establish comprehensive staff supervision programs and performance standards based on observation strategies, descriptive feedback, managing diverse personalities, and teaching subjectiveness. The practicum component gives students invaluable experience by participating in project-based learning as aligned with and to complement course content. As part of practicum, students produce deliverables for their employers or placement organizations that inform critical decisions while gaining confidence, applying classroom learning to solve real world problems, and transforming classroom theory to practice.

EDU 822 Critical Analysis of Problems and Issues for Educational Leaders

(3 credit hours | 2.5 lecture/.5 practicum) This course examines current and emerging issues and trends impacting the field of education. The issues and trends are presented in a forum that brings experience and current methodology together to review long-term and short-term strategies to address problems related to the course participants' specific roles. The practicum component gives students invaluable experience by participating in project-based learning as aligned with and to complement course content. As part of practicum, students produce deliverables for their employers or placement organizations that inform critical decisions while gaining confidence, applying classroom learning to solve real world problems, and transforming classroom theory to practice.

EDU 823 Leading and Managing Choice in Education

(3 credit hours | 2.5 lecture/.5 practicum) This course focuses on concepts and strategies for managing change in various educational settings. Recognition of human diversity and strategies that empower administrators, educators, students, and schools are emphasized. Strategic planning, processes, procedures, and skills for change are presented in situational considerations and implications. The practicum component gives students invaluable experience by participating in project-based learning as aligned with and to complement course content. As part of practicum, students produce deliverables for their employers or placement organizations that inform critical decisions while gaining confidence, applying classroom learning to solve real world problems, and transforming classroom theory to practice.

EDU 824 Program Evaluation Methods for Academic Leadership

(3 credit hours | 2.5 lecture/.5 practicum) This course focuses on programmatic evaluation methods used to address student needs in education effectively. The evaluation methods covered consist of program review for accreditation purposes, continuous decision-making, new advancements in the field, and assessing program curriculum delivery, assignments, and teaching methodologies. The practicum component gives students invaluable experience by participating in project-based learning as aligned with and to complement course content. As part of practicum, students produce deliverables for their employers or placement organizations that inform critical decisions while gaining confidence, applying classroom learning to solve real world problems, and transforming classroom theory to practice.

INT_E 531 / 533 / 535 / 537 / 539 / 541 / 543 / 545 / 547 / 549 / 551 MA TESOL Graduate Internship

(1 credit hour) The purpose of an internship or experiential learning experience is to enable students to gain valuable work experience within the field of education—especially pertaining to English language teaching. This experience is designed to complement the course work taken so that TESOL education experience is enhanced. The credit is for the learning—not the work experience.

TSL 010 Certificate in Teaching English to Speakers of Other Languages

(152 credit hours)

Foundations of TESOL

This unit is an introduction to the history of TESOL, teaching strategies and practices, intended to effectively deliver content and material in an engaging, understandable, and memorable manner. The characteristics of effective teachers and learners are introduced as well as strategies for meeting the needs of diverse learners in the English Language Learner (ELL) classroom. Also included in this unit is an overview of effective lesson planning.

Second Language Acquisition

This segment provides an overview of second language acquisition. The course will cover the mechanisms of how language is acquired, including research on the critical period hypothesis of second language acquisition.

Teaching Speaking and Pronunciation

This section is an overview of the study of speech sounds as well as how they form patterns. A brief introduction to the International Phonetic Alphabet (I.P.A.) will also be covered in the course. In addition, this unit examines the application of phonetics and phonology to the teaching of pronunciation to ELLs.

Teaching Vocabulary

This week provides an overview of the study of word structures and rules. It focuses on content words and function words, morphemes, and rules of word formation. Additionally, this unit covers the teaching of vocabulary to ELLs.

Teaching Grammar

This module introduces the grammar of contemporary English and examines the pedagogical methods needed to teach grammar effectively. Emphasis is placed on sentence structure and identification of the various parts of speech.

Teaching Reading

This component examines the methods of teaching reading to ELLs. The course covers reading strategies that are sensitive and responsive to students' needs.

Teaching Listening

This portion of the course examines core concepts and best practices in teaching listening to ELLs. It provides listening strategies and concepts that can be applied to the classroom in many different situations.

Teaching Writing

This section explores approaches to teaching writing to ELLs which include: controlled and guided writing practice, types of writing, the mechanics of writing and

the integration of the four skills. A variety of techniques for responding to student writing will also be covered.

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

TSL 502 Vocabulary Instruction
(3 credit hours) This is an in-depth course in vocabulary instruction, based partly on morphology, or the structure and classification of words. Processes involved in word form variation will be reviewed, with a focus on methods for teaching vocabulary to English L2 learners.

TSL 507 Pronunciation Instruction
(3 credit hours) This is an in-depth course in pronunciation instruction, based partly on phonology—the study of speech sounds. It covers both segmental (vowel and consonant) and supra-segmental (stress, rhythm, intonation, and connected speech features) aspects of language, with focus on effective teaching of pronunciation to non-native speakers of English—including explanation of challenges that these learners face.

TSL 512 Writing Instruction
(3 credit hours) This course is designed to give the EFL/ESL teacher various skills, strategies, and theories to teach writing to L2 learners. The course goes into detail on ways to analyze various writing pedagogies, develop writing courses, create tasks and assignments, assess student writing, give feedback to students, and develop language skills through writing.

TSL 515 Second Language Acquisition
(3 credit hours) This course provides an overview of second language acquisition; traces source and development of major trends and issues in teaching English; illustrates practical ways ESL/EFL teachers can incorporate these ideas in their own teaching practice. The course links the socio-cognitive foundations of second language acquisition and their applications as relevant, realistic, and effective pedagogical practices which will be demonstrated and taught throughout the course.

TSL 520 Grammar Instruction
(3 credit hours) This course provides a thorough introduction to the grammar of spoken and written contemporary English. Included in the course is a focus on how spoken and written English differ and a look at current theories of syntax. Also included is a focus on how to effectively teach grammar to non-native speakers of English.

TSL 527 Methods of Teaching ESL/EFL
(3 credit hours) This course will provide an overview of the field of language teaching by examining past and present teaching approaches and related research. There will be a balance between theory and practice that is, between providing necessary background information and relevant research, on the one hand, and offering a host of techniques and strategies that support the best principles for language learning with an emphasis on writing effective lesson plans which include supportive assessment.

TSL 532 Listening and Speaking Instruction
(3 credit hours) This course explores the conceptual frameworks currently defining 'speaking' and 'listening' – what it is we are teaching and the processes involved. This theory is balanced with a focus on practical teaching strategies. Also included are lesson planning and skill assessment techniques.

TSL 542 The English Language in Society
(3 credit hours) This course presents a thorough introduction to sociolinguistics, the study of the ways in which societal factors affect the ways in which language is used among various interlocutors. Included in the course is an examination of the various social contexts of language use (both in and out of school), dialects and regionalisms, the effects of cultural background on the acquisition of literacy, and the ways in which learners interact in cross-cultural settings.

TSL 545 Reading Instruction
(3 credit hours) This course focuses on how English language learners learn to read and how they can be helped to achieve the goal of increased literacy. Included is a focus on theories of literacy acquisition (e.g., phonics, whole language) and the role of exposure vs. explicit instruction in the development of reading skills. As one of the course assignments, students create and deliver lesson plans aimed at helping emerging readers improve their reading skills.

TSL 552 Special Topics in TESOL
(3 credit hours) This course 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 590 Curriculum Design
(3 credit hours) This course presents a thorough introduction to the dynamics of designing a language course. Included in the course is an examination of the systems approach and the various contexts that influence the design of a language course and lesson planning.

TSL 591 Foundations of Educational Technology and Pedagogy
(3 credit hours) The Foundations of Educational Technology and Pedagogy course looks at classic and contemporary educational and language learning theories and applies them through technological avenues and materials. This course also focuses on issues in educational technology, transfer of pedagogy to an online context, and adaptive learning.

TSL 592 Digital Assessment in Teaching and Learning
(3 credit hours) The Digital Assessment in Teaching and Learning course is an introduction to assessment and the digital assessment capabilities that can be used in language learning educational contexts. The course focuses on the digital tools involved in assessments such as portfolios, needs assessments, surveys, tests, and rubrics. Students will create digital assessment tools as well as analyze the collected data.

TSL 593 Creating Digital Content for Teaching
(3 credit hours) The Creating Digital Content for Teaching course consists of skill development at the technological level. Through multiple tutorials and mini assignments, students learn to design and create courses on learning management systems, create educational websites, and develop professional development tutorials to use for teacher training opportunities.

English Courses - Reimagining English as an Additional Language (REAL) Program
REAL 98
(0 credit hours) Designed to develop basic listening, speaking, reading, and writing skills as well as basic vocabulary and grammar to gradually move from body language and one-word answers to speaking and writing phrases and sentences; begin the study of the simple tenses; begin reading sentences and move toward paragraph-length texts; begin reading for the main idea and details to learn about American social and academic culture through coursework and discussion groups.

REAL 100
(3 credit hours) Designed to continue to gain basic listening and speaking skills, develop basic reading and writing skills, basic vocabulary and grammar, gradually move from speaking and writing phrases and sentences to producing basic paragraphs; continue the study of the simple tenses; begin reading multi-paragraph texts; continue reading for the main idea and details to learn about American social and academic culture through coursework and discussion groups.

REAL 200
(3 credit hours) Designed to improve students' listening, speaking, reading, and writing for everyday life while developing academic skills in these areas; scaffold the skills to gradually move away from everyday life situations and into academic instruction; work on the correct pronunciation of vowel sounds, syllable stress and reduced speech; move away from common topics of everyday life and begin to read topics with a broader scope; gain the skills necessary for composing well-written academic paragraphs; learn note-taking strategies;continue learning the simple tense, including expressing future time and modals; learn about American social and academic culture through coursework and discussion groups.

REAL 300
(3 credit hours) Designed for students to employ academic reading, writing, listening, and speaking skills; learn how to write academically acceptable paragraphs and essays; move away from everyday conversational tools and begin utilizing academic-based speaking and listening skills to participate in longer discussions and debates using proper word stress, intonation, and vocabulary; learn how to read journals, essays, charts, and graphs—skills necessary in academia; and gain a deeper understanding of grammatical components

such as modals, infinitives, and comparatives; move away from simple tense and into perfect and progressive tense; learn more about American social and academic culture through coursework and discussion groups.

REAL 400

(3 credit hours) Designed to help students use academic speaking, listening, reading, and writing skills; gain listening skills necessary to perform academic tasks such as note taking; gain speaking skills that enable students to provide clear and concise information in English, including the ability to restate ideas and use blended speech; gain the skills in reading necessary to compare the context of two texts, paraphrase main ideas, and identify philosophical rationale; move away from simple compositions and into compositions that are academically focused; learn the art of writing hooks; use transitional expressions and subordinating expressions to combine sentences; use parallel sentence structure; summarize research and support opinion with factual evidence; gain the skills necessary to recognize the difference between tenses; employ active and passive voice; use unreal conditionals, gerunds, and infinitives; differentiate between use, form, and meaning; learn more about American social and academic culture through coursework and discussion groups.

Integrative Studies (General Education)

COM 101 Composition 1

(3 credit hours) This course introduces students to the principles of standard written English; the basics of academic essay writing; the importance of tone, purpose, context, and audience; the differences in rhetorical styles; and the basics of academic research and APA style.

COM 102 Composition 2

(3 credit hours) This course allows students to demonstrate their mastery of the principles of standard written English, the principles of academic essay writing (including tone, purpose, context, and audience), the standards of academic research, and the rules of APA style; this course also engages students in conducting in-depth critical research on a community-minded topic, in producing and applying critical arguments and counterarguments, collaborating with their peers in writing workshops, and developing skills for researched and refined projects.

Prerequisite: COM 101

COM 206 Speech, Debate, & Ethics

(3 credit hours) This course empowers students to identify communication purposes, and work with uncertainty and argumentation in debates and negotiations, guiding them in thinking quickly on their feet while being logical. Students hone their public speaking and presentation skills, identifying logic and developing arguments in situations involving ethical controversy.

Prerequisite: COM 102

COM 207 Critical Thinking & Research

(3 credit hours) This course focuses on the United Nations' Sustainable Development Goals, which are aligned and promoted through a research project decided upon and developed by students in both individual and group capacities. These projects involve project-based and action-based research; promote relevant and sustainable solutions to community and global problems; and serve to educate, inspire, and empower students and community members. Students present their projects to the public.

Prerequisite: COM 206

COM 225 Technical Writing

(4 credit hours) This course introduces the basic principles of technical writing. Students will learn and practice different technical writing formats such as reports, letters of application, resumes, memos, emails, articles or technical essays and oral presentations. We will focus on students' grasp of scientific and technical ideas and effective verbal presentation of these ideas.

COM 230 Public Speaking/Communication

(4 credit hours) Public speaking education as we know it today owes its core philosophy to the art of "rhetoric," or the practical study of principles for influential public communication. A centerpiece of definitive education for thousands of years (most notably in classical Greece and Rome), and a core liberal art since the Renaissance, rhetoric is not just performing the mechanical skills and tactics of speaking well. It is a discipline of practical philosophy for understanding critical decision-making, assessment of diverse situations

and people, and thoughtful application of first principles under contingent circumstances.
The practice of rhetoric through effective public speaking, thus defined, is not merely essential to effecting social influence through communication. It is crucial to the exercise of critical thinking and prudential judgment in public life, indispensable in a democratic society, and a core element of the human condition. So, while this is an introductory course to Public Speaking and Communication, it will not be an easy course. While we will deliver a number of speeches, that's not all we'll do. We'll study, discuss, and practice important theories and concepts of rhetorical communication, which is a subject of serious inquiry. And has been literally for millennia.
The good news is that we'll do it on an accessible entry level, taking it step by step, and giving you lots of opportunities to practice and succeed. More practical applications = more skills and more confidence! And we'll go about all of this in an open, welcoming and safe space in which we can all learn from one another and help each other out.

COM 505 Graduate Academic Communication
(3 credit hours) The Graduate Academic Communication course equips students with the skills and tools necessary to succeed in the graduate level academic classroom. Students have the opportunity to develop and strengthen good study habits, learning strategies, and the underpinning learning theories that drive these habits and strategies through various instructional methods. Students engage with topics that practice critical reading skills and study techniques needed for efficient and effective mastery of college–level courses. Topics include writing, communication, research, critical reading and comprehension, technology as well as personal management strategies such as time management and learning styles.

HUM 115 Introduction to Drawing
(4 credit hours) Drawing I is a beginning drawing course, designed to introduce and familiarize students to the basics of drawing. The theme of the course is drawing what one sees, and focuses on the introduction to drawing techniques, comprehension of terminology, and material use. The course relies on in-class drawing assignments and four graded projects, including the final project. Students also must keep a sketchbook throughout the semester. At the end of the course students will discuss progress with the instructor and turn in their final portfolio.

HUM 150 Introduction to Modern Western Literature
(4 credit hours) This survey course will involve reading selected samples of literature of the Western World (not just from the United States and England) and discussing their historical and literary contexts. We will consider landmark works from the Enlightenment, Romanticism, Realism, Symbolism, Naturalism, and Modernism. The characteristics of different genres will be explored through lectures, class discussions, and oral and written assignments. Short papers, a presentation, and a final take-home exam will be required.

HUM 201 History of Social Movements
(3 credit hours) This course will examine social movements through contemporary and historical lenses. Students explore the notion that social movements begin with modest efforts by a loosely formed group of people to correct or introduce some social or political injustice, and the reality that some of these initial efforts have been only marginally successful while others have escalated into broader mass efforts to achieve expanded social or political goals. Students are ultimately challenged to evaluate the truthfulness of social movement statements and arguments.

HUM 211 Exploring the Cultural Landscape
(3 credit hour) This course introduces students to the field of cultural geography by examining its major themes; understanding relationships between cultures and environments; and probing the processes, elements, and human interaction that are instrumental in creating cultural identity locally, nationally, and internationally.

HUM 221 The Impact of Art: Visual, Design, & Media
(3 credit hours) Students examine the basics and universal formal elements of the visual, the design, and the media arts. Students also evaluate the importance of major global historical developments and the specific methodological approaches to these art genres and how such bear importance upon contemporary trends and issues. Additionally, students will create formal and contextual responsiveness by taking a position on and arguing

the merits of specific non-Western and Western works of art and how those works reflect human values in a variety of contexts.

HUM 225 US History Since the Civil War
(4 credit hours) This class traces the story of United States history from the post-Civil War era to the recent past. It probes political, diplomatic, economic, social, and cultural developments of the past century and a half. It does this by following paths both chronological and thematic. History is everywhere and this course employs that observation. The past is not a domain exclusive to the rich and powerful. It belongs also to the poor and the oppressed. This course posits the past and present as inseparable. Our identities derive from our interpretations of what transpired before. They depend on history and that requires evidence and its contextualization. Of course, the past is gone. The evidence of its existence is often scanty and the product of perspective. This renders history malleable, subjective, and powerful. Historians interpret the past to inform the present that we inhabit. This course prompts you to interpret America's past, based on evidence, to suggest the lessons offered by the nation's history for our own time. This requires utilizing the skillset employed by historians, one that this course introduces at the onset. It further depends on your engagement with the material, available through recorded lectures, textbook reading, and discussion. You will become knowledgeable about America's past while thinking critically about the ways that it constructed the present.

HUM 230 World History
(4 credit hours) This course will examine the history and diverse cultures of the world since 1400--the era of the rise of European political, economic, and cultural worldwide dominance-- until the present day, when that European-American dominance is reversing. The course mainly explores general trends and themes by looking at specific historical interconnections. Among the themes to be discussed are the advances in science and technology, the formation of a global economy, industrial and political revolutions, colonialism, the causes and results of the First World War, Second World War, the emergence of socialist countries, and the rise and decline of hegemonic powers. Particular attention will be devoted to the concept of "webs."

HUM 231 Language, Culture, & Power
(3 credit hours) This course examines the linkages of language, culture, and power. This includes an analysis of relations of power in society and an understanding of critical theories to support the development of a final project that showcases an understanding and commitment to equity and justice.

HUM 250 Introduction to Film History
(4 credit hours) This course is an introductory survey of film history. During this course we will examine major developments in the industry's history, concepts, summarize debates in film studies, define technical terms in regard to aesthetics and techniques as well as describe major periods and movements. The emergence of new artistic media, subject matter, and strategies of making and viewing will be also discussed. Emphasis will be placed on the methods of interpreting the works, especially in relation to then-current social practices and cultural values.

HUM 300 Art History: Renaissance to Modern Art in the West
(4 credit hours) This course will provide an introduction to the field of art history by discussing the development of artistic production from the early Renaissance period to our own contemporary moment. Our lessons will deal with key issues in the history of art, including questions about what constitutes a "work of art" and how art has a history. We will discuss "art" in its broad definitions—its artists, media (painting, sculpture, architecture, printmaking, design, and the decorative arts), and institutions (from art academies, to museums, to exhibitions). We will learn how art's history intersects with other social and cultural developments, such as religious practices and political Movements. The course will engage with art history's canons of objects and methods of inquiry in order to discover the dynamic boundaries of the field and its relevance for both life and art today.

MTH 110 Quantitative Reasoning
(3 credit hours) This course prepares students to understand how to view and work with quantitative information, to make informed decisions with data, and apply mathematical models to make decisions and solve problems in everyday life.

MTH 115 College Algebra
(3 credit hours) This course teaches learners the fundamental concepts found in algebra with a focus

on functions. The course focuses on applications of the following functions: linear, polynomial, exponential, and logarithmic.

MTH 120 Personal Finance

(3 credit hours) This course provides an overview of the elements necessary for effective personal financial planning. Application of techniques and strategies essential to personal finance are discussed. Primary areas of study include creating and managing a personal budget, wise use of credit cards, investing fundamentals, stock market overview, and use of insurance for protecting one's family and property.

MTH 170 Calculus I

(4 credit hours) Review of algebraic and trigonometric functions and their graphs, the concepts of limit and continuity, theory and techniques of differentiation, and applications of differentiation, introduction to the theory and techniques of integration.

MTH 250 Linear Algebra and Differential Equations

(4 credit hours) In this course we will study linear algebra and differential equations, the topics including matrices and linear equations, determinants, vector spaces, linear transformations, eigenvalues and eigenvectors, first-order linear differential equations,

MTH 255 Introduction to Statistics

(4 credit hours) Statistics and probability constitute the mathematics of uncertainty. This is an introductory course that gives the students knowledge on both descriptive and inferential statistics. Topics include graphic and numerical representations of various types of data; probability and statistics, discrete and continuous probability distributions; sampling and estimations; statistical inferences.

SBS 202 Socio-Emotional Well-Being

(3 credit hours) This course exposes students to the theoretical foundations of socio-emotional wellbeing and the skills involved in self-care. Students explore identity and how to promote and sustain healthy personal relationships.

SBS 205 Introduction to Sociology

(4 credit hours) Sociology is the academic discipline concerned with the systematic investigation and understanding of human action and interaction. This broad definition includes everything from the actions, attitudes and beliefs of individual persons to the structures and cultures of entire societies and global regions. Sociologists study all manner of topics, from race relations to sports to religious rituals to immigration patterns (and many other things as well), and they do so through large-scale surveys, interviews, participant observation, documentary analysis and other means of measurement. What unites such a diverse set of interests, methods and units of analysis is a common perspective. In the simplest terms, sociology is concerned with the contextual understanding of human behavior, where the context is relational, cultural, institutional, historical, or (most commonly) some combination of these.

SBS 210 Psychology, Motivation, & Decision-Making

(3 credit hours) This course provides an introduction to the psychology of human behaviors, specifically those factors that influence what drives decision-making, critical thought, emotions, communication, and relationships.

SBS 215 Introduction to Philosophy

(4 credit hours) This course is an introduction to the core questions of philosophy examined within the context of their historical development. Within the course readings, we will analytically study present and historical alternative perspectives on a wide range of issues concerning metaphysics (the nature of reality), epistemology (the nature of knowledge), and ethics (the nature of value). Students will be presented with alternative views on philosophical issues and encouraged to reflect on the content to arrive at their own conclusions, which should be based on arguments during the discussions with classmates, as well as on the discussions in our readings. The purpose of philosophy is to encourage every person to think for themselves.

SBS 220 Introduction to Political Economy

(3 credit hours) This course is an introduction to the role that the political economy plays in history and society. Through a class analysis of economic processes, students evaluate various theories and societal issues.

SBS 230 Developing a Sociological Perspective

(3 credit hours) This course focuses on the basic concepts, research, and theories involved in increasing the understanding of human behavior and societies. Utilizing a sociological perspective, the

interrelations among human societies, individuals, organizations, and groups will be analyzed. Topics of analysis include culture, social interaction, social institutions, social stratification, deviance, community, and various social change strategies.

SBS 300 Gender Sexuality Society

(6 credit hours) This course will offer an introduction to gender and sexuality in a variety of historical and cultural contexts. We will look at gender within different social institutions (e.g. the family, the workplace, education, etc.) and look at ways in which gender roles are maintained by these institutions. Students will be exposed to a wide array of views, which will include both contemporary and historical perspectives. By studying gender theory, the course will introduce students to the argument that gender is a social construct, meaning that gender roles have varied considerably in various times and places. The course will also introduce students to gender studies and feminist theory and increase student awareness of gender discrimination and inequality, homophobia, sexual harassment, cultural and class differences, patriarchy, misogyny, and sexual exploitation.

SCI 100 Principles of Nutrition

(4 credit hours) This course is designed to study elementary principles of nutrition and their practical application. The objectives include providing an overview of the scientific principles of nutrition, summarize digestion and metabolism of nutrients, discuss the role nutrients play in human anatomy, physiology, and disease prevention, summarize age and life stage specific nutritional requirements, and overview the role nutrition plays in prevention of aging and age-related chronic health conditions.

SCI 105 Introduction to Environmental Science

(4 credit hours) Introduction to Environmental Science, will focus on the science-based physical, geological, ecological, marine, and atmospheric aspects of environmental sciences. The most important topics that will be covered include trends in energy use and generation (fossil fuels and alternatives), water and air pollution, weather, and climate (and the biosphere's response to climate). The homework will emphasize calculations assisting in a better understanding of quantitative models and the manipulation of environmental data.

SCI 110 Introductory Biology (With Lab)

(4 credit hours) Biological Science is all around us and affects every aspect of our lives and every facet of life on Planet Earth. The goal of this course is to furnish students with the basic foundation, information, and analytical tools necessary to grasp the fundamental concepts central to the study of biology. This is a vast and highly diverse subject, and thus will require an overview approach in a short course such as this one. We will cover the most important areas in some detail, both in the classroom and in the laboratory, while striving to achieve a balanced view of the big picture ideas.

SCI 115 Fundamentals of Physics I (With Lab)

(4 credit hours) Fundamentals of Physics I is a general edAucation course designed as an introduction to college physics for students majoring in the biological, environmental, earth, and social sciences, as well as disciplines such as architecture, business, and the humanities. The main emphasis of the course is on the fundamentals of Newtonian mechanics and the physics of fluids. The goals of this course are to provide the student with a clear and logical presentation of the basic concepts and principles of physics, and to strengthen student's understanding of concepts through a range of interesting applications to the real world, including practical examples that demonstrate the role of physics in our universe.

SCI 130 General Chemistry I (With Lab)

(4 credit hours) General Chemistry I is designed as an introduction to the most fundamental laws, theories, and principles of general chemistry. It is appropriate for students that have not had an advanced chemistry course in high school, and for those majoring in the environmental, earth, and social sciences, as well as disciplines such as architecture, business, and the humanities. The goal of this course is to provide students with a firm foundation on the basic concepts and principles of chemistry, by working through example cases and practice problems.

SCI 205 The Biology of Human Health

(3 credit hours) This course introduces the principles and concepts of biology. Emphasis is placed on basic biological chemistry, cell structure and function, metabolism and energy transformation, genetics, organ systems, and other related topics. Upon completion, students demonstrate

understanding of life at the molecular and cellular levels and comprehension of life at the organismal levels.

SCI 215 Creating a Sustainable World: Technology & Energy Solutions
(3 credit hours) This course prepares students to assess a range of issues relating to energy, climate change, and environmental sustainability through economic, social, and technological frameworks.

SCI 225 Nutrition, Health, & Fitness Basics
(3 credit hours) This course introduces the basic concepts of nutrition and how these concepts pertain to general health, diet, and fitness. Students understand and assess the applications of nutrition and fitness basics, organ systems, macromolecules, minerals, vitamins, and current health issues in relation to human health and wellness with an emphasis on the needs of the individual.

College of Technology and Engineering

AIT 400 Foundations of Artificial Intelligence
(3 credit hours) This course provides students with a foundation of core principles and applications of artificial intelligence (AI). Students will explore problem-solving techniques, algorithms, knowledge representation, and machine-learning concepts. Emphasizing theoretical understanding through practical implementation, the course introduces students to AI-driven technologies such as robotics, automation, and intelligent systems. Through hands-on exercises and projects, students will build a strong foundation in AI programming and computational problem-solving.

AIT 401 Fundamentals of Machine Learning
(3 credit hours) This course provides an introduction to fundamental concepts in machine learning, including both supervised and unsupervised learning techniques. Students will engage in hands-on projects where they will apply machine learning models to real-world datasets using Python and popular libraries. The curriculum covers various algorithms, such as decision trees, support vector machines, and clustering methods. Additionally, students will learn about model evaluation, overfitting, and feature selection.

AIT 402 Introduction to Deep Learning and Neural Networks
(3 credit hours) This course dives into deep learning principles, focusing on artificial neural networks and deep architectures. Students will study backpropagation, convolutional neural networks (CNNs), recurrent neural networks (RNNs), and transformer models. Practical applications include image recognition, speech processing, and generative models. The course emphasizes practical implementation using various machine learning platforms and ecosystem tools alongside theoretical analysis of deep learning models.

AIT 500 Concepts of Artificial Intelligence
(3 credit hours) This course provides a fundamental introduction to artificial intelligence (AI) and its practical applications. It covers essential AI concepts and topics, tracing the historical development of AI, problem-solving techniques, algorithms, and learning approaches. Students will gain the knowledge and skills to employ AI methods effectively in problem-solving scenarios. This course offers an in-depth exploration of the AI field and its relevance in contemporary life.

AIT 505 Advanced Mathematical Methods for AI
This course introduces students to important theories and fundamental concepts in areas such as probability, mathematical statistics, calculus, and linear algebra. It is designed to help students majoring in fields like computer science and natural sciences develop essential skills for solving mathematical problems. These skills include the ability to work with statistics and probability, perform calculus, and understand linear algebra. These foundations are necessary for success in more advanced courses.

AIT 506 Machine Learning
(3 credit hours) This course serves as an introduction to the primary programming languages utilized in the domains of Artificial Intelligence (AI), Machine Learning (ML), and Deep Learning. It offers an in-depth exploration of the programming tools, libraries, and frameworks essential for the development of research projects in these fields. Students will gain proficiency in tasks like data acquisition, data preprocessing, statistical summarization, data visualization, and data manipulation, along with data cleansing techniques.

AIT 408/AIT 508 Advanced AI Programming with Python

(3 credit hours) The Advanced AI Programming and Frameworks course is designed to build upon foundational programming knowledge and introduce students to advanced concepts and tools essential for AI and ML development. This course goes beyond the basics and delves deeply into the practical aspects of AI programming. Students will gain expertise in utilizing dominant programming languages, libraries, and frameworks crucial for building sophisticated AI applications and conducting research in the field. By the end of the course, students will possess the skills necessary for advanced AI programming and research projects in the ever-evolving AI landscape.

AIT 409/AIT 509 Natural Language Processing

(3 credit hours) The course focuses on natural language understanding as a gateway to introduce students to the three principal subfields of NLP: syntax, which deals with sentence structure; semantics, which addresses the precise truth-functional meaning of utterances; and pragmatics, which investigates context-dependent meaning within specific discourse contexts. Both linguistic and statistical NLP approaches are presented, demonstrating their application across various domains. The course also sheds light on ongoing research challenges in the field.

AIT 510 Deep Learning and Neural Networks

(3 credit hours) The Neural Networks and Deep Learning course offers an extensive exploration of the fundamental principles and practical applications of artificial neural networks and deep learning. Students will delve into the core concepts of neural network architectures, activation functions, backpropagation, and model optimization. The course covers advanced topics, including convolutional neural networks (CNNs), recurrent neural networks (RNNs), and deep learning frameworks such as TensorFlow and PyTorch. Students will gain hands-on experience in designing, training, and fine-tuning neural networks for various applications, such as image recognition, natural language processing, and generative modeling. This course equips students with the knowledge and skills needed to excel in the dynamic and rapidly evolving field of neural networks and deep learning, making it an essential resource for those seeking expertise in this transformative domain.

AIT 515 Introduction to Data Science

(3 credit hours) The Data Science course covers the entire data project lifecycle, from collection and management to analysis and presentation. Students gain hands-on experience using modern tools with real data. Topics include data formats, cleaning, and loading; data analysis; data storage in relational and non-relational databases; cluster computing; and data visualization. They learn to store, access, and manage data while ensuring data security. The course culminates in presenting project results through reports and visualizations for practical use.

AIT 706 Applied and Theoretical Machine Learning

(3 credit hours) This research-intensive course investigates advanced machine learning algorithms and their theoretical foundations. Students will study recent research on supervised, unsupervised, and reinforcement learning, with a focus on algorithmic development and optimization. Research projects will involve examining the latest advancements in machine learning and exploring applications in fields such as predictive analytics and autonomous systems.

AIT 800 AI Ethics and Societal Impact

(3 credit hours) This course provides a rigorous examination of the sociotechnical implications of artificial intelligence. As AI transitions from experimental labs to the core of global infrastructure, doctoral candidates must grapple with the profound ethical challenges and societal transformations it triggers. Students will analyze the moral philosophy underpinning algorithmic decision-making and the systemic risks associated with automation at scale. The course explores the dual-use nature of AI, focusing on its impact on labor markets, human agency, and social equity. Students will critically evaluate the "digital divide" and the potential for AI to both solve and exacerbate global crises. Beyond theoretical ethics, the course challenges students to develop corporate AI responsibility frameworks and strategies for human-AI collaboration that prioritize well-being, safety, and democratic values in an increasingly automated world.

AIT 805 Deep Learning

(3 credit hours) This course provides a comprehensive and rigorous introduction to the field

of Deep Learning, the engine behind modern breakthroughs in computer vision, natural language processing, and generative AI. Doctoral students will move beyond traditional machine learning to explore the design, training, and optimization of multi-layered artificial neural networks. The course begins with the mathematical foundations of computational graphs and backpropagation before advancing to specialized architectures. Students will conduct deep dives into Convolutional Neural Networks (CNNs) for spatial data and Recurrent Neural Networks (RNNs) for sequential data. Significant emphasis is placed on the Transformer architecture, which has revolutionized the field. Through hands-on research and implementation using frameworks, students will address complex challenges such as vanishing gradients, hyperparameter optimization, and the scaling laws of large-scale models.

AIT 810 Computer Vision

(3 credit hours) This course explores the theoretical foundations and practical applications of Computer Vision (CV), the field of artificial intelligence that enables computers to derive meaningful information from digital images, videos, and other visual inputs. For the doctoral candidate, this course moves beyond basic image processing to focus on the high-level understanding of visual data through advanced machine learning and deep learning techniques. Students will investigate the entire computer vision pipeline, from low-level image acquisition and feature extraction to high-level tasks such as object detection, image segmentation, and facial recognition. The course places a strong emphasis on Convolutional Neural Networks (CNNs) and Vision Transformers (ViTs). Additionally, students will explore specialized domains including medical imaging informatics, autonomous vehicle perception, and 3D scene reconstruction. The course concludes with a critical look at the challenges of "visual bias" and the ethical implications of pervasive visual surveillance.

AIT 815 Natural Language

(3 credit hours) This course provides a doctoral-level investigation into Natural Language Processing (NLP), the interdisciplinary field combining linguistics, computer science, and artificial intelligence. Students will transition from traditional rule-based and statistical methods to the modern era of Large Language Models (LLMs) and generative text. The course focuses on the challenges of teaching machines to understand the nuances of human communication, including syntax, semantics, and pragmatics. A significant portion of the course is dedicated to the Transformer architecture, exploring self-attention mechanisms, pre-training objectives, and the fine-tuning of foundation models. Students will evaluate the technical and ethical complexities of deploying language technologies, such as machine translation, sentiment analysis, and conversational agents, within real-world enterprise environments.

AIT 816 Advanced Topics in Natural Language Processing and Innovation

(3 Credits) This course investigates cutting-edge developments in Natural Language Processing (NLP), including deep learning techniques for sentiment analysis, question answering, text classification, and conversational AI. Students will explore transformer models, embedding techniques, and domain-specific adaptation of NLP systems. The course emphasizes innovation through applied research and development of NLP applications that solve real-world challenges in business, healthcare, and digital services.

AIT 820 Generative AI and Language Models

(3 Credits) This course explores the foundations and applications of generative artificial intelligence, with a particular focus on large language models (LLMs) such as GPT, BERT, and their successors. Students will examine the architecture, training methods, and fine-tuning of generative models, as well as their practical use cases in content generation, chatbots, summarization, and coding assistants. Ethical considerations, bias mitigation, and responsible AI use are emphasized, preparing students to evaluate and apply generative AI in complex technical and organizational contexts.

AIT 825 Applied AI and Machine Learning

(3 Credits) This course provides hands-on experience with applying artificial intelligence and machine learning techniques to solve complex, real-world problems. Students will design, develop, and evaluate AI systems using supervised and unsupervised learning, reinforcement learning, and deep learning techniques. Emphasis is placed on model deployment, evaluation metrics, and alignment with business or societal objectives. The

course prepares students to lead AI initiatives from proof of concept to production in dynamic organizational environments.

AVR 400 Introduction to AR/VR using Game Design
(3 credit hours) This first course in game design, for which students must have basic C# programming knowledge, teaches foundational elements of game design in C# and Unity that are required for Augmented and Virtual Reality applications. This course includes an overview of the Unity platform: configuration, basic setup, importing object collision detection, and an initial 3D environment. Demonstrated topics are scene creation, environment set up, and basic game play; incorporated course software development topics include Agile program design. Students are required to work on a project throughout the course, culminating in a functioning game.

AVR 401 Unity Development I
(3 credit hours) This course focuses on the development of interactive 2-dimensional environments; this course also expands basic Unity concepts and incorporates non-static objects within the environment. Concepts are illustrated using a single scene space shooter game with non-player characters, and the addition of non-static objects as a user progresses through a scene are included. Additional topics incorporated into the class include textures, sound effects, and core software development topics like Agile program design. Students are required to complete a project throughout the course that culminates in a functioning game.
Prerequisites: AVR 400

AVR 402 2D Game Development in Unity II
(3 credit hours) In this course, students will develop leadership and innovation skills for 2D game development and VR experience creation through the context of game production project management. Students will develop these skills while learning and applying advanced techniques for 2-dimensional game development, including mobile games. Unity will be the target environmental platform. Students will create prototypes, attempt challenges, and complete assessments to build and solidify their skill set. Students will also be guided through the creation of a unique VR project.
Prerequisites: AVR 401

AVR 403 2D Artificial Intelligence and Intelligent Behavior in Unity
(3 credit hours) This course is for students interested in learning about Artificial Intelligence and Intelligent behavior using the Unity platform. The course presents the most popular AI techniques used for creating game characters using industry proven techniques and styles accepted by game developers working with games, computer graphics and artificial intelligence. This course offers hands-on workshops designed to teach students about the fundamental AI techniques used in today's games.

AVR 404 AR & VR Development in Unity
(3 credit hours) Augmented Reality and Virtual Reality are currently the latest craze in game development and Unity is the preferred platform for creating immersive games. This course is designed to introduce students to both AR and VR development using the Unity gaming platform. Students will perform research on the AR and VR markets along with their applications in industry, entertainment, and education. They will collaborate in teams to develop, document, and present a multi-platform AR project using Unity's AR Foundation toolkit.

AVR 600 Introduction to AR/VR using Game Design
(3 credit hours) This first course in game design, for which students must have basic C# programming knowledge, teaches foundational elements of game design in C# and Unity that are required for Augmented and Virtual Reality applications. This course includes an overview of the Unity platform: configuration, basic setup, importing object collision detection, and an initial 3D environment. Demonstrated topics are scene creation, environment set up, and basic game play; incorporated course software development topics include Agile program design. Students are required to work on a project throughout the course, culminating in a functioning game.

AVR 601 Unity Development I
(3 credit hours) This course focuses on the development of interactive 2-dimensional environments; this course also expands basic Unity concepts and incorporates non-static objects within the environment. Concepts are illustrated using a single scene space shooter game with non-player characters, and the addition of non-static objects as

a user progresses through a scene are included. Additional topics incorporated into the class include textures, sound effects, and core software development topics like Agile program design. Students are required to complete a project throughout the course that culminates in a functioning game.

AVR 602 2D Game Development in Unity II
(3 credit hours) In this course, students will develop leadership and innovation skills for 2D game development and VR experience creation through the context of game production project management. Students will develop these skills while learning and applying advanced techniques for 2-dimensional game development, including mobile games. Unity will be the target environmental platform. Students will create prototypes, attempt challenges, and complete assessments to build and solidify their skill set. Students will also be guided through the creation of a unique VR project.
Prerequisites: AVR 601

AVR 603 2D Artificial Intelligence and Intelligent Behavior in Unity
(3 credit hours) The course presents the most popular AI techniques used for creating game characters using industry-proven techniques and styles accepted by game developers working with games, computer graphics, and artificial intelligence. Using the Unity platform, this course offers hands-on workshops designed to teach students about the fundamental AI techniques used in today's games. Particular attention will be given to the practice of careful design and proper technique implementation, including core algorithms such as perception systems, tactical reasoning, player prediction, and path planning.

AVR 604 AR and VR Development in Unity
(3 credit hours) Augmented Reality and Virtual Reality are currently the latest craze in game development and Unity is the preferred platform for creating immersive games. This course is designed to introduce students to both AR and VR development using the Unity gaming platform. Students will perform research on the AR and VR markets along with their applications in industry, entertainment, and education. They will collaborate in teams to develop, document, and present a multi-platform AR project using Unity's AR Foundation toolkit.

AVR 804 AR and VR Development in Unity
(3 credit hours) This course introduces students to the dynamic field of Artificial Reality (AR) and Virtual Reality (VR) development using Unity, the industry-standard platform for creating immersive experiences. Students will explore the core principles of AR and VR design, including environment creation, interaction mechanics, and optimization for various devices. Through hands-on and research projects, students will gain practical experience developing immersive applications, preparing them to innovate in the rapidly evolving AR and VR landscape.

CAP 490 Capstone Project
(3 credit hours) This course allows COTE undergraduate students to research and present solutions to industry problems through the planned development, construction, implementation, and management of an information technology project. Learning outcomes from all previous program courses are presented in a pragmatic and value-added manner with the course culminating in a final written project-based plan and presentation. The purpose of the project is to specifically address a business-related technology issue, provide business justification, research and evaluate potential solutions, make a recommendation based on determined decision criteria, and design and plan the implementation of the new solution. The instructor for this course serves as a mentor and consultant in the creation, development, implementation, and management of the project plan. The solution developed by the capstone student must demonstrate mastery of the program learning outcomes, course learning outcomes, and is presented in a final PowerPoint presentation.

CAP 690 Masters Applied Capstone
(3 credit hours) In this course, COTE graduate students present solutions to industry problems through the planned development, construction, implementation, and management of an information technology project. Learning outcomes from all previous program courses are presented in a pragmatic and value-added manner with. The course culminates in a final written project-based plan and presentation. The purpose of the project is to specifically address a business-related technology issue, provide business justification, research and evaluate potential solutions, make a

recommendation based on determined decision criteria, and design and plan the implementation of the new solution. The instructor for this course serves as a mentor and consultant in the creation, development, implementation, and management of the project plan. The solution developed by the capstone student must demonstrate mastery of program learning outcomes, course learning outcomes, and is presented in a final PowerPoint presentation.

CLD 400 Virtualization and Storage
(3 credit hours) This course provides students an overview of cloud computing concepts, functional technologies, and hands-on experience through projects utilizing public cloud infrastructures (Amazon Web Services (AWS) and Microsoft Azure). Cloud computing services are being adopted widely across a variety of organizations and in many domains. This course introduces the cloud computing domain and covers topics focusing on storage and virtualization cloud infrastructures.

CLD 401 APIs and Scripting
(3 credit hours) Application Programming Interfaces (APIs) are software tools used to enable different applications to talk to each other and exchange data. In this course, students learn how to design APIs, and how to use OpenAPI specifications to document them. Students explore the API life cycle and tools used to manage all aspects of the life cycle. Additional topics include how APIs can be designed using API proxies, and how APIs are packaged as API products to be used by app developers.

CLD 402 AWS and Azure
(3 credit hours) This course leads students through comparisons between two of the largest cloud services currently available: Amazon Web Services (AWS) and Microsoft Azure. Students evaluate each platform in terms of Infrastructure as a Service (IaaS), Platform as a Service (PaaS), and Software as a Service (SaaS) capabilities offered, functionalities, ease of use, and other factors, which enable a business to determine the best fit for their organization and specific needs. Students develop a business plan to implement a specific service using one of these platforms.

CLD 403 Cloud Security & Disaster Recovery
(3 credit hours) While so many businesses are turning to cloud services, there are many concerns regarding the security of data and access to cloud resources and services. In this course, students will explore best practices in implementing cloud security for data and resources, and develop foundational cloud security plans for business purposes. Additionally, Disaster Recovery and Business Continuity are significant requirements for any business to plan and prepare for in order to maintain operations or recover from disasters and security breaches which can happen at any time, and to any size of business. Students will learn how to plan for business continuity, assess risk, and perform business impact assessments. Students will research and learn what to include when preparing a disaster recovery and business continuity plan utilizing cloud-based resources and services.

CLD 404 Strategic Cloud
(3 credit hours) Many organizations are evaluating the role the cloud plays in their organizational strategy. Proper planning and execution is essential for success. In this course, students learn high-level concepts to building an enterprise cloud strategy. Students will evaluate what an enterprise cloud strategy is, why one is needed, and how to build an enterprise cloud strategy. Students will develop and present an enterprise cloud strategy for a specific business application.

CLD 600 Virtualization and Storage
(3 credit hours) This course provides students an overview of cloud computing concepts, functional technologies, and hands-on experience through projects utilizing public cloud infrastructures (Amazon Web Services (AWS) and Microsoft Azure). Cloud computing services are being adopted widely across a variety of organizations and in many domains. This course introduces the cloud computing domain and covers topics focusing on storage and virtualization cloud infrastructures.

CLD 601 APIs and Scripting
(3 credit hours) Application Programming Interfaces (APIs) are software tools used to enable different applications to talk to each other and exchange data. In this course, students learn how to design APIs, and how to use OpenAPI specifications to document them. Students explore the API life cycle and tools used to manage all aspects of the life cycle. Additional topics include how APIs can be designed using API proxies, and how APIs are packaged as API products to be used by app developers.

CLD 602 AWS and Azure
(3 credit hours) This course leads students through comparisons between two of the largest cloud services currently available: Amazon Web Services (AWS) and Microsoft Azure. Students evaluate each platform in terms of Infrastructure as a Service (IaaS), Platform as a Service (PaaS), and Software as a Service (SaaS) capabilities offered, functionalities, ease of use, and other factors, which enable a business to determine the best fit for their organization and specific needs. Students develop a business plan to implement a specific service using one of these platforms.

CLD 603 Cloud Security & Disaster Recovery
(3 credit hours) Students will actively engage in scenario-based problem-solving leading to the evaluation of best practices in the implementation of cloud security and disaster recovery protocols. Students will cultivate the essential skills to craft robust cloud security strategies that are finely tuned to meet specific business objectives. Students gain proficiency in the development of robust cloud security strategies, devising comprehensive continuity plans, conducting thorough risk assessments, and executing business impact assessments. By the end of the course, students are well-equipped to construct comprehensive and resilient disaster recovery and business continuity plans specifically for cloud-based environments.

CLD 604 Strategic Cloud
(3 credit hours) This course requires students to investigate and leverage the impact of cloud computing on organizations. Students will evaluate cloud infrastructure from a risk and ROI perspective, as well as from a business model and organizational design perspective. Students will develop and present an enterprise cloud strategy for a specific enterprise application.

CLD 801 Virtualization and Storage
(3 credit hours) This advanced course offers students a comprehensive exploration of cloud computing concepts, foundational technologies, and their applications in modern organizations. Through a blend of theoretical frameworks and hands-on projects using leading public cloud platforms such as Amazon Web Services (AWS) and Microsoft Azure, students will gain deep expertise in cloud-based storage and virtualization infrastructures. Key topics include virtualization technologies, cloud storage architectures, resource provisioning, and scalability strategies. The course also examines the strategic adoption of cloud services across industries, equipping students with the skills to evaluate, design, and implement robust virtualization and storage solutions that align with organizational goals and drive innovation in diverse domains.

CLD 802 AWS and Azure
(3 credit hours) Students will analyze the capabilities of each platform (AWS, Azure) across Infrastructure as a Service (IaaS), Platform as a Service (PaaS), and Software as a Service (SaaS), evaluating their functionalities, cost structures, ease of use, and other critical factors. Emphasis is placed on understanding how these platforms align with organizational needs and objectives. The course culminates in the development of a business plan to implement a specific service using either AWS or Azure, equipping students with the skills to make strategic cloud decisions for organizations.

CLD 804 Strategic Cloud
(3 credit hours) This course equips students with the knowledge and skills to strategically integrate cloud technologies into organizational frameworks. Students will explore the critical role of enterprise cloud strategies, examining why they are essential and how to design and implement them effectively. Through case studies and practical exercises, students will evaluate the key components of a successful cloud strategy and address its alignment with business objectives. The course culminates in the development and presentation of a comprehensive enterprise cloud strategy tailored to a specific business application, preparing students to lead cloud initiatives in complex organizational settings.

CLD 806 Containerization and Microservices
(3 Credits) This course explores containerization technologies and microservices architecture as the foundation of scalable cloud-native applications. Students will learn to design, deploy, and manage container-based systems using tools such as Docker, Kubernetes, and service mesh frameworks. Emphasis is placed on modular design, CI/CD integration, orchestration, and operational resilience. The course prepares students to architect cloud systems that support rapid innovation, fault

tolerance, and agile delivery in enterprise environments.

CLD 807 Scalable Data Analysis and Visualization

(3 Credits) This course focuses on the processing, analysis, and visualization of large datasets in cloud environments. Students will explore tools and platforms for scalable analytics, including serverless computing, distributed processing, and interactive data visualization frameworks. Through practical application, students will design end-to-end analytics pipelines and develop visual dashboards that effectively communicate insights to stakeholders, driving evidence-based decision-making.

CLD 809 Cloud Automation and Orchestration

(3 Credits) This course covers the principles and practices of automating and orchestrating cloud infrastructure and services. Students will gain expertise in infrastructure-as-code (IaC), workflow automation, and the use of tools such as Terraform, Ansible, and cloud-native services (e.g., AWS CloudFormation, Azure Resource Manager). The course emphasizes creating efficient, secure, and reproducible cloud environments that support continuous delivery, cost optimization, and governance.

CLD 810 Edge Computing and Artificial Intelligence

(3 Credits) This course examines the intersection of edge computing and artificial intelligence, focusing on deploying intelligent systems at the network's edge to support low-latency, real-time processing. Topics include edge architecture, IoT integration, and optimizing AI models for resource-constrained environments. Students will explore use cases in smart infrastructure, autonomous systems, and distributed analytics, gaining skills to design scalable, decentralized solutions that enhance performance and responsiveness in modern IT ecosystems.

CYB 400 Threat and Vulnerability Management

(3 credit hours) This course introduces students to the duties of cybersecurity analysts who are responsible for monitoring and detecting security incidents in information systems and networks, and executing a proper response to such incidents. During this course, students will explore and learn to explain the importance of frameworks, policies, procedures, and controls, the importance of threat data and intelligence, and how to classify threats and threat actor types. Students will utilize attack frameworks and indicator management, threat modeling and hunting methodologies, and analyze network, appliance, endpoint, and email monitoring output. This course will help to prepare students for the CompTIA CySA+ (Exam CS0-003) certification.

CYB 401 Software and Systems Security

(3 credit hours) This course continues the preparation of students for the CompTIA CySA+ (Exam CS0-003) certification examination. During this course, students will understand process improvement in security operations, implement vulnerability scanning methods, and perform vulnerability Analysis. Exploring leadership in security operations and understanding the technology used for security operations. We will be explaining compliance requirements and exploring special considerations in vulnerability scanning.

CYB 402 Security Operations and Monitoring

(3 credit hours) This course continues the preparation of students for the CompTIA CySA+ (Exam CS0-002) certification examination. During this course, students will learn how to follow incident response procedures including how to apply detection and containment, eradication, recover, and post-incident processes. Students will also learn to apply risk mitigation and establish frameworks, policies, and procedures, perform vulnerability management, analyze output from enumeration tools, configure infrastructure vulnerability scanning parameters, analyze output from infrastructure vulnerability scanners, and mitigate vulnerability issues.

CYB 403 Incident Response

(3 credit hours) This course continues the preparation of students for the CompTIA CySA+ (Exam CS0-003) certification examination. During this course, students will apply identity and access management security, network architecture, and segmentation security solutions. Students will research and learn to apply hardware assurance best practices and evaluate vulnerabilities

associated with specialized technology. Students will also identify non-technical data and privacy controls and learn to mitigate software and web application vulnerabilities and attacks.

CYB 404 Compliance and Assessment
(3 credit hours) This course continues the preparation of students for the CompTIA CySA+ (Exam CS0-003) certification examination. During this course, students will learn how to analyze output from application assessments, apply security solutions for cloud and automation, identify cloud service and deployment model vulnerabilities, explain service-oriented architecture, assess the impact of threats to cloud infrastructure, and apply security solutions for cloud and automation. Students will complete this course by taking the CompTIA CySA+ final assessment exam.

CYB 600 Threat and Vulnerability Management
(3 credit hours) This course introduces students to the duties of cybersecurity analysts who are responsible for monitoring and detecting security incidents in information systems and networks, and executing a proper response to such incidents. During this course, students will explore and learn to explain the importance of frameworks, policies, procedures, and controls, the importance of threat data and intelligence, and how to classify threats and threat actor types. Students will utilize attack frameworks and indicator management, threat modeling and hunting methodologies, and analyze network, appliance, endpoint, and email monitoring output. This course will help to prepare students for the CompTIA CySA+ (Exam CS0-003) certification.

CYB 601 Software and Systems Security
(3 credit hours) This course continues the preparation of students for the CompTIA CySA+ (Exam CS0-003) certification examination. During this course, students will understand process improvement in security operations, implement vulnerability scanning methods, and perform vulnerability Analysis. Exploring leadership in security operations and understanding the technology used for security operations. We will be explaining compliance requirements and exploring special considerations in vulnerability scanning.

CYB 602 Security Operations and Monitoring
(3 credit hours) This course continues the preparation of students for the CompTIA CySA+ (Exam CS0-003) certification examination. During this course, students will learn how to follow incident response procedures including how to apply detection and containment, eradication, recovery, and post-incident processes. Students will also learn to apply risk mitigation and establish frameworks, policies, and procedures, perform vulnerability management, analyze output from enumeration tools, configure infrastructure vulnerability scanning parameters, analyze output from infrastructure vulnerability scanners, and mitigate vulnerability issues.

CYB 603 Incident Response
(3 credit hours) This course continues the preparation of students for the CompTIA CySA+ (Exam CS0-003) certification examination. During this course, students will apply identity and access management security, network architecture, and segmentation security solutions. Students will research and learn to apply hardware assurance best practices and evaluate vulnerabilities associated with specialized technology. Students will also identify non-technical data and privacy controls and learn to mitigate software and web application vulnerabilities and attacks.

CYB 604 Compliance and Assessment
(3 credit hours) This course continues the preparation of students for the CompTIA CySA+ (Exam CS0-003) certification examination. During this course, students will learn how to analyze output from application assessments, apply security solutions for cloud and automation, identify cloud service and deployment model vulnerabilities, explain service-oriented architecture, assess the impact of threats to cloud infrastructure, and apply security solutions for cloud and automation. Students will complete this course by taking the CompTIA CySA+ final assessment exam.

CYB 800 Threat and Vulnerability Management
(3 credit hours) This course introduces students to the duties of cybersecurity analysts who are responsible for monitoring and detecting security incidents in information systems and networks, and executing a proper response to such incidents. During this course, students will explore and learn to explain the importance of frameworks, policies, procedures, and controls, the importance of threat data and intelligence, and how to classify threats and threat actor types. Students will utilize attack frameworks and indicator management, threat

modeling and hunting methodologies, and analyze network, appliance, endpoint, and email monitoring output. This course will help to prepare students for the CompTIA CySA+ (Exam CS0-003) certification examination.

CYB 801 Software and Systems Security
(3 credit hours) This advanced course delves into the principles and practices of securing software and systems within complex digital environments. Students will gain expertise in collecting, querying, and analyzing security monitoring data, including query logs and SIEM outputs. The course emphasizes the application of digital forensics and advanced indicator analysis techniques to identify and mitigate various indicators of compromise (IoCs), encompassing network, host, and application-related threats, as well as lateral movement and pivot strategies. Through real-world scenarios and case studies, students will master the incident response process, enabling them to design and implement comprehensive security strategies that safeguard organizational systems against evolving cyber threats.

CYB 802 Cyber Operations and Monitoring
(3 credit hours) This course provides advanced knowledge and skills in cyber operations, focusing on the practical aspects of securing and monitoring organizational systems and networks. Students will master incident response procedures, including detection, containment, eradication, recovery, and post-incident processes. The curriculum also emphasizes risk mitigation strategies, the development of security frameworks, policies, and procedures, and the application of effective vulnerability management techniques. Additional topics include analyzing and interpreting output from enumeration tools, configuring infrastructure vulnerability scanning parameters, and addressing vulnerabilities based on scanner results. Through hands-on activities and real-world scenarios, students will develop expertise in protecting and defending critical digital infrastructure.

CYB 803 Digital Forensics and Incident Response
(3 credit hours) This course provides an advanced exploration of digital forensics and incident response strategies essential for securing modern organizations. Students will develop expertise in applying identity and access management security, implementing secure network architecture, and designing segmentation solutions. Emphasis is placed on evaluating vulnerabilities in specialized technologies, researching hardware assurance best practices, and mitigating software and web application vulnerabilities and attacks. Additionally, students will analyze non-technical data and privacy controls, integrating them into comprehensive incident response frameworks to address evolving cybersecurity challenges. This course prepares students to lead and innovate in the fields of digital forensics and cybersecurity.

CYB 804 Compliance and Assessment
(3 credit hours) This course provides an in-depth exploration of compliance and assessment strategies in cybersecurity, with a focus on securing modern technological environments. Students will learn to analyze output from application assessments, implement security solutions for cloud and automation, and identify vulnerabilities within cloud service and deployment models. Additional topics include understanding service-oriented architecture, assessing the impact of threats to cloud infrastructure, and applying mitigation strategies to enhance security. By the end of the course, students will have developed the expertise to evaluate, implement, and manage compliance frameworks and security solutions in diverse organizational contexts.

DATA 100 Introduction to Data Analysis
(3 credit hours) This introductory statistics course covers descriptive statistics, probability, random variables, selected probability distributions, and statistical inference, including confidence intervals and hypothesis tests. Appropriate technology is used for simulation and to solve statistical problems.

DATA 200 Applied Statistical Analytics
(3 credit hours) This course focuses on more advanced models including correlation, simple and multiple regression analysis, time series and forecasting, and optimization models. Computer software will be used to assist in modeling and analysis. Students will learn to apply these techniques to solve business problems.

DATA 210 Database Design & Analytics
(3 credit hours) This course provides an overview of database and database management system concepts, internal design models, normalization,

network data models, development tools, and applications.

DATA 300 Data Driven Decision Making
(3 credit hours) This course covers a variety of data driven decision making topics for the purpose of making better strategic business decisions. Topics include BI tools and data analytics, with emphasis on predictive analytics focused on information and knowledge pertaining to customers, competitors, internal operations, and external variables.

DATA 400 Data Driven Systems Design and Optimization
(3 credit hours) Focusing on data-centric development and optimization, this course explores the design, implementation, and enhancement of intelligent systems through advanced data modeling, process automation, and performance engineering. Students will engage in applied research on database architecture, data transformation pipelines, and system optimization strategies. Course activities will include real-world problem-solving, where learners design scalable systems, optimize workflows, and construct processes that align with enterprise-level goals. Emphasis is placed on data-informed decision-making and the application of emerging technologies to streamline operations in cloud and hybrid computing environments.

DATA 600 Principles of Data Management
(3 credit hours) This course examines and investigates the processes of effective management of digital data assets, including database development, information policy, knowledge organization, and corporate modeling techniques. The course has an information technology business focus, as it provides the technical knowledge required to successfully implement data and knowledge management collaboratively across the enterprise.

DATA 610 Database Design and Management
(3 credit hours) This course introduces students to database design and management. Students learn and apply the principles and methodologies of database design and the techniques for database application development within the context of database architecture and database management systems.

DATA 620 Data in Artificial Intelligence and Machine Learning
(3 credit hours) This is an introductory course to data in artificial intelligence and machine learning. Topics include an introduction to analytics and AI, predictive analytics/machine learning, prescriptive analytics and big data, social networks, AI and IoT. Through collaboration on a data project, students learn how to use predictive analytics or prescriptive analytics to provide a service for a non-profit organization's target population.

DATA 630 Artificial Intelligence and Prescriptive Analytics in Business
(3 credit hours) In this course, students learn to apply artificial intelligence (AI) and prescriptive analytics to solve real-world business problems. Students who enroll in this course should be familiar with descriptive statistics and have experience working with data in a spreadsheet (i.e. Excel). Working knowledge of SQL and Tableau is a plus but not required. Data wrangling is at the core of all data activity. In this course, students learn how to work with different data types,dirty data, and outliers. They also learn how to reformat data and join data from different sources together.

DATA 640 Cloud Data Visualization
(3 credit hours) This course covers the basics of data visualization and exploratory analysis of data stored within a cloud environment. Students will use a data visualization package for the statistical programming language R. Students will start with simple datasets found in a cloud environment and then graduate to case studies about world health, economics, and infectious disease trends in the United States. During the course, students will also be looking at how mistakes, biases, systematic errors, and other unexpected problems often lead to data that should be handled with care. The fact that it can be difficult or impossible to notice a mistake within a dataset makes data visualization particularly important. The growing availability of informative datasets and software tools has led to increased reliance on data visualizations across many areas. Data visualization provides a powerful way to communicate data-driven findings, motivate analyses, and detect flaws. This course will give students the skills needed to leverage data to reveal valuable insights and career advancement.

DATA 710 Statistical Foundations for Data Science
(3 credit hours) This course provides an advanced exploration of the theoretical and mathematical underpinnings of statistics essential for high-level data science and research. Students move beyond computational mechanics to master the principles of probability theory, statistical inference, and mathematical modeling. The curriculum emphasizes the application of advanced methodologies—including Bayesian inference, experimental design, and multivariate analysis—to solve complex, real-world problems. A central focus is placed on the critical evaluation of statistical models, the identification of bias, and the ethical implications of data-driven decision-making.
Students will utilize high-level statistical programming to perform diagnostics, validate models, and communicate rigorous quantitative findings to both technical peers and strategic organizational leaders.

DATA 730 Big Data Systems and Infrastructure
(3 credit hours) This course examines the architectural principles and infrastructure requirements necessary to support large-scale data processing and storage. Students explore the evolution from traditional relational database management systems (RDBMS) to modern distributed systems, focusing on the "V's" of big data (Volume, Velocity, Variety, and Veracity). The curriculum covers the design and deployment of scalable data pipelines using distributed computing frameworks, NoSQL databases, and cloud-based infrastructure.
Special emphasis is placed on the trade-offs between consistency, availability, and partition tolerance (CAP Theorem) in distributed environments. Students will gain hands-on experience with industry-standard tools for batch and stream processing, data ingestion, and cluster management. By the end of the course, students will be able to architect robust, fault-tolerant infrastructures that enable high-performance analytics and support the operational needs of data-driven organizations.

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

DATA 740 Data Science Research Methods
(3 credit hours) This course prepares doctoral students to design, execute, and document rigorous research that contributes to the body of knowledge in data science. Unlike general research methods, this course specifically addresses the unique challenges of computational research, including algorithmic benchmarking, experimental design for large-scale datasets, and the nuances of reproducible data-driven discovery.
Students will explore diverse research paradigms, ranging from experimental and quasi-experimental designs to observational studies and simulation-based research. The curriculum emphasizes the selection of appropriate methodologies to validate predictive models and the application of rigorous evaluation frameworks. By the end of the course, students will be able to formulate high-impact research questions, identify appropriate data sources, and establish the technical and theoretical validity of their findings for peer-reviewed dissemination and strategic business application.

DATA 750 Applied Methods and Domain Applications
(3 credit hours) This course transitions from general research theory to the specialized application of data science methodologies within distinct industry verticals. Students explore how domain-specific constraints—such as regulatory requirements, data sparsity, and high-velocity environments—shape the selection and implementation of analytical models. The curriculum focuses on the "last mile" of data science: translating technical research into

actionable interventions and strategic value across various sectors, including healthcare, finance, social media, and cybersecurity.
Through a series of advanced case studies and domain-specific projects, students will apply rigorous applied research methods to solve multifaceted organizational problems. Emphasis is placed on cross-disciplinary communication, ensuring that data science solutions are not only technically sound but also contextually relevant and ethically aligned with domain-specific standards. By the end of the course, students will have developed a portfolio of applied research frameworks tailored to their chosen areas of doctoral specialization.

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

DATA 802 Time Series & Predictive Analysis for Business
(3 credit hours) This course provides an introduction to time series analysis and forecasting for students with little background in mathematics and statistics. The course presents the theories of time series analysis that are needed to analyze time-oriented data and construct real-world short- to medium-term statistical forecasts. The course offers exercises from diverse disciplines including healthcare, environmental studies, engineering, and finance in more than 50 programming algorithms using R that illustrate the theory and practicality of forecasting techniques in the context of time-oriented data. The course teaches methods of data analysis and their application to real-world data sets and also serves as an introduction to data mining methods and models, including association rules, clustering, neural networks, logistic regression, and multivariate analysis. This course appeals to business professionals and computer science and statistics graduates, as well as graduate students in MBA programs. Required course.

DATA 803 Artificial Intelligence and Prescriptive Analytics
(3 credit hours) This course introduces fundamentals of artificial intelligence and machine learning. It starts with introducing the theory underlying artificial intelligence, its emergence and its algorithms. The adaptation of AI in different industries is analyzed. Diverse applications of artificial intelligence and machine learning, including speech recognition and healthcare are evaluated. Ethical challenges for the use of AI; how AI is being used across industries; possible future outlook for AI is identified.

DATA 810 Database Design and Management
This course provides an in-depth exploration of the principles and practices of database design and management, equipping students with core competencies essential for advanced data-driven decision-making. Key topics include database architecture, database management systems, and methodologies for designing robust and scalable databases. Students will also learn techniques for developing database applications, emphasizing the integration of theory and practice to address complex organizational data needs. This course prepares students to design, implement, and manage efficient database solutions in diverse professional contexts.

DATA 816 Scalable Data Systems and Architecture
(3 credit hours) This course provides an in-depth exploration of the architectural principles and engineering frameworks required to manage and process data at a massive scale. As organizations move beyond traditional database limits, the ability to design systems that handle high-volume and high-velocity data becomes critical. Students will analyze the evolution of distributed computing, focusing on the Hadoop ecosystem and Apache Spark for distributed storage and processing. The course bridges the gap between theoretical distributed systems and practical implementation on

major cloud platforms (AWS, Azure, or GCP). Special emphasis is placed on the construction of resilient data pipelines, the transition to "data lakes" and "lakehouses," and the evaluation of scalable architectures that support real-time analytics and batch processing in production environments.

DATA 821 Advanced Big Data Analytics and Mining

(3 credit hours) This course focuses on the advanced analytical techniques required to extract non-trivial, actionable knowledge from massive, complex datasets. While traditional data mining focuses on static, structured data, this course challenges doctoral students to apply machine learning and statistical modeling within distributed environments where data is often unstructured, high-dimensional, and arriving in real-time. Students will explore the full Knowledge Discovery in Databases (KDD) process at scale. The course covers advanced classification, clustering, and association rule mining, specifically adapted for parallel execution. Furthermore, the course dives into specialized areas of mining, including text mining, social network analysis (graph mining), and anomaly detection. By the end of the course, students will be able to evaluate the performance and scalability of analytical models, ensuring they provide robust support for strategic organizational decision-making.

DATA 826 Cloud Data Engineering and MLOps

(3 credit hours) This course addresses the critical challenge of moving machine learning models from isolated experiments into scalable, resilient production environments. Students will explore the convergence of Data Engineering and Machine Learning Operations (MLOps), focusing on the automation of the entire machine learning lifecycle within cloud-native ecosystems. The course covers the design of robust ETL/ELT pipelines using cloud data warehouses (e.g., Snowflake, BigQuery) and the implementation of CI/CD (Continuous Integration/Continuous Deployment) specifically tailored for ML. Students will analyze strategies for versioning data and models, managing feature stores, and deploying containerized models using Docker and Kubernetes. A significant portion of the course is dedicated to post-deployment challenges, including model monitoring, detecting "data drift," and establishing automated retraining loops to ensure long-term model performance and reliability.

DATA 831: Data Governance, Privacy, and Responsible AI at Scale

(3 credit hours) As AI systems become more autonomous and pervasive, the responsibility to ensure they are ethical, transparent, and compliant becomes a primary leadership function. This course examines the frameworks and technologies necessary to manage data assets and AI models responsibly within a global landscape. Students will evaluate the principles of Data Governance, including data lineage, quality, and metadata management, and how these foundations support Responsible AI. The course dives into the technical and legal aspects of Data Privacy, covering global regulations such as GDPR, CCPA, and the EU AI Act. Crucially, doctoral students will investigate the "Black Box" problem, exploring Explainable AI (XAI) techniques to ensure algorithmic transparency. The course also addresses the detection and mitigation of algorithmic bias, ensuring that large-scale AI deployments do not reinforce systemic inequities.

DATA 840 Cloud Data Visualization

This course provides an in-depth exploration of data visualization and exploratory data analysis within cloud environments. Students will utilize Python-based data visualization tools to analyze datasets, beginning with foundational examples and progressing to case studies focused on global health, economics, and infectious disease trends in the United States. Emphasis is placed on recognizing and addressing mistakes, biases, systematic errors, and other data quality issues that can impact analyses. The course highlights the critical role of data visualization in uncovering insights, identifying flaws, and effectively communicating findings. By mastering these skills, students will be prepared to leverage data to drive informed decisions and advance their careers in data science and analytics.

DCS 400 Applied Statistics for Optimization

(3 credit hours) This course will convey a working knowledge of several of the most commonly employed quantitative models to support data analysis and improved decision-making within a business environment. Students will learn to identify and apply the appropriate modeling techniques as well as how to solve the resultant models via spreadsheet tools and applications. In addition, the course promotes and develops problem-solving and

critical thinking skills through the evaluation of problem scenarios and short case-studies.

DCS 401 Query Design and Analysis
(3 credit hours) This course provides students with the tools and analysis techniques to make informed big-data decisions using quality information. Students learn specific packages; analysis tools; the benefits of popular solutions, such as Hadoop and Oracle Endeca; and the sources of common errors in analysis and how to prevent and fix them.

DCS 402 Big Data Analytics and Visualization
(3 credit hours) This course introduces students to the field of data visualization. The course covers basic design and evaluation principles to prepare and analyze large datasets and standard visualization techniques.

DCS 403 Data Structure & Algorithms Design
(3 credit hours) This course introduces students to C++ data structures and how to store data using linked lists, arrays, stacks, and queues. Students learn basic algorithm design paradigms and the divide-and-conquer approach, which are used to solve a large variety of computational problems. Additionally, students learn the advanced technique of dynamic programming to help develop optimized implementations of several algorithms.

DCS 404 Artificial Intelligence & Machine Learning
(3 credit hours) This course introduces fundamentals of artificial intelligence and machine learning at the undergraduate level. The course introduces the theory underlying artificial intelligence and presents the creation of artificial intelligence algorithms. In succession, developing artificial intelligence software installments for various applications using the Python language is introduced. State of the art artificial intelligence models, including gaming models, are also presented. Additionally, the course emphasizes machine learning aspects of artificial intelligence, Q machine learning algorithms, and implementations are successively covered and presents deeper machine learning relevant statistical concepts and their implementation for development of learning schemes. Diverse applications of artificial intelligence and machine learning, including speech recognition and healthcare, are also examined.

DCS 500 Data Structure & Algorithms Design with C#
(3 credit hours) In this course, students will investigate well-known data structures and their implementation in the C++ programming language. Topics will include data storage using linked lists, arrays, stacks, and queues and how these structures contribute to the overall development of system solutions. Algorithm design paradigms and the divide-and-conquer approach will be used as a basis for further elaboration in the solution of various computational problems. Finally, students will develop skills in both the bottom-up and top-down approaches to dynamic programming for optimized systems development.

DCS 800 Data Structures & Algorithms Design
(3 credit hours) This doctoral-level course delves into advanced concepts of data structures and algorithm design through the lens of the C++ programming language, a foundational tool for developing high-performance software systems such as databases, multimedia frameworks, and operating systems. Students will critically analyze and implement data structures, including linked lists, arrays, stacks, and queues, emphasizing their optimization and scalability for complex systems. The course also explores advanced algorithm design paradigms, such as divide-and-conquer and dynamic programming, within the context of solving computationally intensive problems. Doctoral candidates will engage in research-driven projects to investigate emerging trends and innovative applications of these techniques, bridging theory with practice. The curriculum equips students with the expertise to contribute novel solutions to computational challenges in academia, industry, and beyond.

DEV 600 Systems Analysis and Design
(3 credit hours) The course provides students with basic knowledge of the systems analysis and design process. The course focuses on the system development life cycle (SDLC) and examines some of the techniques, methods, tools, procedures, and methodologies employed by systems analysts in the analysis and design of information systems. Students develop the needed communication and analytical skills to solicit, identify, analyze and refine loosely structured user requirements to produce a meaningful system design specification. Students

are introduced to tools and processes aiding the design process, such as Agile, use case scenarios, and data flow diagramming (DFDs).

DEV 610 Web Application Development
(3 credit hours) This course equips students with the skills to develop web applications using Java. Students learn basic web development concepts and apply basic and advanced web development skills enabling them to work with advanced data structure and to create functional programming.

DEV 620 User Interface Design
(3 credit hours) This course introduces students to user interface (UI) design. Topics include the design process, interaction styles, and design issues. Through a collaborative UI design project, students learn the following steps of UI design: choosing a complex system, context inquiry, contextual analysis, paper prototype, prototype implementation, usability study, evaluation report, and refined prototype.

DEV 630 Web Programming I
(3 credit hours) This course is the first of two courses introducing students to the basics of web programming. Students learn and apply the basics of PHP, MySQL, and JavaScript and connect what they learn to their current or future careers.

DEV 640 Web Programming II
(3 credit hours) This course is the second of two courses introducing students to web programming. Students build upon the skills they learned in DEV 630, learning and applying the basics of JavaScript, CSS, jQuery, React, and HTML5. Students collaborate to build a social networking app that showcases the web programming skills learned in DEV 630 and DEV 640.

DEV 830 Web Programming I
(3 credit hours) This course provides students with hands-on and research experience in web programming, focusing on the foundational role of XML as a standard information description language across key technological domains such as the internet, semiconductor industries, and bioinformatics. Students will explore the fundamentals of XML, its practical applications in developing web-based applications, and its integration into modern web services. The course also introduces the infrastructure of Web Services and Service-Oriented Architecture (SOA), covering SOA runtime elements and their implementation in dynamic, web-driven environments. By the end of the course, students will gain the skills to design and build robust XML-based web solutions.

EMT 600 Artificial Intelligence and Machine Learning
(3 credit hours) This course is designed for students interested in learning about Artificial Intelligence & Machine Learning. The goal of this course is to ensure students have the education and training necessary to succeed in the AI-powered future. This course guides students through the latest advancements and technical approaches in artificial intelligence technologies such as natural language processing, predictive analytics, deep learning, and algorithmic methods to further their knowledge of this ever-evolving industry.

EMT 800 Artificial Intelligence and Machine Learning
(3 credit hours) This course introduces the core concepts, methods, and applications of Artificial Intelligence (AI) and Machine Learning (ML) in modern information systems. Students will explore supervised, unsupervised, and reinforcement learning algorithms, as well as various AI techniques, including natural language processing, neural networks, and deep learning. Emphasis is placed on the ethical use of AI, data-driven decision-making, and deploying AI/ML models in real-world scenarios. Through case studies and applied projects, students will develop the ability to critically assess and implement AI/ML solutions that enhance innovation and strategic value in complex IT environments.

EMT 810 Metaverse
(3 credit hours) This course provides an introduction to the Metaverse, an emerging and transformative digital environment that is reshaping industries and user experiences. Students will gain a foundational understanding of the Metaverse, exploring its core concepts, development principles, and potential for driving digital transformation. The course examines diverse use cases and applications across sectors such as entertainment, education, healthcare, and business. Additionally, students will study best practices for implementing Metaverse solutions, equipping them with the knowledge to harness its opportunities for innovation and growth in the evolving digital landscape.

EMT 620 Blockchain
(3 credit hours) This course aims to provide students with the basics of blockchain technology. Students will learn what blockchains and cryptocurrencies are, how they can be used, and where the future of this technology is heading. Students will also learn how cryptocurrencies are created, transacted, and stored. Students will investigate the pitfalls and challenges which come with adopting a digital currency.

EMT 630 Industry X.0
(3 credit hours) Students examine and apply the tenets of Industry X.0 paradigms from the standpoint of automation of business activities and processes supported by sensors and human-machine systems. Students also assess the tangible and measurable effects of Industry X.0 on company performance. Additionally, this course explores the Manufacturing Digital Supply Chain Network (MDSCN) by developing plans that rely on the five key MDSCN dimensions of digital manufacturing, additive manufacturing, automation and robotics, the Internet of Things (IoT), and cybersecurity.

EMT 640 Identity Management in the Virtual World
(3 credit hours) During this course, students will explore issues and apply best practices in identity management in the virtual world. Students will evaluate identity management tools, current legal regulations, and security aspects as they relate to emerging technologies.

EMT 800 Artificial Intelligence and Machine Learning
(3 credit hours) This course provides students with a comprehensive foundation in Artificial Intelligence (AI) and Machine Learning (ML), equipping them with the skills to excel in an AI-driven world. Students will explore cutting-edge advancements and technical methodologies in AI technologies, including natural language processing, predictive analytics, deep learning, and algorithmic frameworks. Emphasis is placed on understanding and applying these technologies to solve complex problems and drive innovation across industries. By the end of the course, students will be prepared to critically analyze and contribute to the rapidly evolving field of AI and ML.

HIT 600 Health Informatics
(3 credit hours) This course provides students with a foundation in health informatics. Topics covered include enhancing the practice of healthcare through the application of information technology and computer science and conducting research for the purpose of increasing patient health and making clinicians and health organizations more efficient. Students conduct an investigation of the principles of informatics, communication, information retrieval and dissemination, and bioinformatics.

HIT 610 Integrated Healthcare Technologies
(3 credit hours) This course presents students with comprehensive knowledge on systems design skills in information management that they, as future users and/or systems analysts, will need to deal with in computer-integrative business environments. The course provides students with the skills to identify business problems which may be solved by technology-based solutions, determine requirements for information systems solutions, and develop designs which form the basis for implementing systems, as well as a strong foundation in systems analysis and design concepts, methodologies, techniques, and tools.

HIT 630 Compliance, Governance, and Standards
(3 credit hours) This course explores the principles of health information technology (HIT) compliance, governance, and standards. Students examine key legal and regulatory frameworks that govern the use of electronic health records, personal health information, and other HIT applications. Students also explore emerging technologies and trends in HIT compliance and governance, including cybersecurity, data privacy, and interoperability.

HIT 640 Tele-Medicine
(3 credit hours) This course requires the student to take a complex systems perspective on the development and delivery of healthcare products and services via time- and distance-mitigating technologies. Both human and technology factors will be assessed as students evaluate, plan, and design telehealth and telemedicine systems, platforms, and technologies consisting of and encompassing people, software, hardware, and networking, which can be supported and/or assisted by AI, blockchain, wearable and implantable technologies, and other existing or emerging technologies.

INT 361 Systems Analysis
(1 - 6 credit hours) The purpose of this internship is to provide students the opportunity to gain valuable work experience within a technical business environment, with a focus on systems analysis. This experience is designed to provide opportunities for practical application of content learned throughout the program's coursework, an integral component of every Westcliff degree.

INT 363 Systems Integrations
(1 - 6 credit hours) The purpose of this internship is to provide students the opportunity to gain valuable work experience within a technical business environment, with a focus on systems analysis. This experience is designed to provide opportunities for practical application of content learned throughout the program's coursework, an integral component of every Westcliff degree.

INT 365 Database Solutions
(1 - 6 credit hours) The purpose of this internship is to provide students the opportunity to gain valuable work experience within a technical business environment, with a focus on database solutions. This experience is designed to provide opportunities for practical application of content learned throughout the program's coursework, an integral component of every Westcliff degree.

INT 367 Systems Collaborations
(1 - 6 credit hours) The purpose of this internship is to provide students the opportunity to gain valuable work experience within a technical business environment, with a focus on systems collaborations. This experience is designed to provide opportunities for practical application of content learned throughout the program's coursework, an integral component of every Westcliff degree.

INT 369 Data Optimization
(1 - 6 credit hours) The purpose of this internship is to provide students the opportunity to gain valuable work experience within a technical business environment, with a focus on data optimization. This experience is designed to provide opportunities for practical application of content learned throughout the program's coursework, an integral component of every Westcliff degree.

INT 371 Process Constructions
(1 - 6 credit hours) The purpose of this internship is to provide students the opportunity to gain valuable work experience within a technical business environment, with a focus on process construction. This experience is designed to provide opportunities for practical application of content learned throughout the program's coursework, an integral component of every Westcliff degree.

INT 560 / 562 / 564 / 566 / 568 / 570 / 572 / 574 MS Graduate Internship
(1 credit hour) The primary objective of the internship course is to align the graduate technology program with job experience. The internship course allows students the opportunity to gain practical training and real-life experience pertaining to their current program of study. Engaging in an internship provides students with networking, educational, and career advancement opportunities. The university does not have a direct internship placement service but works with services in the community to alert students of available placements and job openings at outside businesses. There is a close relationship between the graduate program course of study and the internship course. The high expectations of being an intern/employee and a graduate-level student are part of the internship course experience.

INT 561 / 563 MS Graduate Internship
(.5 credit hour) The primary objective of the internship course is to align the graduate technology program with job experience. The internship course allows students the opportunity to gain practical training and real-life experience pertaining to their current program of study. Engaging in an internship provides students with networking, educational, and career advancement opportunities. The university does not have a direct internship placement service but works with services in the community to alert students of available placements and job openings at outside businesses. There is a close relationship between the graduate program course of study and the internship course. The high expectations of being an intern/employee and a graduate-level student are part of the internship course experience.

INT 601 MS Graduate Internship I
(1 credit hour) The Graduate Internship course allows students the opportunity to gain practical training and real-life experience aligned to their program of study in the field of artificial intelligence. Students in this course are challenged to make connections between their internship and the application of course concepts. Engaging in an internship provides students with networking,

educational, and career advancement opportunities. The high expectations of completing an internship as a graduate-level student are part of the internship course experience.

INT 602 MS Graduate Internship II

(1 credit hour) The Graduate Internship course allows students the opportunity to gain practical training and real-life experience aligned to their program of study in the field of artificial intelligence. Students in this course are challenged to make connections between their internship and the application of course concepts. Engaging in an internship provides students with networking, educational, and career advancement opportunities. The high expectations of completing an internship as a graduate-level student are part of the internship course experience.

INT 603 MS Graduate Internship III

(1 credit hour) The Graduate Internship course allows students the opportunity to gain practical training and real-life experience aligned to their program of study in the field of artificial intelligence. Students in this course are challenged to make connections between their internship and the application of course concepts. Engaging in an internship provides students with networking, educational, and career advancement opportunities. The high expectations of completing an internship as a graduate-level student are part of the internship course experience.

INT 604 MS Graduate Internship IV

(1 credit hour) The Graduate Internship course allows students the opportunity to gain practical training and real-life experience aligned to their program of study in the field of artificial intelligence. Students in this course are challenged to make connections between their internship and the application of course concepts. Engaging in an internship provides students with networking, educational, and career advancement opportunities. The high expectations of completing an internship as a graduate-level student are part of the internship course experience.

INT 605 MS Graduate Internship V

(1 credit hour) The Graduate Internship course allows students the opportunity to gain practical training and real-life experience aligned to their program of study in the field of artificial intelligence. Students in this course are challenged to make connections between their internship and the application of course concepts. Engaging in an internship provides students with networking, educational, and career advancement opportunities. The high expectations of completing an internship as a graduate-level student are part of the internship course experience.

INT 606 MS Graduate Internship VI

(1 credit hour) The Graduate Internship course allows students the opportunity to gain practical training and real-life experience aligned to their program of study in the field of artificial intelligence. Students in this course are challenged to make connections between their internship and the application of course concepts. Engaging in an internship provides students with networking, educational, and career advancement opportunities. The high expectations of completing an internship as a graduate-level student are part of the internship course experience.

INT 701 Internship I

(1 credit hour) The doctoral practical learning internship course allows students the opportunity to gain practical training and real-life experience aligned to their program of study in the field of artificial intelligence. Students in this course are challenged to make connections between their internship and the application of course concepts. Engaging in an internship provides students with networking, educational, and career advancement opportunities. The high expectations of completing an internship as a graduate-level student are part of the internship course experience.

INT 702 Internship II

(1 credit hour) The doctoral practical learning Internship course allows students the opportunity to gain practical training and real-life experience aligned to their program of study in the field of artificial intelligence. Students in this course are challenged to make connections between their internship and the application of course concepts. Engaging in an internship provides students with networking, educational, and career advancement opportunities. The high expectations of completing an internship as a graduate-level student are part of the internship course experience.

INT 703 Internship III

(1 credit hour) The doctoral practical learning Internship course allows students the opportunity to

gain practical training and real-life experience aligned to their program of study in the field of artificial intelligence. Students in this course are challenged to make connections between their internship and the application of course concepts. Engaging in an internship provides students with networking, educational, and career advancement opportunities. The high expectations of completing an internship as a graduate-level student are part of the internship course experience.

INT 704 Internship 701 Internship IV
(1 credit hour) The doctoral practical learning Internship course allows students the opportunity to gain practical training and real-life experience aligned to their program of study in the field of artificial intelligence. Students in this course are challenged to make connections between their internship and the application of course concepts. Engaging in an internship provides students with networking, educational, and career advancement opportunities. The high expectations of completing an internship as a graduate-level student are part of the internship course experience.

INT 705 Internship V
(1 credit hour) The doctoral practical learning Internship course allows students the opportunity to gain practical training and real-life experience aligned to their program of study in the field of artificial intelligence. Students in this course are challenged to make connections between their internship and the application of course concepts. Engaging in an internship provides students with networking, educational, and career advancement opportunities. The high expectations of completing an internship as a graduate-level student are part of the internship course experience.

INT 706 Internship VI
(1 credit hour) The doctoral practical learning Internship course allows students the opportunity to gain practical training and real-life experience aligned to their program of study in the field of artificial intelligence. Students in this course are challenged to make connections between their internship and the application of course concepts. Engaging in an internship provides students with networking, educational, and career advancement opportunities. The high expectations of completing an internship as a graduate-level student are part of the internship course experience.

INT 707 Internship VII
(1 credit hour) The doctoral practical learning Internship course allows students the opportunity to gain practical training and real-life experience aligned to their program of study in the field of artificial intelligence. Students in this course are challenged to make connections between their internship and the application of course concepts. Engaging in an internship provides students with networking, educational, and career advancement opportunities. The high expectations of completing an internship as a graduate-level student are part of the internship course experience.

INT 708 Internship VIII
(1 credit hour) The doctoral practical learning Internship course allows students the opportunity to gain practical training and real-life experience aligned to their program of study in the field of artificial intelligence. Students in this course are challenged to make connections between their internship and the application of course concepts. Engaging in an internship provides students with networking, educational, and career advancement opportunities. The high expectations of completing an internship as a graduate-level student are part of the internship course experience.

ITM 800 Modern Operating Systems
(3 credit hours) In this course, students will conduct an in-depth study of the research theories underlying modern operating systems, with a focus on distributed systems, virtualization, and security frameworks. Research topics include operating system design, process synchronization, and advanced memory management. Students will engage in research projects that examine innovative solutions to operating system challenges in emerging technology environments.

ITM 810 Networking Management
(3 credit hours) This advanced course equips with an in-depth understanding of layered network architectures and the TCP/IP model, providing a comprehensive foundation in modern networking principles. Key topics include link layer error and flow control mechanisms, packet switching, and the design and operation of wired and wireless local and wide area networks (LANs and WANs). Students will research and explore medium access control protocols, internetworking technologies (e.g., switches, bridges, and routers), and essential routing

algorithms. The course also examines cutting-edge approaches to network security, preparing students to analyze, design, and manage complex networking systems in academic, research, and professional contexts.

ITPM 400 PMP Integration, Scope, Time, and Cost

(3 credit hours) This course introduces students to project integration management (PMP), which is the process of maintaining equilibrium in all areas of a project (i.e. time, scope, cost, quality, human resource, communication, risk, procurement and stakeholder management). These interconnected processes that cannot be performed independent of one another are covered in this class. Other topics covered are the definitions of the three main aspects of managing any project (scope, time, and cost) and the processes required to keep these elements integrated and related in order to achieve project success.

ITPM 401 Project Leadership

(3 credit hours) This course introduces students to the roles and responsibilities of leaders in projects and how followers and leaders are related. Various styles of leadership, including transformational, strengths-based, servant, and transactional, and various motivational techniques are discussed and applied within the context of a high-performing project team. Additionally, students focus on building and leading a project environment in which trust, respect, confidence, results, and ethical conduct are prioritized.

ITPM 402 Project Schedule Management

(3 credit hours) Managing project schedules can be one of the most challenging and critical elements of successfully completing a project. Time management is essential to attaining project success. For this reason, processes have been developed to address specific issues associated with project schedule management. This class covers the processes of Plan Schedule Management, Milestones, Defining Activities, Sequencing Activities, Estimating Activity Durations, Developing a Schedule, and Schedule Control. Students gain hands-on experience using project management software tools to create work breakdown structures and Gantt charts.

ITPM 403 Project Risk and Quality Management

(3 credit hours) Developing quality control and risk management plans are two critically important aspects to an organization in ensuring positive project outcomes. This class covers risk management, beginning with analyzing risks and developing mitigation strategies, identification and quantification of risks, preparation of risk response strategies, and monitoring risk factors. In addition, through group discussions and applied exercises, students develop an understanding of quality assurance, how it must be integrated into risk management assessments, and processes for reaching agreement with stakeholders regarding the quality requirements for the final deliverable of a project.

ITPM 404 Project Communications Management

(3 credit hours) Project communications management is the specific and planned process required to enable current and appropriate mechanisms for the collection, development, dissemination, storage, retrieval, control, monitoring, and documentation of project information. Successful projects require communication with team members and other project stakeholders, whether they are internal or external to the organization. Because effective communication ideally connects diverse stakeholders who may potentially have different cultural and organizational backgrounds, levels of expertise, perspectives and interests, this class explores the necessary processes and elements required for effective communication management within project teams and stakeholders.

ITPM 600 PMP Integration, Scope, Time, and Cost

(3 credit hours) This course introduces students to project integration management (PMP), which is the process of maintaining equilibrium in all areas of a project (i.e. time, scope, cost, quality, human resource, communication, risk, procurement and stakeholder management). These interconnected processes that cannot be performed independent of one another are covered in this class. Other topics covered are the definitions of the three main aspects of managing any project (scope, time, and cost) and the processes required to keep these elements integrated and related in order to achieve project success.

ITPM 601 Project Leadership
(3 credit hours) This course introduces students to the roles and responsibilities of leaders in projects and how followers and leaders are related. Various styles of leadership, including transformational, strengths-based, servant, and transactional, and various motivational techniques are discussed and applied within the context of a high-performing project team. Additionally, students focus on building and leading a project environment in which trust, respect, confidence, results, and ethical conduct are prioritized.

ITPM 602 Project Schedule Management
(3 credit hours) Managing project schedules can be one of the most challenging and critical elements of successfully completing a project. Time management is essential to attaining project success. For this reason, processes have been developed to address specific issues associated with project schedule management. This class covers the processes of Plan Schedule Management, Milestones, Defining Activities, Sequencing Activities, Estimating Activity Durations, Developing a Schedule, and Schedule Control. Students gain hands-on experience using project management software tools to create work breakdown structures and Gantt charts.

ITPM 603 Project Risk and Quality Management
(3 credit hours) Developing quality control and risk management plans are two critically important aspects to an organization in ensuring positive project outcomes. This class covers risk management, beginning with analyzing risks and developing mitigation strategies, identification and quantification of risks, preparation of risk response strategies, and monitoring risk factors. In addition, through group discussions and applied exercises, students develop an understanding of quality assurance, how it must be integrated into risk management assessments, and processes for reaching agreement with stakeholders regarding the quality requirements for the final deliverable of a project.

ITPM 604 Project Communications Management
(3 credit hours) Project communications management is the specific and planned process required to enable current and appropriate mechanisms for the collection, development, dissemination, storage, retrieval, control, monitoring, and documentation of project information. Successful projects require communication with team members and other project stakeholders, whether they are internal or external to the organization. Because effective communication ideally connects diverse stakeholders who may potentially have different cultural and organizational backgrounds, levels of expertise, perspectives and interests, this class explores the necessary processes and elements required for effective communication management within project teams and stakeholders.

MIS 500 Managing Information Systems & Technology
(3 credit hours) This course focuses on the impact of technology on organizations. Topics include information awareness, decision architecture, and internal knowledge dissemination. In addition, this course covers tools and techniques for competitive analysis, strategic planning, and strategy implementation by addressing the use of information, knowledge, and technology as a strategic asset.

MIS 510 Information Technology Project Management
(3 credit hours) This course provides students with concepts, tools, and techniques for managing projects in the IT sphere. Based on the Project Management Institute's (PMI) Guide to the Project Management Body of Knowledge (PMBOK), this course helps students apply appropriate theories, principles and practices, skills, and techniques to facilitate the planning, organization, management, and control of IT projects that they will face in organizations.

MIS 520 Leading Strategic Change with Technology
(3 credit hours) This course examines the major components of organization development including the evolution of organization development, the nature of change, and how change agents can effectively manage and implement change in organizations. Topics include (1) the managerial and strategic contexts of organizational behavior, diversity, globalization, technology, and ethics in corporate governance, (2) managing, influencing, and motivating employee behavior, (3) managing teams locally and virtually, (4) managing conflict,

organizational leadership and influence processes, and (5) managing change within the organization.

MIS 540 Management of Information Security
(3 credit hours) This course provides an in-depth examination of the strategic management of Information Security within the enterprise. Topics covered include securing information assets, especially in the digital format, from ever-increasing threats, information security governance, risk management, and regulatory compliance. Security models and threats, and developing security programs are presented in detail.

MIS 545 Business Architecture and Organizational Transformation
(3 credit hours) This course begins with a critical examination of the personal characteristics of organizational members and how it influences the effectiveness of organizations and their members. Special attention is given to the role of teams in organizations, stages of team development, and actions that can support the development of effective teams. The realities of interpersonal processes are considered through analysis of the roles of power, politics, and conflict in organizations. Leadership behavior is also critiqued in terms of leaders as facilitators of organizational and member effectiveness.

MIS 550 Big Data Analysis and Visualization
(3 credit hours) This course provides students with an in-depth overview of modern tools and analysis techniques to make informed organizational decisions based on big data. Students learn various methods of managing big data and its use in data analytics. In addition, students examine sources of common errors in analysis and how to prevent and fix them.

MIS 800 Managing Information Systems & Technology
(3 credit hours) This course focuses on the impact of technology on organizations. Topics include information awareness, decision architecture, and internal knowledge dissemination. In addition, this course covers tools and techniques for competitive analysis, strategic planning, and strategy implementation by addressing the use of information, knowledge, and technology as a strategic asset.

MIS 805 Foundations of Big Data Analytics
(3 Credits) This course offers an in-depth exploration of the foundational concepts, technologies, and strategies related to big data analytics. Students will examine the architecture of big data systems, including distributed processing frameworks such as Hadoop and Spark, as well as the role of cloud computing in scalable data storage and analysis. The course emphasizes the analytical lifecycle, from data ingestion and processing to visualization and interpretation. Students will also explore the ethical, legal, and organizational implications of utilizing big data. By the end of the course, students will be equipped to critically evaluate and apply big data tools and methodologies to drive decision-making and innovation across complex IT environments.

MIS 850 Big Data Analysis and Visualization
(3 credit hours) This course provides students with an in-depth overview of modern tools and analysis techniques to make informed organizational decisions based on big data. Students learn various methods of managing big data and its use in data analytics. In addition, students examine sources of common errors in analysis and how to prevent and fix them.

MTH 150 Discrete Mathematics
(3 credit hours) This course provides an introduction to mathematical reasoning to help students develop the ability to think abstractly and logically. Topics include logic and proofs, induction and recursion, discrete structures, combinatorics and discrete probability, algorithms, applications, and modeling.

NET 100 Introduction to Networking
(3 credit hours) This course is designed around he CompTIA Network + certification. During this course, students complete learning modules including readings, videos, labs, and exams. Doing so prepares students to complete the certification.

NET 200 Network Routing and Switching
(3 credit hours) This course is an introduction to the knowledge and skills required to set up, maintain, troubleshoot, secure, and support computer network routers and switches. Topics include the use of routers and switches in a modern digital network, router configuration, switch configuration, and common network security techniques such as Virtual Local Area Networks (VLANs) and Access Control Lists (ACLs). This course helps students prepare for Cisco's CCNA certification.

NET 300 Cloud Computing
(3 credit hours) This course provides an introductory overview of cloud computing topics as they pertain to both technology and business considerations. Topics include fundamental cloud computing terminology and concepts, cloud infrastructure, service models (IaaS, PaaS, SaaS), deployment models, cloud storage, virtualization, challenges and risks of cloud computing platforms and cloud services, cloud security, cloud data storage, disaster recovery and business continuity, cloud delivery and evaluation of appropriate cloud solutions for specific business needs.

OPM 600 Operations Management
(3 credit hours) This course focuses on engineering and technology methodology in supply chain and manufacturing operations. Students address product and process development in logistics and supply chain management. Additionally, this course evaluates opportunities for innovation, technology, and automation to streamline service and manufacturing operations. Topics covered include the nature of process in service and manufacturing, value proposition and creation, technology tools for automation and process improvement, process mapping, and supply chain strategy.

OPM 610 Enterprise Resource Planning
(3 credit hours) This course provides students with the tools to help them consider, select, and implement an Enterprise Resource Planning (ERP) system for making sound business decisions. Students learn to drive growth and productivity by using integrated information systems to provide managers with more accurate, more consistent, and more up-to-date data for informed decision making.

OPM 620 Data Center Management
(3 credit hours) This course will require students to conduct a strategic-level analysis of data center management for both local and cloud environments. Topics will include infrastructure, power, cooling, networking, security, disaster recovery, and management. As they relate to the management of data centers, issues and topics from the areas of current and emerging.technologies, such as AI, blockchain, and IoT, will also be addressed.

OPM 630 Disaster Recovery and Business Continuity
(3 credit hours) No company is immune from disasters whether in the form of system failures, security breaches, or natural disasters, and businesses must plan and prepare for the ability to recover and continue business operations. This course will provide students with the foundational tools necessary to establish protocols and plan systems to keep businesses running in the event of a disaster. During this course, students will research and develop a Disaster Recovery and Business Continuity (DR/BC) plan for a business.

OPM 640 Operational Excellence
(3 credit hours) This course immerses students in the demands of operational excellence and the tools available to help manage IT environments. Students will critically investigate IT governance systems including ITIL and COBIT, Business Process Management (BPM), and process improvement methodologies including Lean and Six Sigma.

OPM 800 Operations Management
(3 credit hours) The course expands on concepts and techniques related to the design, planning, control, and improvement of manufacturing, human resource planning, and service operations. This course offers a holistic view of operations, with emphasis on the coordination of product development, process management, and supply chain management. Finally, the course investigates various aspects of operations management in great detail. Topics covered include process analysis, materials management, production scheduling, quality improvement, and product design.

PRG 100 Systems Analysis and Design
(3 credit hours) This course is designed to blend the understanding of system analysis and design with its practical applications. This course includes an understanding of information technology issues as a business tool, as well as components of system analysis and design techniques, data modeling, logical process modeling, and object oriented modeling techniques.

PRG 200 Programming in the Cloud
(3 credit hours) This course provides programming techniques for Cloud programming associated with Python, as well as the skills and knowledge for building applications using any of the hundreds of thousands of task-specific Python libraries. Students gain basic knowledge of Python and understand the Python environment and code introspection. Additionally, students enhance their knowledge of flow control, function protocols, exception handling,

and the application of Object-oriented features, such as classes and inheritance.

PRG 300 Software Quality, Architecture, and Documentation
(3 credit hours) Software Quality Assurance (SQA) encompasses integrating testing, security, and audit and focuses on the importance of software quality and security. This course defines various types of testing, recognizes factors that propose value to software quality, and provides theoretical and real-world scenarios that offer value and contribute quality to projects and applications. The practical synopsis of common testing tools helps students who are currently in testing jobs or those interested in pursuing careers as testers. The course also helps test leaders, test managers, and others who are involved in planning, estimating, executing, and maintaining software.

PRG 310 DevOps and Agile
(3 credit hours) This course delves into the fundamental underlying values, principles and practices of DevOps. The outline of the course highlights how and why DevOps practices work and how it extends Agile and Lean disciplines. The goal of this course is to challenge students to question their current approaches to delivering software and give them clear guidance on how to continuously improve their delivery of value to the end user. The DevOps Track explores the change in mindset and process from traditional approaches, much more so if the organization is not already embracing Agile principles. This course is developed for: Relevant roles including Developers, Testers, Operations leads and team members, Managers, Agile Coaches, or anyone aspiring to these roles. Also, anyone with a curiosity about the case for and potential of DevOps will benefit from the Foundations of DevOps course.

PRG 705 Python and Computation
(3 Credits) This research-oriented course explores Python as a tool for scientific computation, focusing on its applications in advanced data analysis and algorithm development. Students will investigate computational theories and apply Python programming to explore research methodologies in data science and artificial intelligence. The course encourages research projects that leverage Python's capabilities for complex problem-solving in academic and professional settings.

PRG 320 C# Programming
(3 credit hours) The course provides students with an introduction to the main concepts in programming using C#, including variables, expressions, statements, conditional execution, functions, iteration, strings, and files.

PRG 330 Python Programming
(3 credit hours) The course provides students with an introduction to the main concepts in programming related to data. The course focuses on data storage and the use of regular expressions to search data. The course also includes an overview of object oriented concepts.

PRG 400 Advanced Python
(3 credit hours) In this course, students learn the advanced components of Python syntax, in addition to understanding how to apply concepts of various programming paradigms, including object-oriented programming, functional programming, and event-driven programming. This course guides students through learning the best naming practices, writing their own distributable Python packages, and getting up to speed with automated ways of deploying software on remote servers. Students discover how to create useful Python extensions with C, C++, Cython, and CFFI.

PRG 401 JAVA
(3 credit hours) In this course, students learn about Java and how it is used in problem solving and programming. Students are introduced to object-oriented programming and important concepts such as design, testing and debugging, programming style, interfaces inheritance, and excepting clean code.

PRG 402 Mobile Programming Applications
(3 credit hours) This course introduces students to mobile application development using JavaScript, jQuery, HTML, and associated client-side tools. Students learn to use these programming tools to develop applications designed for use in mobile environments. Students also use mobile application frameworks and development environments to create web pages that also collect data and interface with a database. The user interface and user experience is also discussed.

PRG 403 Programming Security
(3 credit hours) This course introduces students to the basics of programming security. Topics include Domain-Driven Design, code constructs, domain primitives, integrity of state, complexity of state, delivery pipeline, failures, cloud thinking, legacy code, and microservices. Students evaluate system weaknesses and design system solutions to protect from attacks.

PRG 404 Software Testing and Quality Assurance
(3 credit hours) This course presents software testing processes, by introducing the concept of white and black box testing and how it fits with the Agile/scrum model. The relationship between software development testing and product life cycle support is established by covering unit, integration, system, and acceptance testing. Testing methods discussed include verification, validation, tools, and testing metrics. The curriculum also looks into the testing life cycle, writing test cases and test plans. Students will delve into debugging techniques and best practices. Additionally, students will focus on the importance of automation for software testing and work with some test code to demonstrate the benefits of automation.

PRG 804 Software Testing and Quality Assurance
(3 credit hours) This course provides a comprehensive exploration of advanced software testing methodologies and their integration within modern development frameworks such as Agile and Scrum. Students will analyze key testing concepts, including white-box and black-box testing, unit, integration, system, and acceptance testing, as well as the testing life cycle. Emphasis is placed on automation, where students will evaluate and implement automated testing tools to enhance efficiency and reliability. By examining debugging techniques, writing test plans and cases, and applying metrics-driven approaches, students will gain the expertise to lead innovative quality assurance practices in complex software development environments.

RES 890 Computer Science Research Methods
(3 credit hours) This course offers an overview of quantitative, qualitative, and mixed-method research methodologies. It provides a framework within which students design their research methodology and apply an appropriate methodology to answer research questions. Emphasis is placed on data collection and analysis methods. Additionally, the focus of this course is to lay the foundation of the students' dissertation or capstone project with a focus on research language and ethics.

RES 891 Pre-Dissertation/Capstone Research Project
(3 credit hours) This course is designed to guide students through the pre-dissertation preparation processes. The pre-dissertation process consists of writing a preliminary prospectus and forming the dissertation or capstone project committee. The final assignment is a completed preliminary dissertation/capstone prospectus, which is required to begin the dissertation courses. In this course, students develop a prospectus that lays the foundation for a dissertation or capstone project, which will be original and contributory research by the doctoral candidate.

RES 892 Dissertation/Capstone Research and Seminar I
(3 credit hours) This course is designed to guide candidates in the development of their dissertation or capstone project as they collaborate with their dedicated Dissertation Chair. Specifically, the candidate develops and finalizes the Prospectus, Chapter 1, and Chapter 2. In this dissertation course, the candidate will create the basis for the dissertation, including the background, the purpose, research questions, the nature of the proposed research, and review of the literature relevant to the chosen dissertation topic.

RES 893 Dissertation/Capstone Research and Seminar II
(3 credit hours) This course is designed to guide candidates through creating an original dissertation or capstone project. The course leads the candidate in developing Chapter 3 of the dissertation or capstone. In this course, the candidate develops the methodology applicable to the proposed research, receives Committee Member feedback, finalizes the Proposal, and successfully passes a Preliminary Defense.

RES 894 Dissertation/Capstone Research and Seminar III
(3 credit hours) This course is designed to guide candidates through the creation of an original dissertation or capstone project. Upon successful

Preliminary Defense of their proposal, candidates submit for IRB approval. After approval, candidates conduct their research, collect data, and develop Chapter 4.

RES 895 Dissertation/Capstone Research and Seminar IV
(3 credit hours) This course is designed to guide the candidate through creating an original dissertation or capstone project. The course leads the candidate through developing Chapter 5 of the dissertation or the final phase of the capstone project. In this course, the candidate defends the dissertation or capstone in the final defense.

TECH 100 Information Technology Essentials
(3 credit hours) Information Technology Essentials is a course focused on providing a comprehensive foundation in major topics of Information Technology and Systems. Topics in computer hardware and software, databases and database management systems, networking, security, emerging technologies, the Internet, and business process management are surveyed.

TECH 110 Technology and Systems
(3 credit hours) This course will help students gain knowledge of computer hardware. Students will learn basic computer architecture and digital computing, including memory, processors, storage devices, and input/output devices. Knowledge will also be gained in basic PC maintenance, hardware, and networking troubleshooting.

TECH 220 Information Security
(3 credit hours) This course is designed around the CompTIA Network + certification. During this course, students will complete learning modules including readings, videos, labs, and exams, preparing students to complete the certification.

TECH 250 Technical Documentation and Communication
(3 credit hours) This introductory technical writing course exposes students to the basics of technical written communication: the writing process, audience and purpose, formatting, design, research, and professional collaborative writing. Students focus on writing, independently and collaboratively, widely-used technical communications, such as memos, proposals, reports, and technical descriptions/definitions. Students' work culminates in a digital technical communication portfolio.

TECH 300 Internet of Things (IoT)
(3 credit hours) This course provides students with the technology foundations supporting and enabling IoT applications in business, including an introduction to the necessary technologies, skill components, enablers, and constraints for using IoT in a business. Students not only learn how IoT technologies work but also how they can be used to achieve strategic advantage. Students learn from examples where IoT is transforming customer experience, operations, and business models. Real-world case studies, current literature, and practical assignments guide students as they construct a business roadmap to gain strategic advantage from IoT.

TECH 310 Management & Information Systems
(3 credit hours) This course introduces students to different management information systems including enterprise resource planning (ERP), customer relationship management (CRM), supply chain management (SCM), decision support systems (DSS), transaction processing systems (TPS), and knowledge management systems (KMS). Students learn how these and other information management tools are used to manage business data and information, as well as enable the IT strategy of a business.

TECH 320 Authorization and Access Control Management
(3 credit hours) This is an introductory course on the principles of computer security with a focus on Authorization and Access Control Management. This course supports the requirements of the Confidentiality Integrity Availability (CIA) triad. Additional topics include computer and system security, authentication, malicious software, and software security. The course also examines how system designs, network protocols, and software engineering practices can result in vulnerabilities and presents students with best practices in access control management.

TECH 330 Emerging Technologies
(3 credit hours) This is an exploratory course in which students are given the opportunity to evaluate emerging technologies and their potential uses and impacts on the business world. Topics include IoT, AI and ML, metaverse, and blockchain, which allow students to explore the most current and future

technologies available and evaluate their impacts on businesses.

TECH 400 Applied System Integration
(3 credit hours) This course provides students with hands-on experience in the integration of complex computing systems, encompassing system analysis, architecture alignment, and intersystem collaboration. Students will apply research-driven methodologies to assess system requirements, design integration strategies, and coordinate interactions between software, hardware, and human stakeholders. Emphasis is placed on real-world applications of systems thinking, collaborative development, and iterative implementation cycles in multidisciplinary environments. Projects include the use of system modeling tools and frameworks for evaluating performance, scalability, and security in integrated infrastructures.

TECH 820 Business Intelligence & Information Technology
(3 credit hours) This course examines Business Intelligence for Information Technology and provides exposure to various decision support systems in order to provide business intelligence and analytics to strengthen some kind of choice process. The course reflects on integration of theory and practice and provides a relationship of DSS design concepts to the “real world.” Analytics techniques and their applications are demonstrated in order to learn from how other organizations have employed analytics to make decisions or to gain competitive advantage. The course describes techniques and introduces specific software tools that can be used for developing analytics applications and provides an experience of these techniques using any number of available software methods. The use of intelligence technology is integrated with the data and models used by decision makers in order to show how the understanding of analytics and models is the key to a successful application.

TECH 821 Management Information Systems & Advanced IT
(3 credit hours) This advanced course takes a holistic perspective of managing Information Systems and the advancement of IT. The course explores the various perspectives and intersections of technology, people, and business initiatives. Topics include the efficacy of database systems, business informatics, information security, IT project management, computer science integration, digitization, and enterprise-level technology solutions for complex business challenges. Students will have a solid foundation for managing advanced IT initiatives and developing strategic plans that foster a proactive approach that incorporates a strategic amalgam of technologies, IT systems and processes, such as Business Process Management (BPM), computer and data science, business intelligence, Enterprise Resource Planning (ERP), Customer Relationship Management (CRM), and a safe and secure IT infrastructure that serves as a model for continuous improvement.

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

TECH 823 Governance of Enterprise IT
(3 credit hours) This course is designed for current and future executive managers of Information Technology (IT). Effective IT management and a governance framework that provides a strong infrastructure to properly house and administer underlying core processes is essential. Topics include strategic management, IT frameworks for governance, IT systems benefits realization, as well as risk and resource optimization, and modeled after the ISACA certification standards and the CGEIT credential.

TECH 830 Enterprise Software Engineering Concepts
(3 credit hours) This course evaluates approaches to the development of large, high-quality software projects. Topics include software life cycle, development process, requirement specifications,

design and testing techniques, verification and validation, and software management. Students learn to use project management tools, principles, and environment to facilitate the development of software programs/systems.

TECH 831 Security in Software Design & Development

(3 credit hours) This course has a focus on the secure software design and development processes that can reduce the number and severity of vulnerabilities, thus mitigating the effects of computer security breaches, and consequently enhancing the dimensions of software quality. Paramount to organizational data and system security is a solid and sophisticated approach to the creation and management of necessary processes and protocols needed to construct a Secure Development Lifecycle (SDLC). This course prepares doctoral students to develop executive-level skills that improve overall enterprise security posture by incorporating effective software testing and implementing proactive software security measures. Part of the course is aligned with the International Information System Security Certification Consortium (ISC)2 Certified Secure Software Lifecycle Professional (CSSLP) certificate, so qualified candidates can be prepared to sit for this industry-recognized exam. Topics covered include secure software and design concepts, SDLC, software implementation and deployment, operations, and software maintenance.

TECH 832 Human Computer Interaction (HCI) Design & Intelligent User Interfaces (IUI)

(3 credit hours) This course focuses on interactions between humans and machines (computer-based) in the context of a multidisciplinary field of interaction design. An investigation in the field of Human Computer Interaction (HCI) and Intelligent User Interfaces (IUI) forms the basis of research in this course. Topics covered include different types of interfaces and applications, design approaches, as well as cognitive and social issues as they apply to interaction design. The evaluation of a wide range of new applications and devices is performed; moreover, the course includes hands-on activities that can form the basis of student projects in HCI. This course also delves into new and emerging technologies in the field of HCI and IUI, such as smart, robotic, wearable, shareable, augmented and virtual reality, and multimodal interfaces (including web-based interfaces). Students conduct research on how HCI and IUI technology is transforming the way society as a whole communicates, including consequent ethical considerations.

TEM 600 Introduction to Systems Engineering

(3 credit hours) This course introduces students to the fundamental principles and application of systems engineering and its role in project management. Through collaboration on a systems engineering team project, students learn and experience the foundations of systems engineering, the concept development stage, the engineering development phase, and the post-development stage.

TEM 610 Information Systems Engineering

(3 credit hours) This course provides students with technical knowledge that can be applied pragmatically to contemporary business information systems, as well as to managing all areas of IT within a business environment from the leadership perspective (Director, VP, or CTO/CIO). Course topics include analysis, design, implementation, and management of data; IT projects, enterprise technology solutions; information security; cloud; mobile; and web. Students develop a solid foundation for solving complex IT business problems and develop the ability to be proactive in facing IT challenges.

TEM 620 Engineering Administration

(3 credit hours) This course introduces students to the philosophy underpinning and the concepts regularly used in engineering administration. Students learn the following components of engineering administration through participation in a collaborative engineering administration project: systems development, project life cycle, systems and procedures for planning and control, organizational behavior, and project management in the corporate context.

TEM 630 Strategic Technology Management

(3 credit hours) This course prepares students to understand the principles of e-commerce technologies and services used today in the global market. Students learn about the many challenges that organizations encounter and how they work toward success in this competitive environment. Students are also introduced to various marketing

strategies and solutions, as well as customer relationship management in e-commerce.

TEM 640 Reliability Engineering
(3 credit hours) Reliability engineering is the effort and process of applying systematic engineering principles and techniques throughout a product life cycle resulting in effective Product Lifecycle Management (PLM). The goal of reliability engineering is to evaluate the inherent reliability of a product or process and identify potential areas for reliability improvement. In this course, students learn fundamental concepts of reliability engineering, utilize tools and modeling methods to calculate failure rates, determine warranty impacts, and develop and present plans to improve product reliability and reduce failures.

TEM 830 Strategic Technology Management
(3 credit hours) This course explores the critical role of modern operating systems in today's interconnected and device-driven world. Students will examine advanced concepts in operating system design and functionality across a variety of platforms, including computers, tablets, and mobile devices. Topics include virtual-memory management, multitasking, file systems, inter-process communication, and robust security practices. The course also delves into process and thread synchronization, scheduling challenges, and mechanisms such as critical sections and semaphores. Emphasis is placed on how these systems enable seamless application performance, data persistence, and secure user experiences, preparing students to strategically manage and innovate in technology ecosystems.

WEB 401 Front End Web Development
(6 credit hours) The front end web development course focuses on web coding languages and technologies in building applications for display on multi-screen devices and on the web.

WEB 402 Back End Web Development
(6 credit hours) The back end web development course focuses on back end coding languages and technologies in making websites and web applications work. Students learn to write codes to communicate database information for output on browsers.

WEB 403 Full Stack Development
(6 credit hours) This full stack web development course focuses on both front end and back end coding languages and technologies. This course dives into deeper understanding of these technologies, additional concepts, and bridging both front and back ends into one complex application.

WEB 601 Front End Web Development
(4 credit hours) The front end web development course focuses on web coding languages and technologies in building applications for display on multi-screen devices and on the web.

WEB 602 Back End Web Development
(4 credit hours) The back end web development course focuses on back end coding languages and technologies in making websites and web applications work. Students learn to write codes to communicate database information for output on browsers.

WEB 603 Full Stack Development
(4 credit hours) This full stack web development course focuses on both front end and back end coding languages and technologies. This course dives into deeper understanding of these technologies, additional concepts, and bridging both front and back ends into one complex application.

WEB 801 Front End Web Development
(4 credit hours) The front end web development course focuses on web coding languages and technologies in building applications for display on multi-screen devices and on the web.

WEB 802 Back End Web Development
(4 credit hours) The back end web development course focuses on back end coding languages and technologies in making websites and web applications work. Students learn to write codes to communicate database information for output on browsers.

WEB 803 Advanced Full Stack Development
(4 credit hours) This full stack web development course focuses on both front end and back end coding languages and technologies. This course dives into deeper understanding of these technologies, additional concepts, and bridging both front and back ends into one complex application.

Athletics Course Descriptions

ATH 100/200/300/400 Intercollegiate Athletics
(1 credit hour) This course focuses on how student athletes enhance their overall understanding and

skills of intercollegiate athletics through participation in required team activities. This course can be taken four (4) times throughout the student's intercollegiate sports career. This course is restricted to rostered student-athletes only, in their sport of participation. A student must meet eligibility requirements in order to practice.

ATH 101/201/301/401 Dynamic Fitness

(1 credit hour) This introductory course focuses on how student athletes enhance their overall understanding, strength, conditioning, health and skills through participation in required fitness training. This course is open to all Westcliff students as they are encouraged to engage in a physical activity. A student must be cleared physically to participate.

Administrative Policies and Requirements

Anti-Bribery and Anti-Corruption

Members of the Westcliff community must act with honesty and integrity in transacting University business in the United States and abroad. Westcliff University may be subject to numerous anti-bribery and anti-corruption laws and regulations when conducting international activity both inside and outside the US. Westcliff strictly prohibits all forms of bribery and corruption, and community members are required, without fear of retaliation, to report actual or suspected incidents. Bribery includes any offer to, or given by, a member of the Westcliff community of a financial or other advantage, to encourage improper acts. Bribery may involve cash payments or kickbacks, or other things such as gifts, trips, use for free of University facilities or equipment, and anything else that has perceived value. Corruption refers to the abuse of entrusted power for private gain (e.g. soliciting or receiving gifts or other gratuities to perform part of an official function, or omit to perform an official duty). It includes dishonest activity in which a manager, staff member or contractor of the University acts contrary to the interests of the University and abuses their position of trust in order to achieve some personal gain or advantage for him or herself or for another person or entity. This policy applies to dealings within the University and with outsiders, in both the private and public sectors.

Drug and Alcohol Policy

This policy is applicable to the entire University community, including faculty, staff, students and visitors, and includes any events conducted off-campus with the potential to create a hostile campus environment. Faculty and staff should reference the Employee Handbook for more information on illicit drugs and/or alcohol in the workplace.

Drug Abuse Prevention

The University is committed to creating and maintaining a healthy environment for all members of the community at all locations. In keeping with this mission and to comply with the requirements of section 120 of the HEA, found in 34 CFR Part 86, the University maintains a written Drug and Alcohol Prevention Program which prohibits the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees, provides a description of applicable legal sanctions, health risks, lists available counseling and treatment programs, and includes University disciplinary sanctions.

Students are encouraged to seek help if they are abusing illicit drugs and/or alcohol. The University will provide appropriate resources and referrals for any students seeking substance abuse treatment.

Prohibition of Illicit Drug and Alcohol Use

The University adheres to a Code of Conduct which recognizes that the unlawful manufacture, sale, delivery, unauthorized possession or use or distribution of illicit drugs and alcohol on University property or as part of any University activity is absolutely prohibited.

Unauthorized use of alcoholic beverages and underage drinking or smoking of any substance is prohibited at all University facilities.

Institutional Sanctions for Drug and/or Alcohol Violations

Any member of the University community found in violation of the Drug and Alcohol Policy shall be subject to discipline on a case-by-case basis.

A student may be subject to disciplinary action up to and including dismissal for failure to comply with the University's policies or established practices. In the event of an alleged involvement in a criminal drug- or alcohol-related offense, his or her case may also be referred to appropriate law enforcement officials for investigation and prosecution. The University, at its discretion, may require a student to participate satisfactorily in a drug and/or alcohol abuse assistance or rehabilitation program approved for such purposes by a Federal State or local health, law enforcement, or designated agency.

Dress Code

The University's goal is to prepare its students to be professionals. As such, the University encourages its students to dress appropriately and professionally in order to present a professional image, while not infringing on the students' right to self-expression.

The University also has an obligation to create a learning environment where all members of the community are comfortable and not offended by inappropriate dress. The dress code is designed to provide appropriate guidelines so that all students may dress in a manner that is respectful of themselves and the community. The policy states that the following standards must be adhered to by all members of the campus community.

1. *Dress that is neat, modest and casual is the minimum requirement at all times.*
2. *Hats, caps, do-rags, and other headgear must be removed when in classrooms and offices. This excludes headgear worn for religious reasons (i.e., kappah).*
3. *Baggy pants or sloppy dress will not be permitted at any time.*
4. *Clothing that is provocative or contains obscene messages will not be permitted.*

Students, faculty, or staff who come to campus or attend class either virtually or in person while in violation of the University's Dress Code will have the option of correcting the violation or being asked to leave. Any class-time missed for inappropriate dress will be considered unexcused. Students who have a question about the appropriateness of an item should discuss the specific issue with the appropriate staff member before wearing the item.

Technology Policy

Each student should either possess a computer—laptop or desktop—or have access to a computer. To make the best use of the Virtual Class Session (VCS) platform on Zoom, each student should have, associated with their computer, a webcam, a microphone and a speaker. To participate in VCSs, please review the minimum technology requirements.

PERMITTED TECHNOLOGY USES

Westcliff University technology systems are to be used solely to deliver instruction to students and carry out associated administration and operational activities.

PROHIBITED TECHNOLOGY USES

Willful Damage: including hacking system passwords and committing attacks on university-controlled networks

Copying: including distributing or copying copyrighted material, plagiarism, or use of illegal software within the university's system

Harassment: slander or libel of anyone, writing or forwarding inappropriate or unwelcomed messages to others, including the sending of bulk spam.

Technology Requirements

PC or Mac

Internet Connection: broadband wired, or wireless (4G or 5G/LTE)

Speakers and Microphone: built-in, USB plug-in, or wireless Bluetooth

Webcam / HD Webcam: built-in, USB plug-in, HD cam, or HD camcorder w/ video capture card

Minimum System Requirements

Processor and RAM Requirements

Processor: Dual Core 2Ghz or Higher (i3/i5/i7 or AMD equivalent)

RAM: 8Gb

Bandwidth Requirements

The bandwidth used by Zoom is optimized for the best experience based on the participants' network. It is automatically adjusted for 3G, Wi-Fi or wired environments.

Recommended Bandwidth for Meeting and Webinar Students

- 1:1 video calling: 600kbps (up/down) for HQ video and 1.2 Mbps (up/down) for HD video
- Group video calling: 600kbps/1.2Mbps (up/down) for HQ video. Gallery view: 1.5Mbps/1.5Mbps (up/down)
- Screen sharing only (no video thumbnail): 50-75kbp
- Screen sharing with video thumbnail: 50-150kbps
- Audio VoIP: 60-80kbps

Recommended Bandwidth for Webinar Attendees

- 1:1 video calling: 600kbps (down) for HQ video and 1.2 Mbps (down) for HD video
- Screen sharing only (no video thumbnail): 50-75kbps (down)
- Screen sharing with video thumbnail: 50-150kbps (down)
- Audio VoIP: 60-80kbps (down)

Recommended Bandwidth over Wi-Fi

- 1:1 video calling: 600kbps (up/down) for HQ video and 1.2 Mbps (up/down) for HD video
- Group video calling: 600kbps/1.2Mbps (up/down) for HQ video. Gallery view: 1.5Mbps/1.5Mbps (up/down)

High DPI Support

High DPI displays are supported in Zoom version 3.5 or higher.

Recommended Operating Systems

Mac OS X with MacOS
10.6.8 /(Snow Leopard) or later
Windows 11
Windows 10

Supported Browsers

Windows / Mac: Firefox, Chrome, Safari, Microsoft Edge

Supported Tablet and Mobile Devices

Surface PRO running Win 10
Surface PRO running Win 11
iOS and Android devices

Supported Operating Systems

iOS 15.0 or later: Send and receive video using front or rear camera
Android: Send and receive video using front or rear camera

Supported Browsers for Web Start

iOS: Safari, Chrome
Android: Webkit (default), Chrome

Processor Requirement

Processor: Dual Core 2Ghz or Higher (i3/i5/i7 or AMD equivalent)
RAM: 8Gb

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 Suggestions

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
Conferencing System
MXL Microphones for Conferencing
Magewell HDMI capture (Mac or Win)
Startech Composite/SVideo to USB (Win)
Blackmagic Design Intensity Extreme (Mac)
Other Peripherals
***Note**: Please test devices first. Device support varies with systems.*

Bluetooth Speakerphone and Microphone Suggestions

Jabra Speak 510
Logitech P710e
Plantronics Calisto 620
AirPods

Most course instruction materials are presented in Microsoft Office (Word, Excel and PowerPoint) or Google Suite (Docs, Sheets, and Slides).

For questions about the technology requirements, please create: IT Ticket.

Student Rights Policies

Anti-Harassment Policy and Procedure

Anti-Harassment Policy

It is the policy of Westcliff University to maintain an academic and employment environment free of harassment.

Harassment by a faculty member, employee, student, or visitor is a violation of this policy and is prohibited. The University is committed to upholding federal and state laws.

Harassment covers a wide range of aggressive and offensive behaviors. Per United States of America regulations, harassment is any repeated or continuing unconsented contact that serves no useful purpose beyond creating alarm, annoyance, or emotional distress. For purposes of this policy, harassment includes, but is not limited to: threatening, persistent, or aggressive verbal or

physical actions and discrimination on the basis of race, color, religion, national origin, and/or sex. Unwelcome sexual advances, unwelcome requests for sexual favors, and other unwelcome verbal or physical conduct of a sexual nature are strictly prohibited.

Discrimination based on sex (including sexual harassment) falls under Title IX Regulations, Policy, and Procedures. Please see the Title IX Regulations, Policy, and Procedures for further details.

Anti-Harassment Procedure

Westcliff University has zero tolerance for sexual harassment. Harassment by a faculty member, employee, student, or visitor, is prohibited. Federal and state harassment laws are enforced.

If you feel that you have been harassed, please submit a report to the Dean of Student Affairs, April Vuong, at deanstudentaffairs@westcliff.edu. The incident report will be reviewed and, if warranted, the Dean of Student Affairs or a designated impartial staff member will investigate the matter and report the findings to university administration within fifteen (15) days, whereupon the University will issue its response and take appropriate action, which may include referral to enforcement authorities. Under extenuating circumstances, an extension may apply and will be communicated to the student.

For grievances regarding discrimination based on sex (including sexual harassment), please email the Title IX Coordinator at titleixcoordinator@westcliff.edu within 24 hours and read the Title IX Regulations, Policy, and Procedure.

Title IX Regulations, Policy and Procedure

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

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

Title IX Policy

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

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

Title IX Procedure

If you believe that you have experienced or witnessed other incidents of sexual misconduct or discrimination, the University encourages you to notify the Title IX Coordinator as soon as possible after the incident.

Title IX Coordinator

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

Title IX Coordinator: Christina Powers
17877 Von Karman Ave. Suite 400
Irvine, CA 92614
Telephone: +1 (949) 825-5999
Email: titleixcoordinator@westcliff.edu

Deputy Title IX Coordinator: Josh Schoonover
17877 Von Karman Ave. Suite 400
Irvine, CA 92614
Telephone: +1 (949) 825-5999
Email: titleixdeputy@westcliff.edu

The Title IX Coordinator is responsible for implementing the University's Title IX policy, intaking reports and Formal Complaints of Sexual

Harassment, providing supportive measures and maintaining accurate Clery Act crime statistics.

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

Resources

1. Title IX Regulations and Policy - Handbook
2. Student Code of Conduct
3. Title IX Professional Training - Slide Decks
   a. Training for Title IX
   b. New Role of Title IX Coordinators
   c. Formal Resolution and Investigation
   d. Advisor and Decision Maker
   e. Additional Training Materials for Title IX Personnel
4. Grievance Procedure Flowchart
5. Annual Security Report
6. Local and National Resources & Hotlines
   a. *Sexual Violence - RAINN*
      i. +1 (800) 656-HOPE (4673)
   b. *Sexual Assault - Waymakers (Orange County)*
      i. +1 (714) 957-2737 OR
      ii. +1 (949) 831-9110
   c. *Domestic Violence - Laura's House*
      i. +1 (866) 498-1511
   d. *National Domestic Violence Hotline*
      i. +1 (800) 799-7233
   e. *Crisis Text Line*
      i. Text HOME to 741741 from anywhere in the U.S.

American with Disabilities (ADA) and Students with Disabilities Policies

The Americans with Disabilities Act (ADA) and the Americans with Disabilities Act Amendments Act (ADAAA) are federal civil rights regulations that prohibit discrimination against individuals with disabilities in all areas of public life. These regulations give civil rights protections to individuals with disabilities similar to those provided to individuals on the basis of race, color, sex, national origin, age, and religion. It guarantees equal opportunity for individuals with disabilities in public accommodations, employment, transportation, state and local government services, and telecommunications. The ADA is divided into five titles (or sections) that relate to different areas of public life: Title I (Employment), Title II (State and Local Government), Title III (Public Accommodations), Title IV (Telecommunications), and Title V (Miscellaneous Provisions).

Self-Disclosure and Request for Accommodations

Westcliff University does not discriminate on the basis of disability. Individuals with disabilities are entitled to a reasonable accommodation to ensure that they have full and equal access to the School's educational resources, consistent with Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794) ("Section 504") and the Americans with Disabilities Act (42 U.S.C. § 12182) ("ADA"), their related statutes and regulations, and corresponding state and local laws.

Section 504 prohibits discrimination on the basis of disability in any program or activity receiving federal financial assistance. The ADA prohibits a place of public accommodation from discriminating on the basis of disability. The applicable law and regulations may be examined in the office of the ADA Compliance Coordinator, or his/her trained designee who has been designated to coordinate the efforts of the School to comply with Section 504 and ADA.

Christina Powers, Coordinator
Tayler Henslick, Deputy (trained designee)
16715 Von Karman Ave. #100
Irvine, CA 92606
+1 (949) 825-5999
ADA@westcliff.edu

Individuals with disabilities wishing to request an accommodation must contact the ADA Compliance Coordinator. Disclosure of a disability or a request for accommodation made to any staff, faculty, or personnel other than the ADA Compliance Coordinator will not be treated as a request for an accommodation. However, if a student discloses a disability to such an individual, he or she is required to direct the student to the ADA Compliance Coordinator. Upon request, the ADA Compliance

Coordinator (or his/her trained designee) will provide a student or applicant with a Request for Accommodations form. To help ensure timely consideration and implementation, individuals making a request for accommodation are asked to contact the ADA Compliance Coordinator and/or submit a Request for Accommodations form at least two weeks prior to when the accommodation is needed.
Below are the two forms to be completed. The first form is for the student to request for accommodations. The second form is to be completed by a qualified professional.

Request for Accommodations

Accommodation Verification Form

Individuals requesting reasonable accommodation may be asked to provide medical documentation substantiating his/her physical and/or mental impairment(s) and/or the need for the requested accommodation(s), including but not limited to when the limitation or impairment is not readily apparent and/or a requested accommodation does not clearly relate to the impairment(s). Such documentation should specify that a student has a physical or mental impairment and how that impairment substantially limits one or more major life activities. In general, the supporting documentation must be dated less than three years from the date a student requests a reasonable accommodation, and must be completed by a qualified professional in the area of the student's disability. Documentation used to evaluate the need and reasonableness of potential accommodations may include a licensed professional's current medical diagnosis and date of diagnosis, evaluation of how the student's disability affects one or more of the major life activities and recommendations, psychological and/or emotion diagnostic tests, functional effects or limitations of the disability, and/or medications and recommendations to ameliorate the effects or limitations. The school may request additional documentation or testing as needed. Before obtaining medical documentation, please review the qualifications of professionals described on the Disability Accommodations and Resources webpage.
After the ADA Compliance Coordinator receives the Request Form and the required documentation, he/she (or his/her trained designee) will engage the student or applicant in an interactive process to determine what accommodations may be appropriate.
If the student or applicant is denied any requested accommodation, he/she may file a grievance using the Grievance Process below or he/she may file a complaint with the U.S. Department of Education's Office for Civil Rights or a similar state entity. The School will make appropriate arrangements to ensure that a person with a disability is provided other accommodations, if needed, to participate in this grievance process. The ADA Compliance Coordinator will be responsible for such arrangements.

Grievance Policy Relating to Complaints of Disability Discrimination

The School has adopted an internal grievance procedure providing for prompt and equitable resolution of complaints alleging any action prohibited by Section 504 and/or the ADA. Any person who believes she/he has been subjected to discrimination on the basis of disability, including disagreements regarding requested accommodations, may file a grievance with personnel:

Rebecca Jones
Vice President of Student Experience
+1 (888) 491-8686
rebeccajones@westcliff.edu

Grievances must be in writing, contain the name and address of the person filing it, state the problem or action alleged to be discriminatory, and the remedy or relief sought.
The School will investigate each complaint filed, and will not retaliate against anyone who files a grievance or cooperates in the investigation of a grievance. All reasonable efforts will be made to provide a written determination to the student or applicant within 30 days after its filing. If a written determination cannot be made within 30 days of the complaint's filing, the student will be advised and provided an update as to the status of the investigation. The student may also inquire as to the status of the investigation at reasonable intervals. Based on the results of the investigation, the School will take all appropriate actions to prevent any

recurrence of discrimination and/or to correct any discriminatory effects.
The availability and use of this grievance procedure does not prevent a person from filing a complaint of discrimination on the basis of disability with the U. S. Department of Education's Office for Civil Rights and/or a similar state agency.

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 database by city, county or ZIP code. This information provided here is intended to be in compliance with The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act and for campus safety purposes only. It should not be used to intimidate, threaten or harass. Misuse of this information may result in prosecution.

Department of Education (DOE), Office of Civil Rights (OCR) Complaints

If students want to learn more about their rights, or if they believe that a school district, college, or university is violating Federal law, they may contact:

The U.S. Department of Education (DOE), Office for Civil Rights (OCR), at +1 (800) 421-3481 or ocr@ed.gov. If they wish to fill out a complaint form online, they may do so at: http://www.ed.gov/ocr/complaintintro.html.

Jeanne Cleary Act Policies

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act is a federal statute requiring colleges and universities participating in federal financial aid programs to maintain and disclose campus crime statistics and security information. This includes amendments implemented with the Campus SaVE Act as pertains to the Violence Against Women Act (VAWA).

Additional information may be obtained from the U.S. Department of Education (DOE) Campus Safety and Security website at http://ope.ed.gov/security/. Crime statistics are reported to the Department of Education annually.

Transcript Requests

Transcripts are available from the date the student enrolls in their first term. To request transcripts, students must complete the Transcript Request Form online.

Student Records Policies

Confidentiality and Privacy Policy

Westcliff University is committed to maintaining the integrity and security of confidential and personally identifiable information (PII), and records created, received, maintained and/or stored by the university in the course of carrying out its educational objectives and mission. This policy addresses the obligations to secure confidential student records from unauthorized or unlawful disclosure. It is intended to reflect federal and state laws governing the privacy and confidentiality of records.

Family Educational Rights and Privacy Act (FERPA) of 1974

The university complies with all applicable laws and regulations relating to student privacy and rights pertaining to education records under the Family Education Rights and Privacy Act (FERPA) of 1974.

Eligibility

FERPA applies to any schools that receive funding from the Department of Education (DOE). When a student turns **18 years old (majority age) or**

attends an institution of postsecondary education at any age, they become an "eligible student," and all FERPA rights transfer from the parent to the student. For more information about parental rights under FERPA, visit this page on the DOE website. Additionally, Part B of the Individuals with Disabilities Education Act (IDEA) protects that confidentiality of personally identifiable information (PII).

Protected Records

FERPA is administered by the Student Privacy Policy Office (SPPO) in the Department of Education (DOE). **FERPA protects "education records,"** which are any records directly associated with the student and maintained by the educational agency or institution, or a party acting on behalf of the school (such as an employee or consultant). FERPA maintains certain exceptions to education records, such as law enforcement records; more information can be found on this page on the DOE website.

FERPA Rights, Protections, and Allowances

Eligible students are granted:

(1) ACCESS to Their Education Records

Students have the right to inspect and review their education records, and may do so by making an oral or written request to the school official responsible for the requested record. The official must respond within 45 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. Students may not have access to the confidential financial statement of parents or any information contained in such statements.

Students may waive their right to access confidential letters of recommendation that they seek for admission to any educational agency or institution for employment, or application for an honor or honorary recognition. Students must be notified of requests of all such individuals furnishing recommendations, and the letters must be solely for the stated purpose for which the student was notified and for which they waived their right of access. Such waivers may not be required as a condition for admission to, receipt of financial aid for, or receipt of any other services or benefits from such an agency or institution. Where any such records, files, or data contain information related to a third-party, the student is entitled to be informed of only the portion of that record as it pertains to them.

Each record-keeping unit of the school will establish procedures for accommodating requests for access to student records. An administrative charge not exceeding the actual cost to the school for providing access to a student is entitled to copy privilege regarding their records, files, and data at a reasonable administrative cost.

(2) AMENDMENT of Their Education Records

Eligible students have the right to an explanation of any information contained in their record, and to request amendments or corrections to their education records if they believe them to be inaccurate, misleading, or in violation of their privacy. While a school is not required to grant the request, it is required to consider the request and notify the student of the decision and the student's right to a hearing and—upon denial of the amendment—insertion of a statement in their record regarding the contested information. Eligible students may not amend substantive education records, such as academic or disciplinary records and FERPA may not require schools to make these amendments.

(3) DISCLOSURE of Their Education Records

Educational records of the student, or the contents thereof, are not released to the student, their parents, or any third party if the student remains in an unresolved academic issue or disciplinary matter. This limitation does not preclude students from having personal access to their records, merely from obtaining the release of the information.

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 school 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 school to disclose records of disciplinary violations concerning violations of state, federal, or local governing the use or possession of alcohol or controlled substances, which involve students who are under the age of 21. Disclosure of these types of disciplinary violations may be made to a parent or guardian regardless of

whether the student is a dependent. Accordingly, the school 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:

The parent or legal guardian inquiries about a specific university Code of Conduct violation which the student was accused of committing;

1. The student exhibits a repeated pattern of misconduct and has exhausted or failed to complete required program or other performance requirements;
2. The Code of Conduct violation constitutes a felony under state or federal law;
3. The student has been involved, or has involved others, in a potentially life-threatening situation;
4. 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
5. The school will not provide any information or documentation for any student or graduate who is delinquent in payment of tuition, fees or any other financial obligation incurred through the university. Westcliff University has the right to deny students to sit for final examinations, to have final examinations graded, or to register for the next term.
6. Documents and files (both electronic and hard copy) containing confidential information are to be accessed, used, and disclosed only with explicit authority and only based on need-to-know for the purpose of a job function, contract, volunteer or paid service to the school.
7. 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.
8. Upon conclusion of employment or service, or upon request of a supervisor, all originals and copies of confidential records, whether electronic or hardcopy, must be returned to the school and all further access to and use of such information relinquished.
9. Records must be maintained and disposed of according to the university's policy on Record Retention. The school 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.

Disclosure 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 they 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 school, all persons, agencies, or organizations desiring access to the records of a student shall be required to sign a written form, to be kept permanently with the file of the student, indicating specifically the legitimate educational or other interests in seeking this information. This form will be available solely to the student and to the university officer responsible for the record as a means of auditing the operation of the record system.

Disclosure to Other Educational Institutions

Disclosure of appropriate academic records may be made to officials of other educational institutions to which the student has applied and where he/she intends to enroll.

Disclosure Pursuant to Judicial Order

Information concerning a student shall be released if properly subpoenaed pursuant to a judicial, legislative, or administrative proceeding. Effort will be made to give advance notice to the student of such an order before compliance by the university.

Disclosure Pursuant to Requests for Financial Aid

Necessary academic and/or financial student records may be disclosed without the student's prior consent in connection with the student's application for, or receipt of, financial aid.

Disclosure to Federal and State Authorities

This policy shall not preclude access to student records by authorized federal and state officials in connection with the audit and evaluation of federally supported education programs or in connection with enforcement of federal and state legal requirements that relate to such programs. Except when collection of personally identifiable 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 school 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 and 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.

Exceptions to Prior Written Consent: Disclosure Without Consent

1. "School officials" of postsecondary institutions may access PII if they have a legitimate educational interest in the information. Additionally, the school's annual notification of rights under FERPA must include the criteria for "school officials" and "legitimate educational interests." The "school official" exception under FERPA also includes contractors, consultants, volunteers, or other third-party services outsourced by the school, provided that they:
    a. *Perform a function or service for which the school would otherwise use employees;*
    b. *Are under the direct control of the school regarding use and maintenance of education records;*
    c. *Are subject to FERPA requirements for the use and redisclosure of PII; and*
    d. *Meet the school's definitions for "school official" with "legitimate educational interest" that goes out in the annual report on FERPA rights.*
2. FERPA permits the disclosure of PII to another school where a student "seeks or intends to enroll," or where they are already enrolled—as long as the information is related to their enrollment or transfer. Disclosure without consent is permitted as long as reasonable attempts were made to notify the students, or if the annual notice of students rights related to FERPA contains a statement explaining that the school forwards PII related to enrollment or transfer to schools that request it. The disclosed records must be provided to the eligible students if requested and, if requested, the student must be provided a hearing and an opportunity to request amendment to the education records.
3. Westcliff University has the right to designate certain information as "directory information" for the purposes of alumni, business, and student directories, etc. Directory information includes the following:
    a. *Student name,*
    b. *Address,*
    c. *Email address,*
    d. *Telephone number,*
    e. *Date and place of birth,*
    f. *Concentration/field of study,*
    g. *Enrollment status,*
    h. *Class level,*
    i. *Dates of attendance,*

j. Degrees and awards received, and;
k. Most recent previous institution attended by the student

The University typically does not publish directory information, but will release information to certain third parties, such as prospective employers or other educational institutions. If any current Westcliff University student does not want such information disclosed under any circumstances, they must notify the Registrar's Office in writing of the specific information not to be released.

Violations of this policy are 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.

For more information about the rights, protections, and allowances regarding student records, please reference the United States Department of Education (DOE)'s An Eligible Student Guide to the Family Educational Rights and Privacy Act (FERPA).

Buckley Amendment

A student's academic records, grades, and personal information, as in compliance with the Buckley Amendment (Public Law 93-380, Section 438) may not be provided to third parties without his/her written consent. Permission must be given by the student in order for the information in his/her file to be used as reference checks for credit or employment evaluation by third parties, and the student must file with the University Registrar a declaration to this effect that will be kept in the student's file. The provision to release financial data or related information to authorized state and/or federal agencies is not a violation of the Buckley Amendment.

Records Retention Policy

Definitions and Classifications

"Records" shall refer to all records, maps, books, papers, data processing output, and documents required by Title 5 to be retained, including but not limited to records created originally by computer and "electronically stored information" (ESI). Records shall annually be reviewed to determine whether they should be classified as defined in Title 5.

Class 1 - Permanent

The original or one exact copy, unless microfilmed or otherwise permanently electronically stored, shall be retained indefinitely:

- Annual reports;
- Official budget;
- Financial report of all funds;
- Audit of all funds;
- Official Actions (such as Board Minutes, labor or legal settlement agreements, etc.);
- Minutes of the Board of Trustees, including the text of a rule, regulation, policy, or resolution not set forth verbatim in the minutes but included there in reference only;
- Elections, including the call, if any, for the result (but not including detail documents, such as ballots) of an election called, conducted, or canvassed by the Board of Trustees for a Board member;
- Records transmitted by another agency that pertain to that agency's action with respect to the University's reorganization;
- Personnel records of employees;
- All detailed records relating to employment, assignment, employee evaluations, amounts and dates of service rendered, termination or dismissal of an employee in any position, sick leave record, rate of compensation, salaries or wages paid, deductions or withholdings made and the person or agency to whom such amounts were paid;
- Student records: The application, enrollment, and academic records for all students will be retained and stored through secure methods to ensure an accurate accounting of all students' academic work. Related financial aid documents will also be retained pursuant to federal and State regulations;
- All records pertaining to any accident or injury involving a student for which a claim for damages has been filed as required by law, including any policy of liability insurance relating thereto, except that these records cease to be Class 1 - Permanent records one year after the

claim has been settled or after the applicable statute of limitations has expired;
- Purchasing Records: Requisitions, contracts, purchase orders, and bids;
- Property Records: The records for capital projects including Bid Conditions (advertised), Capital Outlay Bids (successful bidder), Notice of Completion (certified by the County Assessor's Office), Construction Change Orders, and Lease Agreements; and
- Property Records: All detailed records relating to land, buildings, and equipment. In lieu of such detail records, a complete property ledger may be classified as Class 1 - Permanent, and the detail records may then be classified as Class 3 - Disposable, if the property ledger includes:
  - *all fixed assets;*
  - *an equipment inventory; and*
  - *for each unit of property, the date of acquisition or augmentation, the person from whom acquired, an adequate description or identification, and the amount paid, and comparable data if the unit is disposed of by sale, loss, or otherwise.*

Class 2 - Optional

Class 2 - Optional records are not required by law to be retained permanently until classified as **Class 3 - Disposable**.

If the University President/CEO, or other designee, determines that classification should not be made by the time specified in Section 59022, all records of the prior year may be classified as Class 2 - Optional, pending further review and classification within one year.

Class 3 - Disposable (Records shall not be destroyed until the third year after it has been classified as Class 3 - Disposable) including, but not limited to, detail records relating to:
- *records basic to audit, including those relating to attendance, average daily attendance, or a business or financial transaction (purchase orders, invoices, warrants, ledger sheets, canceled checks and stubs, student body and cafeteria fund records, etc.) and detail records used in the preparation of any other report; and*
- *period reports, such as daily, weekly, and monthly reports, bulletins, and instructions.*

Class 3 - Disposable

Class 3 - Disposable records shall be maintained for the period required by applicable law or regulation, but in any event shall be retained for at least three university years after the year in which they were originally created. These documents include, but are not limited to:
- *Accounts payable payment packages and related documents;*
- *Journal vouchers;*
- *Accounts receivable documents;*
- *Deposits, bank reconciliations, and canceled checks;*
- *District invoices;*
- *Payroll timesheets;*
- *Debit/Credit card Payment reports;*
- *HR employment applications and recruitment files;*
- *Federal and State categorical programs and grants - financial and program records for programs; and*
- *Financial Aid financial records*

Destruction

Destruction is by any method that assures the record is permanently destroyed, e.g. shredding and burning.

Retention

Please visit this link to find the retention schedule for Class 1, 2, and 3 records.

Attendance Policy

Students are expected to attend all class meetings, submit all assignments, and participate in all online or face-to-face discussions and activities. These are essential components of the educational experience. Students must engage in at least one academically-related activity during the first two weeks of a session to secure their seats in each class. Academic engagement includes, but is not limited to: the submission, or updating of, assignments, completion of a course activity, submission of a discussion post or response, or attempting or completion of a quiz. Ongoing engagement throughout classes is critical for student success. Students who qualify for financial aid are required to engage in at least one academically-related activity during any 14-day period or risk being withdrawn from the class, affecting their enrollment with the university. Campus-based students are expected to attend every onsite class meeting and online students are expected to attend every virtual class meeting. In the event of an absence from a class meeting, the student has the responsibility to notify their professor of the reason for the absence. Students who are absent from a class meeting are responsible for completing any missed work and seeking makeup

opportunities that may be available for the missed class meeting.

Changes to Registration

Schedule Adjustment Period (Add/Drop Deadline)

The deadline for a student to adjust their schedule by adding or dropping a course is 5:00 p.m. on the Monday of the second week of instruction (Tuesday if Monday is a holiday). To add or drop a course, the student must submit the Add/Drop Form prior to the deadline. Courses dropped by this deadline do not appear on a student's transcript or registration and are not considered as a "Course Attempted." Courses dropped after this deadline are considered a "Course Withdrawal." If a student misses a class due to a schedule adjustment during the add/drop period, this constitutes an absence.

Withdrawal Deadlines

Students may choose to withdraw from a course in which they are enrolled by completing the Course Withdrawal Request Form. A grade of "W" is assigned to a student who officially withdraws within the first 75% of the course after the Schedule Adjustment Period. In an eight-week course, the deadline for a student to withdraw is the last day of the sixth week of instruction. In a sixteen week course, the deadline for a student to withdraw is the last day of the twelfth week of instruction. After the official withdrawal deadline, students are no longer eligible for a "W." Absence from class does not constitute an official withdrawal.

Appeal Procedure

Students may request an Attendance Appeal via their Student Services Advisor (SSA) if they believe a decision regarding an attendance mark to be unjust, incorrect, or worthy of special consideration. The Student Services Advisor will discuss the student's options and if appropriate, provide the student with the Attendance Appeal Form. Students must submit the appeal request no more than three (3) business days after the email receipt.
To receive consideration, the appeal must be submitted on the deadline specified above, requests are required to include the submission of relevant supporting documentation to support and demonstrate any mitigating circumstances.

Virtual Class Session Assignment (VCSA) Policy

Credit for Participation in a Virtual Class Session (VCS)

Students who attend online classes earn credit for participation by attending each class as a Virtual Class Session (VCS). For those unable to attend the live VCS, credit for participation may also be earned by viewing the recording of the VCS and writing and submitting a Virtual Class Session Assignment (VCSA). To earn participation credit, students must submit the VCSA on the Global Academic Portal (GAP) before the next live class session or, no more than one calendar week after the date of the original VCS recording, whichever is less. Students may not submit VCSAs for more than 25% of their class meetings per course without prior program chair approval.

For example, if the class meets on Mondays at 6:30 p.m. Pacific Time, the VCSA must be submitted before 6:29 p.m. the following Monday.

Week 8/Week 16 Deadline for VCSAs

VCSAs must be submitted by 11:59 p.m. on Sunday of the last week of the session.

Leave of Absence Policy

Policy

Westcliff University recognizes that a student may be compelled to interrupt their enrollment and take a temporary break from their studies, which is recognized as a Leave of Absence (LOA). While on an LOA, students are not enrolled in any courses and have no academic or financial obligations to the university. LOAs must be approved by the Office of the Registrar. Students may take one LOA per academic year, and LOA applications are reviewed once per semester. Students may not be on break from their program for longer than 180 consecutive days.
Students must be mindful of the impact that a leave of absence may have on their eligibility and timely completion of their program. Students receiving Title IV funds should consult their Financial Aid Officer prior to applying for an LOA. Students attending on an F-1 or J-1 visa should speak to their International Student Advisor or a Designated School Official (DSO) at the university. All students should consult

with their Student Services Advisor (SSA) to determine the impact an LOA has on their adherence to the Satisfactory Academic Progress (SAP) Policy.

Students Who Take an LOA

Course Completion

A student is expected to complete all courses in their current semester before taking an LOA. Students resume their program following an approved LOA. Should a student need to take an LOA prior to the end of a semester, students are withdrawn from their program with a "W" grade for their current classes. Students with qualifying extenuating circumstances may instead receive an Incomplete, or "I", grade and are able to complete their work and earn a grade for the course within an approved timeframe.

Returning from Leave

Students enrolled in an academic program who take an LOA are not required to apply for readmission upon their return. If a student believes they are unable to return following their LOA, they must extend their LOA (for a maximum of one session) or withdraw from their program. Students should speak to their SSA about the best option for their situation. F-1 students should consult with their International Student Advisor to determine eligibility status. Students eligible for federal financial aid should consult with their Financial Aid Advisor.

Alternatives to an LOA

Session Break

Students seeking to take a portion of a semester off may choose a session break. While on a session break, students remain in an enrolled status yet they have no classes during one of the two sessions that make up a semester. Students may not take back-to-back session breaks, though they may use a session break to extend an LOA.

Approved Summer Vacation (Undergraduates only)

Students enrolled in an undergraduate program are defaulted to vacation status during the Summer semester. Students may opt to remain enrolled during this time and take classes. Students must notify their advisor and sign up for classes prior to the add/drop deadline in order to be enrolled for the Summer semester. Students who choose to take classes during only one of the two sessions are placed in vacation status during the session they are not taking classes.

Reduced Course Load

Full-time students may reduce their course load to below full-time requirements and maintain enrollment in the program. F-1 students who are approved for an annual vacation may take a reduced course load during this time and maintain eligibility for curricular practical training (CPT). Title IV students should consult with their Financial Aid Advisor regarding the impact of a reduced course load on their financial plan.

Special Circumstance LOAs

Medical Reasons

Students on an LOA for medical reasons may take up to one year of LOA based on their supporting documentation provided to the university (i.e. medical verification or a letter from a doctor indicating a disability or medical issue, including one as a result of an illness or accident).

Military and Armed Forces

Students on an LOA for military leave may take up to one year for LOA based on a copy of their military orders provided to the university.

Academic Probation

Students on academic probation may not take an LOA unless they are doing so based on medical reasons or military leave as noted above. The time spent on an approved LOA under these circumstances does not factor into a student's satisfactory academic progress.

Doctoral Students in Dissertation Phase

Doctoral students who have completed all of their coursework and advanced to the dissertation phase of their program may petition for a single LOA of no more than one semester (excluding special circumstances), and approval of LOAs during this phase of a doctoral program are only awarded following the successful completion of the first course in the dissertation phase. Students on LOA during the dissertation phase of their doctoral program are still bound by university requirements for conducting research and may be held accountable for operating beyond these requirements.

Procedure to Submit an LOA Request

LOA Request

Students planning to submit an LOA request should contact their SSA first. Academic Advisors review all options with students to inform them of the requirements and ramifications of taking an LOA as well as the conditions under which they would resume their studies upon their return.
Students may apply for an LOA by submitting the Leave of Absence Request form, which they request from their SSA. The deadline for all LOA requests is the add/drop deadline (Monday of Week 2) of the semester. A student may return from an LOA early and resume enrollment in the next available session's enrollment period by submitting a Change in Schedule Request form.
Upon failing to return from an LOA or communicate the circumstances to the university, students are dismissed from the university. If the student wishes to return after that, they are required to submit a Readmission Application.

SMART Capstone Deadline

Students enrolled in the SMART capstone during a semester they would like to request an LOA must submit their request four weeks prior to the semester/session start.

Copyright Infringement Policy

Introduction

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement. The Higher Education Opportunity Act of 2008 (HEOA) includes provisions that are designed to reduce the illegal uploading and downloading of copyrighted material through peer-to-peer (P2P) file sharing. These provisions include requirements that:

1. Institutions certify to the Secretary of Education that they have developed plans to "effectively combat" the unauthorized distribution of copyrighted material
2. Institutions make an annual disclosure that informs students that the illegal distribution of copyrighted materials may subject them to criminal and civil penalties and describes the steps that institutions will take to detect and punish illegal distribution of copyrighted materials
3. Institutions publicize alternatives to illegal file sharing
4. This section outlines Westcliff University's compliance with these requirements.

Plans to "Effectively Combat" the Unauthorized Distribution of Copyrighted Material

Westcliff University responds promptly to legitimate notices or letters of illegal copyright infringement based on the requirements of the Digital Millennium Copyright Act and directs both our Information Technology and Compliance departments to investigate and respond.

Sanctions

Westcliff University will cooperate fully with any investigation by public authorities related to illegally downloaded copyrighted information. Students found guilty will be subject to the full extent of fines and penalties imposed, as well as facing automatic loss of Westcliff network access, and possible suspension.
Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than $750.00 USD and not more than $30,000.00 USD per work infringed.
For "willful" infringement, a court may award up to $150,000.00 USD per work infringed. A court can, in its discretion, also assess costs and attorney fees. For details, see Title 17, United States Code, Sections 504, 505. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to $250,000.00 USD per offense. For more information, please see the Web site of the U.S. Copyright Office at www.copyright.gov, especially their FAQs at www.copyright.gov/help/faq.

Maintenance of this Plan

Westcliff University will review this plan each year to ensure 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.

Non-Academic Dismissal Policy

Non-academic dismissal is dismissal from the University for non-academic reasons with the ability to apply for re-admittance.
Expulsion is dismissal from the University without the ability to apply for re-admittance.
Any student dismissed or expelled for disciplinary reasons must vacate the campus within the period of time noted in the notice of expulsion (typically immediately). The student may not return to campus or University property without prior written permission by the Conduct Officer or designee. Failure to comply with this request will constitute criminal trespass.

Withholding of Diploma & Revocation of Degree

The University may withhold a student's diploma for a specified period of time and/or deny a student participation in commencement activities if the student has a complaint pending or as a sanction if the student is found responsible for an alleged violation.
The University reserves the right to revoke a degree awarded from the University for fraud, misrepresentation, or other violation of University policies, procedures or directives in obtaining the degree, or for other serious violations committed by a student prior to graduation.

Summary of Violations and Dismissal Policy

1. Violation of academic integrity, including and not limited to, cheating, fabrication, and/or plagiarism.
2. Attempting or committing an act of discrimination, physical violence, sexual harassment, sexual assault, or stalking of a person.
3. Malicious destruction, damage, or theft of personal or University property, including incidents of arson, vandalism, larceny, burglary, breaking and entering, robbery, or embezzlement.
4. 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.
5. 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.
6. 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.
7. Possession or use of firearms, air guns, explosive devices, or materials of any description, or deadly weapons, in violation of civil laws and ordinances.
8. Unlawful possession, use, or distribution of marijuana, narcotics, hallucinogens, barbiturates, amphetamines, prescription drugs, or any other illegal substance.
9. Possession, use, or distribution of beer, wine, or intoxicating liquor.
10. Gambling.
11. Tampering with or misuse of fire alarms, fire-fighting equipment, and/or security equipment of any kind.
12. 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.
13. Conduct not herein above specifically listed which is classified as a felony under the provisions of the California Revised Code or Federal Statutes.
14. Refusal to comply with lawful directions of University officials acting in the performance of their duties.
15. *Attempting or committing an act of discrimination, physical violence, sexual harassment, sexual assault, or stalking.*

Violation of any part of the Student Code of Conduct may result in the immediate dismissal of a student. The offenses on the part of a student, when committed on University owned or controlled property or against such property, or a University event off campus, or when the offense is against a fellow student or other member of the University family or it's invited guests, are considered to be of a nature, depending on the circumstances of the particular case, as to warrant disciplinary action up to the possible level of temporary suspension or permanent dismissal.

Students found in violation of any policies herein described will be considered for dismissal from the University. 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. Dismissal or expulsion from the University for any reason may result in the loss of private, state, or federal financial aid. Federal aid includes Federal Pell and FSEOG Grants, Federal Work-study, Federal Perkins Loan, Federal Stafford Loans, Federal PLUS Loans, Graduate PLUS Loans, and other financial assistance. The Office of Financial Aid will report the dismissal to the appropriate funding agency.

Non-Academic Grievance Policy and Procedure

Non-Academic-Grievance Policy

Students have the right to address grievances with Westcliff University (the "University"). There are several ways to do so, depending on the situation. In the event a student has a specific grievance, complaint or dispute regarding the decisions, judgments, or procedures promulgated by the University, that student has the right to pursue a resolution through the resolution procedure. Students should first address their concern directly and politely with the individual involved (e.g., advisor, professor, staff member, coach, etc.). If a satisfactory resolution is not reached after discussions with the individual, or if it is impracticable to address the concern with the individual, the student should contact the director of the individual's department to attempt to resolve the concern. If the student's concern remains unresolved, they should submit a Resolution Request Form.

Non-Academic Grievance Procedure

1. **Notification**: The student may notify the relevant administrative staff member, faculty, or administrator by email no later than fifteen (15) days after the alleged occurrence. In this correspondence, the student is to state the basis for the grievance, the details associated therewith, and the remedy which the student seeks.
2. **Response**: The person who receives such notification from a student, as described in Step 1, is to review the grievance and direct them to the appropriate department or personnel. A written decision is expected within fifteen (15) days, or if under Title IX, ninety (90) days of receipt of the grievance, complaint, or dispute. Under extenuating circumstances, an extension may apply and will be communicated to the student.
3. **Appeal**: If the desired student resolution is denied or the university representative fails to respond within the time allotted to find a solution (15 days), then the student has the right to submit a written appeal. This appeal must be sent to the department head associated with the student's complaint. The head of the department will have fifteen (15) days (after the appeal is received) to make their final decision.
4. **Appeal Review**: The person receiving the appeal by the student is to review the grievance, complaint or dispute and provide a decision within fifteen (15) days of the receipt of the appeal from the student. If the student fails to submit the appeal in a timely manner as described in Step 3, the student must then accept the decision which was provided in the manner described in Step 2.
5. **Final Decision**: If the remedy sought is denied or if the relevant representative of the University does not respond within fifteen (15) days after the Step 3 appeal is duly submitted, the student may appeal to the Dean of Student Affairs, who will convene a special committee to investigate the matter and provide a decision within fifteen (15) days of receipt of this appeal. The Committee's decision, under the auspices of the

Dean of Student Affairs, 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.

State Contact for Student Complaints

A student, or any member of the public, may file a complaint about this institution with the Bureau for Private Postsecondary Education (BPPE). BPPE can be contacted by calling +1 (888) 370-7589 toll-free, or by completing a complaint form. Consumers may obtain a digital or downloadable complaint form at the Bureau's website at https://www.bppe.ca.gov/enforcement/complaint.shtml.

Their mailing address is as follows:

Bureau for Private Postsecondary Education
P.O. Box 980818
West Sacramento, CA 95798-0818

Campus Safety Policy

Westcliff University maintains the Crisis Management Plan (CMP) in order to ensure the safety and protection of all Westcliff University stakeholders. The Crisis Management Plan is developed to have protocols set in place in case of a natural disaster or unforeseeable emergency. The CMP is reviewed and updated manually by the Director of Strategic Initiatives. The CMP plan assigns roles and duties to specific staff members who have been trained to respond in emergency situations. Offices and classrooms are equipped with evaluation maps and emergency protocol infographics to provide instructions on what to do during an emergency.
Annual training is scheduled every Fall to prepare for California's Great American Shakeout.

Emergency Action & Disaster Recovery Plan

The safety of all members of the University Community is of the utmost importance. Safety procedures including fire drills, evacuation of buildings for bomb threats/active shooters, and other emergency assistance situations may be practiced. Flammable liquids, fireworks, weapons, open as well as charcoal fires, candles, incense burners, and torchiere style halogen lamps are prohibited. Local, state and federal regulations and codes are followed.
For more information regarding the Westcliff University Emergency Action Plan and Disaster Recovery Plans, please contact the university Operations Department.

Emergency Action Plan

The Westcliff University Emergency Action Plan (EAP) diagrams the emergency response and recovery procedures for any emergencies that may be reasonably expected to occur at the Irvine Campus. The plan defines and describes the emergency situations and actions possible for our geographical location. It details a variety of specific emergency plans, including the assignment of roles, training, and implementation. This plan complies with the Occupational Safety and Health Administration's (OSHA) Emergency Action Plan Standard [29 CFR 1910.38] and is designed to prepare staff, faculty, and students for effectively dealing with various emergency situations.

Disaster Recovery Plan

Westcliff University Disaster Recovery Plan for the Continuity of Business provides specific details on the plans for and infrastructure critical to the operation of the University following any natural or human-induced disaster. All information stored by staff, faculty, students, or administrators on university-owned computers are backed up off-site daily using DropBox.

Housing

Westcliff University understands that finding suitable living accommodation is essential to your happy, successful university experience. The university does not provide housing or dormitories but, instead, encourages you to explore the range of off-campus options available locally. You are completely free to find and choose living arrangements that best suit your needs and preferences.

As a convenience to you, the university may suggest possible sources of housing, such as those listed below. But your choice is solely your decision. By continuing your enrollment at Westcliff, you accept that the university has no responsibility for conditions, safety, management, and all other aspects of your living accommodations and relationships.

All housing possibilities below and others listed on the university website are unaffiliated with Westcliff and are provided solely to help your search.

Apartments

A source used by many Westcliff students who prefer apartment living is REXidence Residential Services, which operates and manages nearby student housing. RexHousing Applications are accessible at housing@rexidence.com. REXidence handles leasing, apartment placement, applications, billing, payment plans, etc., and provides information about availability and placement.

***Price Range**: $1,343 - $3,591 (USD) per month*

Homestay

With a homestay agreement, students live with a local family, experience an American lifestyle, and have the opportunity to practice their English skills daily. Homestay arrangements allow students to expand their cultural and educational experiences, and gain exposure to American families of various racial, ethnic, and socioeconomic backgrounds. Homestay housing arrangements are not all the same. Choices include having a private room or a shared room with another student, and eating some or all meals with the host family or taking care of all of one's own meals. Prices vary.

Homestays require a 4-week window to process applications and find an appropriate host family. Applications requiring accommodations in less than 4-weeks time are subject to rushed application fees.

The following homestay arrangements are available:

Homestay Match
Email: emerson@homestaymatch.com
Website: https://homestaymatch.com/
Price Range: $900 - $1,200 (USD) per semester

Universal Student Housing
Phone: +1 (310) 824-4908
Email: contact@usaish.com
Website: https://www.ushstudent.com/
Price Range: $950 per month - $5,750 (USD) per semester

Student Room Stay
Phone: +1 (833) 766-6789
Email: support@studentroomstay.com
Website: https://studentroomstay.com/
Price Range: $350 per week - $1,300 (USD) per month

Roommate Search

Diggz is a free roommate finder that connects students to like-minded prospective roommates with similar lifestyle attributes and preferences with the help of their proprietary algorithm. Students can find rooms for rent, roommates to fill an empty room, or partner up with someone to find a new place. They can visit Diggz at https://www.diggz.co/search-city/los-angeles to find roommates near Irvine and Westcliff University.
Price Range: $250 - $1,500 (USD) per semester

Independent Apartment Search

For students who wish to look for their own apartment, they may get their search started with the attached Alternative Housing Locations.
Approximate Price Range: $1,740 (studio) - $2,935 (3 bedrooms) (USD) per month

Student Services

Resolution Center

The Westcliff University Resolution Center (RC) provides students with access to fair and reliable resolution services. Students have the right to address grievances/file complaints with or within the university, and Student Services is here to assist in finding mutually satisfactory solutions. The RC supports students and the respondents to their resolution requests through prompt and objective investigations while ensuring they have access to the university's support resources. Students may submit requests regarding their concerns through the Resolution Center. Students are not subjected to retaliation or reprisal for submitting resolution requests to the Resolution Center.

Additional Questions

Any additional questions and/or concerns may be addressed by contacting Westcliff University through the Westcliff Services Portal.

Academic Counseling

Academic guidance is considered a fundamental educational tool of Westcliff University. Through counseling, students are able to improve their educational experience. Academic advice and counseling through the Student Affairs Department is regularly available, by appointment, on the school premises to all students, as well as online via Zoom.

Academic Resource Center (ARC)

The Academic Resource Center (ARC) provides suitable study and research spaces for our students and instructors and is equipped with computers and computer terminals.

Commencement Ceremony

"Commencement" is a celebration of graduation from an academic degree or certificate program—voluntary on the part of students—and is a privilege to attend. Traditional Commencement and Honors ceremonies for Westcliff University students who complete their certificate or degree programs are scheduled annually. For any questions related to commencement, please reach out to Westcliff University Commencement.

Library & Digital Resources Center

Westcliff University students gain access to a virtual library. The Library & Digital Resources Center database collection includes more than 80 million scholarly journals, articles, periodicals, books, encyclopedias, newspapers, magazines, and audio and video clips. Students are encouraged to utilize the resources in the Library & Digital Resources Center in their research for university courses. To access the Library & Digital Resources Center, students must log into their Global Academic Portal (GAP) account at https://gap.westcliff.edu/ and click on the Library & Digital Resources Center logo on the right side of the screen. Students may contact the Library & Digital Resources Center Coordinator at library@westcliff.edu.

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 groups for all courses where requested by students.

Workshops

Westcliff University offers educational workshops to augment the students' learning experience. Workshops generally consist of mini presentations and/or group discussions. Some of our more popular workshop requests include: study skills, exam-taking techniques, and time management. Workshops serve to complement the classroom education and to broaden the students' range of skills and training. These are presented both for those taking on campus courses and through webinars for those taking only online courses.

Additional Resources

Please visit the Westcliff University website to learn more about our Innovation Hub and other student resources.

Alumni Affairs & Career Services Center

At Westcliff University, the Alumni Affairs & Career Services Center invites students and alumni to explore resources designed expressly for them to maximize their professional potential. The university's team of trained advisors helps them navigate the professional landscape in their chosen fields and aligns their academic, experiential learning with their career goals, visions and brands. Alumni Affairs & Career Services collaborates with college, community and corporate leaders to provide a network of employer partners who look forward to engaging with students and alumni. In Alumni Affairs & Career Services, the goal is to take career aspirations, firmly rooted in academic excellence, and design a meaningful path for professional success.

Alumni Affairs & Career Services maintains a growing network of potential employers, faculty, and alumni to provide students opportunities to create personal connections with established professionals and gain increased access and insight into their chosen industries.

For general inquiries, students and alumni may reach out to:

Alumni Affairs & Career Services
Telephone: +1 (949) 825-5999
Email: wucareerservices@westcliff.edu

Or, individuals may reach out to:

Director of Alumni Affairs & Career Services: Amy DiBello
Telephone: +1 (949) 825-5999 Ext. 5292
Email: amydibello@westcliff.edu

Career Services

All students are assigned a designated career advisor to provide the following support services:

- *Career Exploration*
- *Job and Internship Search*
- *Résumé Tips and Templates*
- *Cover Letters*
- *Personal Branding*
- *Interviews*
- *LinkedIn*

Career Services advisors connect qualified student and alumni candidates with available job openings in alignment with their skills, credentials, and career goals. While Westcliff University does not guarantee college graduate employment, advisors go above and beyond to enhance student opportunities for employment within its large network of employment partners.

Students gain access to Career Services and its resources through:

1. 1:1 sessions with their assigned Career Services Advisor
2. Membership to the exclusive Westcliff University Career Services Group on LinkedIn
3. Automatic enrollment into the international portal known as Interstride, where international and domestic students and alumni can network with each other and employers, search for jobs and internships and find immigration support and resources.
4. Frequent career readiness events, including
   a. *Career fairs*
   b. *Networking and recruitment events*
   c. *Résumé, social media and branding workshops*
   d. *Guest speaker events*
5. Bi-weekly newsletters that include:
   a. *Notices of new employment opportunities*
   b. *Notices of new employer partnerships*
   c. *Employer, alumni and student spotlights*
   d. *Useful tips for job seekers*
6. Graduation exit interviews to:
   a. *Discuss career goals and objectives*
   b. *Address any employment barriers*
   c. *Provide feedback for improvement*
7. Continued engagement in the Alumni Association

Alumni Association

Westcliff University Alumni are invited and encouraged to participate in the Alumni Association to network and foster long lasting professional relationships with students, alumni and employers. Through Interstride, Alumni are able to maintain communication with the university, take advantage of career opportunities, discounts, and other benefits, including leadership development. Alumni may also continue to use the digital library database. All Westcliff University alumni retain permanent access to the Westcliff University Career Services department, Interstride and the Alumni Association following graduation.

Placement Services

Westcliff University does not have a direct placement service, but collaborates with employer partners to seek out and create opportunities for students and graduates to apply for internships and jobs.

STEM Designation Policy

Westcliff University values the impact of Science, Technology, Engineering, and Mathematics (STEM) on the futures of its graduates in the modern workforce. STEM-designated courses and programs integrate STEM concepts into assignments and overall curriculum, ensuring a comprehensive learning experience that aligns with STEM-integrated principles. Detailed information about the designation at the course and program levels is listed below.

STEM Designation

Courses

Courses receive a STEM designation when their course learning outcomes (CLOs) align with one or more of the four STEM disciplines: science, technology, engineering, and/or mathematics. The CLOs are framed in language that emphasizes STEM disciplines, and the assignments within the course are designed to assess students' proficiency in demonstrating mastery at the appropriate level.

Programs

Programs receive a STEM designation when they incorporate concepts from one or more STEM disciplines into their program learning outcomes (PLOs) and when a significant portion of the program's courses are designated as STEM courses. The PLOs within a STEM-designated program emphasize the critical role of mastering one or more STEM disciplines to successfully complete the program. STEM courses are distributed throughout STEM programs and the achievement of outcomes associated with these courses is integrated into the final capstone project, serving as a comprehensive assessment of student learning. STEM designations can apply to the entire degree or to specific degree concentrations, based on the aforementioned criteria.

STEM designations are determined by the Dean of the college responsible for the program, or a designated representative, in collaboration with faculty who are subject matter experts (SMEs) in the relevant discipline. Courses and programs with this designation are clearly identified in the University Catalog and Student Handbook. This ensures recognition of STEM-focused offerings.

Occupational Classifications

Upon completion of a degree or certificate program, graduates have been prepared for careers that align with the following **Classification of Instructional Programs (CIP)** designations, per the United States Department of Labor's standards:

Degree/Certificate Program	Concentrations	CIP Code (2020)	STEM Qualified	CIP Title
College of Business (COB)				
Bachelor of Business Administration (BBA)	—	52.0201	No	Business Administration and Management, General
	Digital Marketing	09.0702	Yes	Digital Communication and Media / Multimedia
	Entrepreneurship	52.0701	No	Entrepreneurship / Entrepreneurial Studies
	Finance	52.0801	No	Finance, General
	Human Resources	52.1001	No	Human Resources Management / Personnel Administration, General
	Information Technology (IT)	11.0103	Yes	Information Technology
	Information Technology Project Management (ITPM)	11.1005	Yes	Information Technology Project Management
	Sports Management	31.0504	No	Sport and Fitness Administration / Management
	AR/VR Mobile Game Development	11.0804	Yes	Modeling, Virtual Environments and Simulations
	Cloud Computing	11.0901	Yes	Computer Systems Networking and Telecommunications
	Cybersecurity	11.1003	Yes	Computer and Information Systems Security
	Web Development	11.0801	Yes	Web Page, Digital / Multimedia and Information Resources Design

Undergraduate Certificate in Business Administration		52.0201	No	Business Administration and Management, General
Undergraduate Certificate in Digital Marketing		09.0702	Yes	Digital Communication and Media / Multimedia
Undergraduate Certificate in Entrepreneurship		52.0701	No	Entrepreneurship / Entrepreneurial Studies
Undergraduate Certificate in Finance		52.0801	No	Finance, General
Undergraduate Certificate in Human Resources		52.1001	No	Human Resources Management / Personnel Administration, General
Undergraduate Certificate in Leadership		52.0213	No	Organizational Leadership
Undergraduate Certificate in Sports Management		31.0504	No	Sport and Fitness Administration / Management
Master of Business Administration (MBA)	—	52.0201	No	Business Administration and Management, General
	Applied AI in Business	11.0102	Yes	Artificial Intelligence
	Applied Psychology	42.2813	No	Applied Psychology
	Cybersecurity	11.1003	Yes	Computer and Information Systems Security
	Business Analytics	30.7101	Yes	Data Analytics, General
	Digital and Strategic Marketing	09.0702	Yes	Digital Communication and Media / Multimedia
	Entrepreneurship	52.0701	No	Entrepreneurship / Entrepreneurial Studies

	Financial Management	52.0801	No	Finance, General
	Global Business	52.1101	No	International Business Trade / Commerce
	Healthcare Administration	51.0701	No	Health / Health Care Administration / Management
	Hospitality and Tourism Management	52.0901	No	Hospitality Administration/Management, General
	Information Technology Management (ITM)	11.0103	Yes	Information Technology
	Information Technology Project Management (ITPM)	11.1005	Yes	Information Technology Project Management
	Organizational Management	52.0206	No	Non-Profit / Public / Organizational Management
	Strategic and Innovative Leadership	52.0201	No	Business Administration and Management, General
	Web Development & Design	11.0801	Yes	Web Page, Digital/Multimedia and Information Resources Design
Juris Doctor / Master of Business Administration (JD/MBA)	**Approaches**: *3.5-Year Accelerated 4-Year Focused*	JD: 22.0101 MBA: 52.0201	No	Law (LL. B., J.D.) / Business Administration and Management, General
Master's in Trading (MIT)		52.1101	No	International Business/Trade/Commerce.
Graduate Certificate in Business Administration		52.0201	No	Business Administration and Management, General
Graduate Certificate in Executive Management		52.0299	No	Business Administration, Management and Operations, Other

Graduate Certificate in Marketing		52.1401	No	Marketing/Marketing Management, General
Graduate Certificate in Organizational Leadership		52.0213	No	Organizational Leadership
Doctor of Business Administration (DBA)	—	52.0201	No	Business Administration and Management, General
	Cybersecurity	11.1003	Yes	Computer and Information Systems Security
	Applied Computer Science (ACS)	11.0101	Yes	Computer and Information Sciences, General
	Business Intelligence & Data Analytics (BIDA)	52.1301	Yes	Management Science
	Information Technology Management (ITM)	11.1005	Yes	Information Technology Project Management
	Strategic Leadership for the 21st Century	52.0213	No	Organizational Leadership
	Web Development & Applications Management	11.0801	Yes	Web Page, Digital / Multimedia and Information Resources Design
Doctoral Certificate in Applied Computer Science (ACS)		11.0101	Yes	Computer and Information Sciences
Doctoral Certificate in Business Administration		52.0201	No	Business Administration and Management, General
Doctoral Certificate in Business Intelligence and Data Analytics (BIDA)		30.7101	Yes	Data Analytics
Doctoral Certificate in Information Technology Management (ITM)		11.1005	Yes	Information Technology Project Management

Doctoral Certificate in Strategic Leadership for the 21st Century		52.0213	No	Organizational Leadership
College of Education (COE)				
Bachelor of Arts in Education (BAEd)	—	13.0101	No	Education, General
	Teaching English to Speakers of Other Languages (TESOL)	13.1401	No	Teaching English as a Second or Foreign Language / ESL
	Early Childhood Education (ECE) - Administration	13.0414	No	Early Childhood Program Administration
	Early Childhood Education (ECE) - Teaching Preparation	13.1210	No	Early Childhood Education and Teaching
	Educational Technology (EdTech)	13.0501	Yes	Educational / Instructional Technology
Undergraduate Certificate in Early Childhood Education (ECE)—Administration		13.0414	No	Early Childhood Program Administration
Undergraduate Certificate in Early Childhood Education (ECE)—Teaching		13.1210	No	Early Childhood Education and Teaching
Undergraduate Certificate in Educational Technology (EdTech)		13.0501	Yes	Educational / Instructional Technology
Undergraduate Certificate in Teaching English to Speakers of Other Languages (TESOL)		13.1401	No	Teaching English as a Second or Foreign Language / ESL Language Instructor
Undergraduate Communications (Pathway)*		32.0109	No	Second Language Learning
English As an Additional Language		32.0109	No	Second Language Learning

(EAL/ESL) - REAL Certificate				
Certificate in Teaching English to Speakers of Other Languages		13.1401	No	Teaching English as a Second or Foreign Language / ESL Language Instructor
Master of Arts in Teaching English to Speakers of Other Languages (MATESOL)	—	13.1401	No	Teaching English as a Second or Foreign Language / ESL Language Instructor
	Educational Technology (EdTech)	13.0501	Yes	Educational / Instructional Technology
Graduate Certificate in Educational Technology (EdTech)		13.0501	Yes	Educational / Instructional Technology
Graduate Certificate in Teaching English to Speakers of Other Languages		13.1401	No	Teaching English as a Second or Foreign Language / ESL Language Instructor
Graduate Communications (Pathway)*		32.0109	No	Second Language Learning
Doctorate of Education (EdD) in Leadership, Curriculum, and Instruction	—	13.0404	No	Educational, Instructional, and Curriculum Supervision
	Leadership	13.0404	No	Educational, Instructional, and Curriculum
	Curriculum, Instruction, and Assessment	13.0404	No	Educational, Instructional, and Curriculum

College of Technology and Engineering (COTE)

Bachelor of Science in Computer Science (BSCS)	—	11.0101	Yes	Computer and Information Sciences
	Advanced Programming	11.0201	Yes	Computer Programming / Programmer, General
	Artificial Intelligence	11.0102	*Yes*	Artificial Intelligence
	AR/VR Mobile Game Development	11.0804	Yes	Modeling, Virtual Environments and Simulation
	Cloud Computing	11.0901	Yes	Computer Systems Networking and Telecommunications
	Cybersecurity	11.1003	Yes	Computer and Information Systems Security
	Data Analytics	30.7101	Yes	Data Analytics, General
	Information Technology Project Management (ITPM)	11.1005	Yes	Information Technology Project Management
	Web Development	11.0801	Yes	Web Page, Digital / Multimedia and Information Resources Design
Bachelor of Science in Information Technology (BSIT)	—	11.0103	Yes	Information Technology
	AR/VR Mobile (AR/VR) Game Development	11.0804	Yes	Modeling, Virtual Environments and Simulation
	Cloud Computing	11.0901	Yes	Computer Systems Networking and Telecommunications
	Cybersecurity	11.1003	Yes	Computer and Information Systems Security
	Data Analytics	30.7101	Yes	Data Analytics, General
	Information Technology Project Management (ITPM)	11.1005	Yes	Information Technology Project Management

	Web Development	11.0801	Yes	Web Page, Digital / Multimedia and Information Resources Design
Coding Bootcamp - Undergraduate Certificate		11.0801	Yes	Web Page, Digital / Multimedia and Information Resources Design
Undergraduate Certificate In Cybersecurity		11.1003	Yes	Computer and Information Systems Security
Undergraduate Certificate In Data Analytics		30.7101	Yes	Data Analytics, General
Undergraduate Certificate In Information Technology		11.0103	Yes	Information Technology
Doctor of Computer Science (DCS)/Doctor of Computer Science - Applied (DCS - A)	—	30.3001	Yes	Computational Science
	Artificial Intelligence	11.0102	*Yes*	Artificial Intelligence
	Cloud Engineering	11.0901	Yes	Computer Systems Networking and Telecommunications
	Cybersecurity	11.1003	Yes	Computer and Information Systems Security
Doctor of Data Science (DDSci)/Doctor of Data Science - Applied (DDSci - A)	—	30.7001	Yes	Data Science, General.
	Artificial Intelligence	11.0102	*Yes*	Artificial Intelligence
	Big Data	30.7101	Yes	Data Analytics
Doctor of Information Technology (DIT)/Doctor of Information Technology - Applied (DIT - A)	—	11.0103	Yes	Information Technology
	Applied Artificial Intelligence	11.0102	*Yes*	Artificial Intelligence
	Big Data	30.7101	Yes	Data Analytics
	Cloud Engineering	11.0901	Yes	Computer Systems Networking and Telecommunications

Master of Science in Artificial Intelligence (MSAI)/Master of Science in Artificial Intelligence - A (MSAI - A)	—	11.0102	*Yes*	Artificial Intelligence
Master of Science in Computer Science (MSCS)	—	11.0101	Yes	Computer and Information Sciences
	AR/VR (AR/VR) Mobile Game Development	11.0804	Yes	Modeling, Virtual Environments and Simulation
	Artificial Intelligence	11.0102	*Yes*	Artificial Intelligence
	Data Analytics (DATA)	30.7101	Yes	Data Analytics, General
	Health Informatics (HIT)	51.2706	Yes	Medical Informatics
	Software Development (DEV)	11.0201	Yes	Computer Programming / Programmer, General
	Web Development	11.0801	Yes	Web Page, Digital / Multimedia and Information Resources Design
Master of Science in Engineering Management (MSEM)	—	15.1501	Yes	Engineering / Industrial Management
	Technology Engineering Management (TEM)	11.1005	Yes	Information Technology Project Management
Master of Science in Information Technology (MSIT)	—	11.0103	Yes	Information Technology
	Cloud Computing	11.0901	Yes	Computer Systems Networking and Telecommunications
	Cybersecurity	11.1003	Yes	Computer and Information Systems Security
	Emerging Technologies (EMT)	11.0102	Yes	Artificial Intelligence

	Information Technology Management (ITM)	11.1005	Yes	Information Technology Project Management
	Information Technology Project Management (ITPM)	11.1005	Yes	Information Technology Project Management
	Operations Management (OPM)	52.1206	No	Information Resources Management / CIO Training
Coding Bootcamp - Graduate Certificate		11.0801	Yes	Web Page, Digital / Multimedia and Information Resources Design
Graduate Certificate In Cybersecurity		11.1003	Yes	Computer and Information Systems Security
Graduate Certificate In Data Analytics		52.1301	Yes	Management Science

*ESL/ELL Degree Pathway Program

***Note**: No employers are recommended or endorsed by the university and a posting does not constitute a recommendation or an endorsement. Without limitation, the university is not responsible for the wages, safety, working conditions, or any other aspect of any off-campus employment. When applying for any position, students and/or alumni should use caution, common sense, and prudence in their decision-making. Students are advised to perform their own due diligence to research employers before accepting any offer of employment. Students and alumni are admonished, among many precautions, to avoid fraudulent job postings by verifying the opening on the websites of the employers. By using the university's Career Services Department, students and alumni consent that information found in their profiles, resumes, cover letters, and other relevant documents is truthful and accurately represents their experience and education. The Westcliff University Career Services Department may remove or deny access rights to students and/or alumni who do not support the policies and protocols of the university*

Standard Occupational Classifications

The Standard Occupational Classification (SOC) table provides a clear alignment between Westcliff University's academic programs and corresponding occupational categories recognized at the federal level. This table is designed to help students, regulators, and institutional partners understand the professional pathways typically associated with each program, ensuring transparency in workforce relevance and supporting informed academic and career planning.

Degree/Certificate Program	SOC Code (2018)	SOC Title
College of Business (COB)		
Bachelor of Business Administration (BBA)	11-3012.00	Administrative Services Managers Bright Outlook

	13-1082.00	Project Management Specialists Bright Outlook
	13-1199.00	Business Operations Specialists, All Other Bright Outlook
	41-1011.00	First-Line Supervisors of Retail Sales Workers
	43-3031.00	Bookkeeping, Accounting, and Auditing Clerks
	41-9099.00	Sales and Related Workers, All Other
	11-2022.00	Sales Managers
	43-1011.00	First-Line Supervisors of Office and Administrative Support Workers
	13-2099.00	Financial Specialists, All Other
	13-2011.00	Accountants and Auditors
Undergraduate Certificate in Business Administration	11-1021.00	General and Operations Managers
	11-3012.00	Administrative Services Managers
	11-3071.04	Supply Chain Managers
	11-3131.00	Training and Development Managers
	11-9199.00	Managers, All Other
	11-9199.01	Regulatory Affairs Managers
	13-1111.00	Management Analysts
	11-2022.00	Sales Managers
	13-1082.00	Project Management Specialists
	13-1199.00	Business Operations Specialists, All Other
Undergraduate Certificate in Digital Marketing	11-9199.00	Managers, All Other
	11-9199.01	Regulatory Affairs Managers
	11-9199.02	Compliance Managers

	11-9199.08	Loss Prevention Managers
Undergraduate Certificate in Entrepreneurship	11-1011.00	Chief Executives
	11-1011.03	Chief Sustainability Officers
	11-1021.00	General and Operations Managers Bright Outlook Bright Outlook
	11-9199.00	Managers, All Other
	11-9199.01	Regulatory Affairs Managers
	11-9199.02	Compliance Managers
	11-9199.08	Loss Prevention Managers
	11-9199.09	Wind Energy Operations Managers
	11-9199.10	Wind Energy Development Managers
	11-9199.11	Brownfield Redevelopment Specialists and Site Managers
Undergraduate Certificate in Finance	11-1021.00	General and Operations Managers
	11-3031.00	Financial Managers
	11-3031.03	Investment Fund Managers
	13-2054.00	Financial Risk Specialists
	13-2099.01	Financial Quantitative Analysts
	13-2051.00	Financial and Investment Analysts
	13-1141.00	Compensation, Benefits, and Job Analysis Specialists
	13-2099.00	Financial Specialists, All Other
	13-2031.00	Budget Analysts
	13-2052.00	Personal Financial Advisors
Undergraduate Certificate in Human Resources	11-3121.00	Human Resources Managers
	11-3131.00	Training and Development Managers

	13-1041.00	Compliance Officers
	13-1041.03	Equal Opportunity Representatives and Officers
	13-1041.07	Regulatory Affairs Specialists
	13-1071.00	Human Resources Specialists
	13-1075.00	Labor Relations Specialists
	13-1141.00	Compensation, Benefits, and Job Analysis Specialists
	13-1151.00	Training and Development Specialists
	11-3111.00	Compensation and Benefits Managers
Undergraduate Certificate in Leadership	11-2033.00	Fundraising Managers
	11-3121.00	Human Resources Managers
	11-3131.00	Training and Development Managers
	11-9199.00	Managers, All Other
	11-9199.01	Regulatory Affairs Managers
	11-9199.02	Compliance Managers
	11-9199.08	Loss Prevention Managers
	13-1111.00	Management Analysts Bright Outlook
Undergraduate Certificate in Sports Management	11-9072.00	Entertainment and Recreation Managers, Except Gambling Bright Outlook
	25-1193.00	Recreation and Fitness Studies Teachers, Post Secondary
	27-2022.00	Coaches and Scouts
	39-9031.00	Exercise Trainers and Group Fitness Instructors
Master of Business Administration (MBA)	11-1021.00	General and Operations Managers
	11-9199.00	Managers, All Other

	13-1071.00	Human Resources Specialists
	13-1082.00	Project Management Specialists
	13-1111.00	Management Analysts
	13-1141.00	Compensation, Benefits, and Job Analysis Specialists
	13-1199.00	Business Operations Specialists, All Other
	11-3031.00	Financial Managers
	13-1082.00	Project Management Specialists
	13-1111.00	Management Analysts
Master's in Trading (MIT)	11-1011.00	Chief Executives
	11-1011.03	Chief Sustainability Officers
	11-1021.00	General and Operations Managers Bright Outlook Bright Outlook
Graduate Certificate in Business Administration	13-1071.00	Human Resources Specialists Bright Outlook
	13-1082.00	Project Management Specialists Bright Outlook
	13-1199.00	Business Operations Specialists, All Other Bright Outlook
	13-1199.06	Online Merchants Bright Outlook
	13-2051.00	Financial and Investment Analysts
	15-1255.00	Web and Digital Interface Designers
	13-1161.00	Market Research Analysts and Marketing Specialists
	11-3131.00	Training and Development Managers Bright Outlook
	15-2051.01	Business Intelligence Analysts
Graduate Certificate in Executive Management	99-9999	Unclassified Occupation

	11-2011.00	Advertising and Promotions Managers
	11-2021.00	Marketing Managers
	11-2022.00	Sales Managers
	11-2033.00	Fundraising Managers
	13-1131.00	Fundraisers
	13-1161.00	Market Research Analysts and Marketing Specialists
	13-1161.01	Search marketing strategists
	25-1011.00	Business Teachers, Postsecondary
Graduate Certificate in Organizational Leadership	11-2033.00	Fundraising Managers
	11-3121.00	Human Resources Managers Bright Outlook
	11-3131.00	Training and Development Managers Bright Outlook
	11-9199.00	Managers, All Other
	11-9199.01	Regulatory Affairs Managers
	11-9199.02	Compliance Managers
	11-9199.08	Loss Prevention Managers
	13-1111.00	Management Analysts Bright Outlook
Doctor of Business Administration (DBA)	11-1011.00	Chief Executives
	11-1011.03	Chief Sustainability Officers
	11-1021.00	Supply Chain Managers
	11-3012.00	Administrative Services Managers Bright Outlook
	11-3071.04	Supply Chain Managers
	11-3111.00	Compensation and Benefits Managers

	11-3121.00	Human Resources Managers Bright Outlook
	11-3131.00	Training and Development Managers
	11-9072.00	Entertainment and Recreation Managers, Except Gambling Bright Outlook
	11-9151.00	Social and Community Service Managers
Doctoral Certificate in Applied Computer Science (ACS)	11-3021.00	Computer and Information Systems Managers
	15-1211.00	Computer Systems Analysts
	15-1241.01	Telecommunications Engineering Specialists
	15-1243.01	Data Warehousing Specialists
	15-1253.00	Software Quality Assurance Analysts and Testers
	15-1255.00	Web and Digital Interface Designers Bright Outlook
	15-1299.00	Computer Occupations, All Other Bright Outlook
	15-1299.08	Computer Systems Engineers/Architects
	15-1299.09	Information Technology Project Managers Bright Outlook
	25-1021.00	Computer Science Teachers, Postsecondary Bright Outlook
Doctoral Certificate in Business Administration	11-1011.00	Chief Executives
	11-3012.00	Administrative Services Managers Bright Outlook
	11-1021.00	General and Operations Managers Bright Outlook Bright Outlook
	11-3071.00	Transportation, Storage, and Distribution Managers Bright Outlook
	11-3131.00	Training and Development Managers Bright Outlook
	11-9072.00	Entertainment and Recreation Managers, Except Gambling Bright Outlook

	11-9151.00	Social and Community Service Managers Bright Outlook
	13-1199.06	Online Merchants Bright Outlook
	13-1141.00	Compensation, Benefits, and Job Analysis Specialists Bright Outlook
	11-3121.00	Human Resources Managers Bright Outlook
Doctoral Certificate in Business Intelligence and Data Analytics (BIDA)	15-2051.00	Data Scientists
	15-2051.01	Business Intelligence Analysts
	15-2051.02	Clinical Data Managers
	15-2041.01	Biostatisticians
Doctoral Certificate in Information Technology Management (ITM)	11-3021.00	Computer and Information Systems Managers
	11-9199.00	Managers, All other
	13-1082.00	Project Management Specialists
	15-1212.00	Information Security Analysts
	15-1299.00	Computer Occupations, All Other
	15-1299.01	Web Administrators
	15-1299.05	Information Security Engineers
	15-1299.06	Digital Forensics Analysts
	15-1299.08	Computer Systems Engineers/Architects
	15-1299.09	Information Technology Project Managers
Doctoral Certificate in Strategic Leadership for the 21st Century	11-2033.00	Fundraising Managers
	11-3121.00	Human Resources Managers
	11-3131.00	Training and Development Managers
	11-9199.00	Managers, All Other

	11-9199.01	Regulatory Affairs Managers
	11-9199.02	Compliance Managers
	11-9199.08	Loss Prevention Managers
	11-9199.09	Wind Energy Operations Managers
	13-1111.00	Management Analysts
	25-1011.00	Business Teachers, Postsecondary
College of Education (COE)		
Bachelor of Arts in Education (BAEd)	25-1081.00	Education Teachers, Postsecondary
	25-9042.00	Teaching Assistants, Preschool, Elementary, Middle, and Secondary School, Except Special Education
	25-9043.00	Teaching Assistants, Special Education
Undergraduate Certificate in Early Childhood Education (ECE)—Administration	11-9031.00	Education and Childcare Administrators, Preschool and Daycare
	11-9032.00	Education Administrators, Kindergarten through Secondary
Undergraduate Certificate in Early Childhood Education (ECE)—Teaching	25-2011.00	Preschool Teachers, Except Special Education
	25-2012.00	Kindergarten Teachers, Except Specialist Education
	25-2021.00	Elementary School Teachers, Except Special Education
	25-9042.00	Teaching Assistants, Preschool, Elementary, Middle, and Secondary School, Except Special Education
Undergraduate Certificate in Educational Technology (EdTech)	99-9999	Unclassified Occupation

Undergraduate Certificate in Teaching English to Speakers of Other Languages (TESOL)	25-2011.00	Preschool Teachers, Except Special Education
	25-2012.00	Kindergarten Teachers, Except Specialist Education
	25-2021.00	Elementary School Teachers, Except Special Education
	25-2022.00	Middle School Teachers, Except Special and Career/Technical Education
Undergraduate Communications (Pathway)	99-9999	Unclassified Occupation
English As an Additional Language (EAL/ESL) - REAL Certificate	99-9999	Unclassified Occupation
Certificate in Teaching English to Speakers of Other Languages	25-2011.00	Preschool Teachers, Except Special Education
	25-2012.00	Kindergarten Teachers, Except Specialist Education
	25-2021.00	Elementary School Teachers, Except Special Education
	25-2022.00	Middle School Teachers, Except Special and Career/Technical Education
Master of Arts in Teaching English to Speakers of Other Languages (MATESOL)	25-2011.00	Preschool Teachers, Except Special Education
	25-2012.00	Kindergarten Teachers, Except Specialist Education
	25-2021.00	Elementary School Teachers, Except Special Education
	25-2022.00	Middle School Teachers, Except Special and Career/Technical Education
Graduate Certificate in Educational Technology (EdTech)	13-1151.00	Training and Development Specialists
	25-4022.00	Librarians and Media Collections Specialists
	25-9031.00	Instructional Coordinators

Graduate Certificate in Teaching English to Speakers of Other Languages	25-2011.00	Preschool Teachers, Except Special Education
	25-2012.00	Kindergarten Teachers, Except Specialist Education
	25-2021.00	Elementary School Teachers, Except Special Education
	25-2022.00	Middle School Teachers, Except Special and Career/Technical Education
Graduate Communications (Pathway)*	99-9999	Unclassified Occupation
Doctorate of Education (EdD) in Leadership, Curriculum, and Instruction	11-9031.00	Education and Childcare Administrators, Preschool and Daycare
	11-9032.00	Education Administrators, Kindergarten through Secondary
	11-9033.00	Education Administrators, Postsecondary
	11-9039.00	Education Administrators, All Other
College of Technology and Engineering (COTE)		
Bachelor of Science in Computer Science (BSCS)	15-1211.00	Computer Systems Analysts
	15-1242.00	Database Administrators Bright Outlook
	15-1243.01	Data Warehousing Specialists Bright Outlook
	15-1244.00	Network and Computer Systems Administrators
	15-1253.00	Software Quality Assurance Analysts and Testers Bright Outlook
	15-1255.00	Web and Digital Interface Designers Bright Outlook
	15-1299.00	Computer Occupations, All Other
	15-1299.01	Web Administrators Bright Outlook
	15-1299.03	Document Management Specialists Bright Outlook

	15-1299.08	Computer Systems Engineers/Architects Bright Outlook
Bachelor of Science in Information Technology (BSIT)	15-1211.00	Computer Systems Analysts
	15-1212.00	Information Security Analysts
	15-1252.00	Software Developers
	15-1253.00	Software Quality Assurance Analysts and Testers
	15-1251.00	Computer Programmers
	15-1299.09	Information Technology Project Managers
	15-1231.00	Computer Network Support Specialists
	15-1254.00	Web Developers
Coding Bootcamp - Undergraduate Certificate	15-1254.00	Web Developers
	15-1255.00	Web and Digital Interface Designers
	25-1194.00	Career/Technical Education Teachers, Postsecondary
	15-1255.01	Video Game Designers
Undergraduate Certificate in Cybersecurity	11-3021.00	Computer and Information Systems Managers
	15-1212.00	Information Security Analysts
	15-1231.00	Computer Network Support Specialists
	15-1421.00	Computer and Information Research Scientists
Undergraduate Certificate in Data Analytics	13-1111.00	Management Analysts
	15-1251.00	Data Scientist
	15-2041.00	Statistician
	15-2041.01	Biostatistician

Undergraduate Certificate in Information Technology	11-3021.00	Computer and Information Systems Managers
	15-1211.00	Computer Systems Analysts
	15-1221.00	Computer and Information Research Scientists
	15-2051.00	Data Scientists
	15-2051.01	Business Intelligence Analysts
	15-1241.00	Computer Network Architects
	15-1243.00	Database Architects
	15-1243.01	Data Warehousing Specialists
	15-1212.00	Information Security Analysts
	15-1252.00	Software Developers
Doctor of Computer Science (DCS)	15-1299.05	Information Security Engineers
	11-3021.00	Computer and Information Systems Managers
	15-1211.00	Computer Systems Analysts
Master of Science in Artificial Intelligence (MSAI)	15-1221.00	Computer and Information Research Scientists
	15-2051.01	Business Intelligence Analysts
	15-1252.00	Software Developers
Master of Science in Computer Science (MSCS)	15-1221.00	Computer and Information Research Scientists
	25-1021.00	Computer Science Teachers, Postsecondary
Master of Science in Engineering Management (MSEM)	11-3013.00	Facilities Managers Bright Outlook Bright Outlook
	11-3051.00	Industrial Production Managers
	11-3051.01	Quality Control Systems Managers
	11-9041.00	Architectural and Engineering Managers
	17-2112.00	Industrial Engineers Bright Outlook

	17-2112.03	Manufacturing Engineers Bright Outlook
	17-3026.00	Industrial Engineering Technologists and Technicians
	17-3026.01	Nanotechnology Engineering Technologists and Technicians
	17-2141.00	Mechanical Engineers
	17-2199.00	Engineers, All Other
Master of Science in Information Technology (MSIT)	11-3021.00	Computer and Information Systems Managers
	15-1211.00	Computer Systems Analysts
	15-1212.00	Information Security Analysts
	15-1241.00	Computer Network Architects
	15-1241.01	Telecommunications Engineering Specialists
	15-1243.00	Database Architects
	15-1243.01	Data Warehousing Specialists
	15-1252.00	Software Developers
	15-1253.00	Software Quality Assurance Analysts and Testers
	15-1211.00	Computer Systems Analysts Bright Outlook
Coding Bootcamp - Graduate Certificate	15-1254.00	Web Developers
	15-1255.00	Web and Digital Interface Designers
	25-1194.00	Career/Technical Education Teachers, Postsecondary
	15-1255.01	Video Game Designers
Graduate Certificate in Cybersecurity	11-3021.00	Computer and Information Systems Managers
	15-1212.00	Information Security Analysts
	15-1241.00	Computer Network Architects

Graduate Certificate in Data Analytics	11-1011.00	Chief Executives
	11-1011.03	Chief Sustainability Officers
	11-1021.00	General Operations Managers

Faculty Qualifications

Abaye, Alireza
Instructor
Doctor of Philosophy (PhD) - Electrical Engineering

Abouzaki, Leila
Instructor
Master of Science - eLearning

Abraham, Victor
Assistant Professor
Master of Business Administration (MBA) - Finance
Bachelor of Science (BS) - Mathematics

Ademiluyi, Desmond
Instructor
Doctor of Science - Computer Science

Adeyemi, Ahmed
Instructor
Doctor of Business Administration (DBA) - Management

Aggarwal, Sourabh
Instructor
Master of Administrative Science (MAS) - Cybersecurity and Digital Forensics

Agogo, David
Instructor
Doctor of Philosophy (PhD) - Management Science

Ahmed, Wissam
Instructor
Doctor of Philosophy (PhD) - Speech Science & Technology

Al-Shammari, Susan
Instructor
Doctor of Education (EdD) - Organizational Leadership

Algassmi, Aliah
Instructor
Master of Science - Computer Science

Allegra, Mary
Assistant Professor
Master of Arts (MA) - Applied Linguistics
Bachelor of Arts (BA) - Education

Allison, Kyle
Assistant Professor
Doctor of Business Administration (DBA) - Management
Master of Business Administration (MBA) - Management
Bachelor of Arts (BA) - Communications

Alnabhan, Oday
Instructor
Doctor of Business Administration (DBA)
Master of Arts (MA) - Human Resource Management
Bachelor of Economics

Alvarez-Pousa, Omar
Instructor
Doctor of Business Administration (DBA) - Economics
Master of Business Administration (MBA)
Bachelor of Science (BS) - Negotiation and Meditation

Amareen, Omar
Assistant Professor
Doctor of Philosophy (PhD) - Economics
Bachelor of Economics

Amino, Hazar
Instructor
Master of Business Administration (MBA) - Management
Bachelor of Science (BS) - Biology

Andrews, Kathleen
Assistant Professor
Doctor of Philosophy (PhD) - Industrial Organizational Psychology
Master of Arts (MA) - Psychology
Master of Education - Instructional Technology
Bachelor of Science (BS) - Mathematics

Andriienko-Genin, Tatiana
Assistant Professor
Doctor of Philosophy (PhD) - Translation Studies
Doctor of Philosophy (PhD) - Germanic Languages
Master of Arts (MA) - Modern Languages
Bachelor of Arts (BA) - Modern Languages

Asadi, Ali
Assistant Professor
Doctor of Business Administration (DBA) - Management
Master of Business Administration (MBA)
Master of Science (MS) - Information Technology Management

Assaf, Raef
Professor-of-Practice
Doctor of Business Administration (DBA) - International Business

Atwi, Rabab
Instructor
Master of Education (MEd) - Curriculum and Instruction

Au, Nicole
Instructor
Master of Arts (MA) - Education

Azari-Eskandari, Cynthia
Assistant Professor
Doctor of Education (EdD) - Educational Leadership

Babb, Danielle
Instructor
Doctor of Philosophy (PhD) - Organization & Management & Information Technology Management

Bai, Xi
Instructor
Doctor of Business Administration (DBA) - Finance
Master of Science (MS) - Accounting

Baroudi, Amin
Assistant Professor
Master of Business Administration (MBA) - GIS

Bart, Isabelle
Instructor
Master of Business Administration (MBA)

Barton, Daneene
Instructor
Doctor of Philosophy (PhD) - Leadership & Education
Master of Business Administration (MBA)

Baxley, Glenn
Instructor
Doctor of Philosophy (PhD) - Educational Leadership in e-Learning

Bayliff, James
Instructor
Doctor of Philosophy (PhD) - Industrial and Organizational Psychology
Master of Arts (MA) - History
Master of Business Administration (MBA)

Becker, Nicholas
Instructor
Master of Business Administration (MBA) - Information Systems Security

Beglari, Sofia
Instructor
Doctor of Business Administration (DBA) - Information Systems Management

Benson, Veronica
Instructor
Doctor of Education (EdD) - Organizational Leadership
Master of Business Administration (MBA)
Bachelor of Science (BS) - Interdisciplinary Studies

Bilberry, Kevin
Instructor
Doctor of Management - Higher Education
Master of Science (MS) - Management

Bindu Reddy, Hima
Instructor
Doctor of Philosophy (PhD) - Information Systems

Bjornsrud, Brett
Instructor
Master of Science (MS) - Information Systems
Bachelor of Arts (BA) - Communications

Black, Andrew
Professor-of-Practice
Doctor of Philosophy (PhD) - Education
Master of Business Administration (MBA) - Technology Management
Master of Science (MS) - Computer Science

Black, Monte
Instructor
Master of Business Administration (MBA) - Information Resource Management
Bachelor of Science (BS) - Business Information Systems

Blount, George
Instructor
Doctor of Business Administration (DBA) - Business Administration and Social Impact Management
Master of Business Administration (MBA)
Bachelor of Science (BS) - Management

Bolourieh, Fariba
Instructor

Doctor of Education (EdD) - Leadership
Master of Education - English Education
Bachelor of Arts (BA) - English

Bonner, Julie
Assistant Professor
Doctor of Management - Organizational Leadership
Master of Business Administration (MBA)
Bachelor of Science (MS) - Accounting

Brady, Deanna
Assistant Professor
Doctor of Education (EdD) - Education Leadership
Master in Public Administration (MPA)
Bachelor of Arts (BA) - Liberal Studies

Brito, La Fawn
Instructor
Doctor of Management - Organizational Leadership

Broding, Mary
Professor-of-Practice
Doctor of Education (EdD) - Curriculum, Teaching, Learning, and Leading

Broman, Noel
Assistant Professor
Doctor of Philosophy (PhD) - Information Technology Management
Master of Science (MS) - Information Technology Management
Bachelor of Science (BS) - Information Technology

Brooks, Jumelle
Instructor
Doctor of Health Administration (DHA)
Master of Business Administration (MBA)
Bachelor of Science (BS) - Business Administration

Brooks, Melissa
Instructor
Doctor of Business Administration (DBA) - Human Resources

Brown, Matthew
Instructor
Doctor of Philosophy (PhD) - Information Systems
Master of Science (MS) - Computer Science
Bachelor of Science (BS) - Computer Science

Bruton, Shimeka
Assistant Professor
Doctor of Philosophy (PhD) - Global Leadership and Change
Master in Public Administration (MPA)
Bachelor of Science (BS) - Public Administration

Bull, David
Assistant Professor
Doctor of Business Administration (DBA) - Management
Doctor of Health Administration (DHA) - Healthcare Administration
Master of Business Administration (MBA)

Bunce, Jennifer
Instructor
Bachelor of Arts (BA) - Literature
Certificate - TEFL/TESOL

Cain, Joshua
Instructor
Juris Doctor - Law
Master of Business Administration (MBA)

Caldwell, Lance
Instructor
Doctor of Philosophy (PhD) - Cybersecurity
Master of Business Administration (MBA)
Bachelor of Science (BS) - Psychology

Callender, Christopher
Instructor
Master of Education (MEd) - Sports Management
Master of Business Administration (MBA) - Human Resource Management

Canada, Tonia
Instructor
Doctor of Business Administration (DBA) - Management Information Systems

Cannon, Tonya
Assistant Professor
Doctor of Philosophy (PhD) - Organization and Management
Master of Science (MS) - Human Resource Management
Bachelor of Arts (BA) - Theatre

Carone, Dominic
Instructor
Master of Science - Electrical & Computer Engineering

Cassell, Dexter
Instructor

Doctor of Business Administration (DBA) - Leadership

Castellanos, Ceaser

Instructor

Doctor of Business Administration (DBA) - Finance

Master of Business Administration (MBA)

Bachelor of Arts (BA) - Criminal Justice

Cattermole, Charles

Instructor

Doctor of Business Administration (DBA)

Master of Science (MS) - Human Resource Management

Bachelor of Arts (BA) - Criminal Justice

Ceaser, Nikki

Assistant Professor

Doctor of Education (EdD) - Educational Leadership and Management

Master of Business Administration (MBA)

Bachelor of Business Administration (BBA)

Chang, Mark

Instructor

Juris Doctor - Law

Master of Business Administration (MBA)

Bachelor of Arts (BA) - Economics

Chilton, Cynthia

Instructor

Master of Business Administration (MBA) - Leadership and Managing Organizational Change

Chok, Jay

Professor-of-Practice

Doctor of Philosophy (PhD) - Business Administration

Christenson, Mark

Instructor

Master of Business Administration (MBA) - Management and Marketing

Chuo, Shirley

Assistant Professor

Doctor of Philosophy (PhD) - Organizational Management

Master of Arts (MA) - Clinical Psychology

Bachelor of Arts (BA) - Psychology

Clay, Franda

Instructor

Doctor of Business Administration (DBA) - Management

Master of Business Administration (MBA) - Accounting

Bachelor of Arts (BA) - Management

Clayton, Anthony

Instructor

Master of Business Administration (MBA) - Management

Bachelor of Science (BS) - Management

Cohen, Alex

Instructor

Master of Science (MS) - Networking and Systems Administration

Bachelor of Science (BS) - Applied Mathematics

Conley, Amanda

Assistant Professor

Master of Business Administration (MBA) - Leadership

Master of Arts (MA) - Accounting

Bachelor of Science (BS) - Management

Consten, Jodi

Professor-of-Practice

Doctor of Business Administration (DBA)

Master of Arts (MA) - Teaching Secondary Education

Bachelor of Science (BS) - Political Science

Costello, Emir

Instructor

Doctor of Business Administration (DBA) - Organizational Leadership

Crow, Elizabeth

Assistant Professor

Master of Business Administration (MBA) - Computer Information Systems

Bachelor of Science (BS) - Accounting

Cusaac, Terrance

Assistant Professor

Doctor of Philosophy (PhD) - Organization and Management

Master in Public Administration (MPA)

Bachelor of Science (BS) - Criminal Justice

Dailey, Sean

Assistant Professor

Master of Arts (MA) - Education

Bachelor of Arts (BA) - History

Dalwadi, Rushabh
Instructor
Master of Science - Computer Science
Dan, Dale
Instructor
Doctor of Education (EdD) - Business Administration
Master of Business Administration (MBA)
Bachelor of Arts (BA) - Spanish & Criminology
Danioko, Sidy
Instructor
Doctor of Philosophy (PhD) - Computational and Data Science
Daud, Asiya
Instructor
Doctor of Philosophy (PhD) - World Politics and Comparative Politics
Davis, Chartese
Assistant Professor
Doctor of Business Administration (DBA) - Project Management
Master of Arts (MA) - Human Resource Management
Bachelor of Science (BS) - Psychology
Delfino, Armando
Instructor
Doctor of Education (EdD) - Education Administration & Management
Desjardin, Alaina
Instructor
Doctor of Business Administration (DBA) - Criminal Justice
Deuerlein, Silje
Instructor
Doctor of Education (EdD) - Organizational Leadership
Master of Arts (MA) - Counseling
Bachelor of Arts (BA) - Psychology
DeVeto, Anthony
Assistant Professor
Master of Science (MS) - Human Resources Administration
Bachelor of Science (BS) - Occupational Technology
DiBello, Amy
Instructor
Master of Fine Arts (MFA) - Creative Writing
Bachelor of Arts (BA) - Writing & Philosophy
DiBello, Martin
Instructor
Master of Business Administration (MBA) - General Business
Bachelor of Science (BS) - Business Administration
Dixon, Moice
Instructor
Doctor of Philosophy (PhD) - Information Technology
Master of Science (MS) - Information Science
Bachelor of Arts (BA) - Art
Djerdjian, Daron
Instructor
Doctor of Philosophy (PhD) - Economics
Dokes, Eugene
Instructor
Doctor of Philosophy (PhD) - Organization & Management
Master of Business Administration (MBA)
Bachelor of Arts (BA) - Business Administration
Dorman, Lara
Instructor
Master of Arts (MA) - Advanced Studies in Secondary Education
Bachelor of Science (BS) - Education/Chemistry
Driscoll, Lisa
Instructor
Juris Doctor - Law
Master of Business Administration (MBA)
Bachelor of Science (BS) - Computer Science
Dunlap, Nicole
Master of Arts (MA) - Communication Studies
Dunston, Sebrina
Instructor
Doctor of Business Administration (DBA) - Business Management & Leadership
Master of Arts (MA) - Marketing
Bachelor of Arts (BA) - Liberal Studies
Dunston, Stephanie
Instructor
Doctor of Business Administration (DBA) - Management
Master of Arts (MA) - Human Resource Management
Master of Business Administration (MBA)

Bachelor of Arts (BA) - Interdisciplinary Studies

Edmonson, Jay
Instructor
Master of Science - Information Technology Management

El-Shazly, Sherief
Instructor
Doctor of Philosophy (PhD) - Medicine
Master of Science (MS) - Microbiology
Bachelor of Science (BS) - Microbiology

Elsayess, Mahmoud
Assistant Professor
Doctor of Philosophy - Information Technology
Master of Business Administration (MBA)
Master of Science (MS) - Computer Science

Elsayess, Nyra
Instructor
Juris Doctor - Law
Bachelor of Arts (BA) - Political Science

Escudie, Michel
Instructor
Master of Science - Aeronautical Science

Fahim, Arjang
Instructor
Doctor of Philosophy (PhD) - Computer Science & Engineering

Feres-Wakefield, Nashla
Instructor
Doctor of Philosophy (PhD) - Developmental Psychology

Ferrara, Stephanie
Assistant Professor
Doctor of Management - Management

Flores, Javier
Assistant Professor
Doctor of Business Administration (DBA)

Foley, Patricia
Instructor
Doctor of Information Assurance/Cybersecurity
Master of Science (MS) - Human Relations
Bachelor of Science (BS) - Electrical Engineering

Foote, Tracy
Instructor
Master of Business Administration (MBA) - Business

Freeman, Leslie
Assistant Professor
Master of Arts (MA) - Human Resource Management
Bachelor of Arts (BA) - Economics

Gambuzza, Maria
Instructor
Doctor of Education (EdD) - Higher Education Leadership & Human Resources Development

Ganes, Natasha
Instructor
Master of Fine Arts (MFA) - Creative Writing
Bachelor of Arts (BA) - English

Genao, Domingo
Instructor
Doctor of Philosophy (PhD) - Technology and Innovation Management—Data Science
Master of Business Administration (MBA)
Bachelor of Arts (BA) - Chemical Engineering

Genin, Vlad
Assistant Professor
Doctor of Philosophy (PhD) - Engineering Sciences
Bachelor of Arts (BA) Civil Engineering

Ghanei, Amin
Instructor
Doctor of Business Administration (DBA)
Master of Business Administration (MBA)
Bachelor of Business Administration (BBA)

Ghani, Zahid
Instructor
Master of Business Administration (MBA) - Project Management

Ghasemianmoghaddam, Nazanin
Instructor
Doctor of Philosophy (PhD) - Computer Engineering

Ghoraishi, Seyed
Assistant Professor
Doctor of Business Administration (DBA) - Management
Master of Business Administration (MBA)
Bachelor of Science (BS) - Civil Engineering

Ghose, Chanda
Assistant Professor
Doctor of Philosophy (PhD) - Management

Master of Science (MS) - Technological Systems Management
Bachelor of Technology - Electronics Engineering

Glaspie-Ellis, Faith
Assistant Professor
Doctor of Philosophy (PhD) - Business
Master of Science (MS) - Human Resource Management
Bachelor of Arts (BA) - Sociology

Goel, Pankaj
Instructor
Master of Science - Computer Information Systems

Goodman, Roxann
Assistant Professor
Doctor of Business Administration (DBA) - Organizational Leadership
Master in Public Administration (MPA) - Public Administration
Master of Science (MS) - Organization and Management
Bachelor of Arts (BA) - Public Administration
Bachelor of Science (BS) - Agriculture—Food and Resource Economics

Goodstone, Geraldine
Professor-of-Practice
Doctor of Business Administration (DBA) - Marketing

Googol, Nasim
Instructor
Master of Arts (MA) - Applied Linguistics TESOL
Master of Arts (MA) - Modern Languages
Bachelor of Arts (BA) - Modern Languages

Gordon, Latanya
Instructor
Doctor of Philosophy (PhD) - Strategic Management
Master of Science (MS) - Education
Bachelor of Science (BS) - Business Administration

Gosai, Dushyant
Instructor
Doctor of Business Administration (DBA) - Accounting
Master of Business Administration (MBA)
Bachelor of Commerce - Accounting

Grandison, Egypt
Instructor
Doctor of Business Administration (DBA) - Human Resource Management
Master of Business Administration (MBA)
Bachelor of Science (BS) - Business Administration

Grant, Kevin
Assistant Professor
Doctor of Philosophy (PhD) - Organizational Leadership

Gray, Tammi
Instructor
Doctor of Philosophy (PhD) - Organizational Leadership

Greenman, Joel
Instructor
Master of Science - Mathematics

Grisham, Katherine
Instructor
Doctor of Philosophy (PhD) - TESOL
Master of Business Administration (MBA) - Management
Bachelor of Arts (BA) - TESOL

Guggino, Cara
Instructor
Master of Arts (MA) - Curriculum and Instruction

Haddad, Omar
Assistant Professor
Doctor of Business Administration (DBA) - Information Systems
Master of Science (MS) - Software Engineering
Bachelor of Science (BS) - Marketing

Hager, Quiante
Instructor
Doctor of Public Administration - Health Services

Halilbegovic, Sonny
Instructor
Master of Business Administration (MBA) - Finance
Bachelor of Science (BS) - Finance

Hanna, Dalia
Instructor
Doctor of Business Administration (DBA) - Management

Hannon, John
Instructor
Doctor of Business Administration (DBA) - Management

Master of Business Administration (MBA)
Bachelor of Arts (BA) - Industrial Engineering Technology

Harmon, Jacquelynn
Instructor
Master of Science - Information Technology

Harris, Deshaun
Instructor
Master of Arts (MA) - Communications

Harris, Shawn
Instructor
Master of Arts (MA) - Coaching & Athletics Administration

Hatchett, Susan
Instructor
Master of Arts (MA) - Education, Leadership and Change

Haugen, Raelene
Instructor
Doctor of Education (EdD) - Organizational Leadership
Master of Arts (MA) - Curriculum & Instruction
Bachelor of Science (BS) - Business Education

Haynes, Eduardo
Assistant Professor
Doctor of Business Administration (DBA)

Hemphill, Andrea
Assistant Professor
Doctor of Education (EdD) - Organizational Leadership
Master of Business Administration (MBA) - Business

Hill, Brittney
Instructor
Doctor of Education (EdD) - Leadership & Management
Master of Education
Bachelor of Arts (BA) - Sociology

Hill, Russell
Instructor
Master of Science (MS) - Sustainability

Hillstrom, Maury
Instructor
Master of Information Systems - Information Systems

Hinden, Chad
Assistant Professor
Master of Science (MS) - Network Security Assurance

Hines, Joseph
Instructor
Master of Business Administration (MBA)

Hirokawa, Shinichi
Assistant Professor
Doctor of Business Administration (DBA) - Higher Education Administration
Master of Business Administration (MBA)
Bachelor of Arts (BA) - English LIterature

Hogan, Christella
Instructor
Doctor of Philosophy (PhD) - Business and Organizational Management

Hojat, Simin
Assistant Professor
Doctor of Philosophy (PhD) - Management

Hollman, Wayne
Assistant Professor
Doctor of Philosophy (PhD) - Applied Management
Master of Business Administration (MBA)
Bachelor of Science (BS) - Economics

Hook, Jessica
Instructor
Master of Business Administration (MBA) - Executive Leadership
Bachelor of Applied Science (BAS) - Supervision and Management

Howard, Shemika
Instructor
Master in Information Systems
Bachelor of Science (BS) - Management

Howe, Sara
Instructor
Doctor of Business Administration (DBA) - Strategic Management
Master of Business Administration (MBA)
Bachelor of Science (BS) - Business Management

Hughes, Ralph
Instructor
Doctor of Strategic Leadership

Hyman, Edward
Instructor
Doctor of Philosophy (PhD) - Computer Science
Master of Science (MS) - Computer Science
Bachelor of Arts (BA) - Mathematics

Iles, Tarik
Instructor
Master of Business Administration (MBA) - International Business
Master of Science (MS) - Computer Science

Inserto, Fathiah
Assistant Professor
Doctor of Philosophy (PhD) - Human Development
Master of Arts (MA) - Human Development

Irwin, Kathleen
Instructor
Doctor of Philosophy (PhD) - Organization and Management

Jackson, Sara
Instructor
Master of Science (MS) - Cybersecurity Management and Policy
Bachelor of Business Administration (BBA) - Strategic Management

Jain, Sundeep
Instructor
Doctor of Business Administration (DBA)
Master of Science (MS) - Management
Bachelor of Business Administration (BBA)

James-Gray, Nichet
Instructor
Master of Education - Instructional Leadership

Jamil, Fahd
Instructor
Doctor of Business Administration (DBA)
Master of Business Administration (MBA)
Bachelor of Arts (BA) - Information Systems

Jamsa, Kris
Instructor
Doctor of Philosophy (PhD) - Computer Science
Doctor of Philosophy (PhD) - Education
Master of Business Administration (MBA)
Master of Science (MS) - Information Systems
Bachelor of Science (BS) - Computer Science

Jimenez, Francisco
Assistant Professor
Master of Business Administration (MBA) - Global Management
Bachelor of Science (BS) - Business

Johnson, David
Professor-of-Practice
Doctor of Philosophy (PhD) - Organization and Management

Jones, Julius
Instructor
Master of Science (MS) - Accounting

Jordan, Allen
Assistant Professor
Master of Science (MS) - IT Management
Master of Business Administration (MBA)
Bachelor of Arts (BA) - History

Joseph, Thomas
Instructor
Doctor of Philosophy (PhD) - Organization and Management
Master of Science (MS) - Management
Bachelor of Science (BS) - Business

Kadieva, Napisat
Instructor
Master of Business Administration (MBA) - Business Administration

Kar, Parijat
Instructor
Master of Science - Computer Science

Karavedas, Joy
Assistant Professor
Doctor of Education (EdD) - Organizational Leadership
Master of Education (MEd) - Educational Leadership

Kaur, Amarpreet
Instructor
Master of Technology - Computer Science & Technology

Kemmer, Kathleen
Assistant Professor
Doctor of Business Administration (DBA) - Management
Master of Arts (MA) - Organizational Leadership
Master of Science (MS) - Human Resources

Bachelor of Science (BS) - Management

Kempink, Brittney

Instructor

Doctor of Business Administration (DBA) - Management

Kershner, Claude

Instructor

Doctor of Business Administration (DBA) - Business Administration

Keskekci, Sema

Instructor

Master of Arts (MA) - Teaching English as a Foreign Language (TEFL)

Master of Arts (MA) English Linguistics

Bachelor of Arts (BA) - English Linguistics

Khashadourian, Edmund

Assistant Professor

Doctor of Philosophy (PhD) - Economics

Master of Science (MS) - Economics

Bachelor of Science (BS) - Economics

Khatmi, Elnaz

Instructor

Master of Science (MS) - Computer Engineering

Khazaei, Jason

Instructor

Master of Arts (MA) - TESOL

Bachelor of Arts (BA) - English Language and Literature

Kilgore, Donald

Assistant Professor

Doctor of Education (EdD)

Master of Business Administration (MBA)

Bachelor of Business Administration (BBA)

Kjellander, Donna

Instructor

Doctor of Psychology (PsyD) emphasis in Organizational Leadership

Master of Business Administration (MBA)

Bachelor of Science (BS) - Business

Kjellander, Mark

Instructor

Doctor of Philosophy (PhD) - Management

Doctor of Education (EdD) - Organizational Leadership

Master of Business Administration (MBA) - Information Systems

Master of Science (MS) - Information Systems

Bachelor of Business Administration (BBA)

Klockow, Jeanne

Instructor

Doctor of Philosophy (PhD) - Curriculum & Design

Knecht, Jordan

Instructor

Doctor of Business Administration (DBA) - Marketing and Financial Security

Knight, John

Assistant Professor

Doctor of Education (EdD) - Educational Leadership

Master of Arts (MA) - National Security and Strategic Studies

Master of Science (MS) - Management

Bachelor of Science (BS) - Oceanography

Knight, Matthew

Instructor

Doctor of Business Administration (DBA) - International Business

Koohikamali, Mehrdad

Instructor

Doctor of Philosophy (PhD) - TESOL

Kpohanu, Salomae

Instructor

Doctor of Philosophy (PhD) - Information Systems

Kyle, Timothy

Assistant Professor

Master of Business Administration (MBA)

Bachelor of Science (BS) - Finance

Lang, Jaime

Instructor

Master of Arts (MA) - English & Creative Writing

Lang, Thomas

Instructor

Master of Business Administration (MBA) - Executive MBA

Bachelor of Science (BS) - Engineering

Lazo, Alex

Assistant Professor

Doctor of Philosophy (PhD) - Organization and Management

Master of Science (MS) - Management Science

Bachelor of Arts (BA) - International Business

Lebrun, Ricky

Instructor

Master of Science (MS) - Finance

Master of Science (MS) - Justice Studies

Bachelor of Science (BS) - Legal Studies

Lee, Brian

Assistant Professor

Master of Arts (MA) - Curriculum and Instruction

Bachelor of Arts (BA) - Liberal Studies

Lee, Regina

Instructor

Doctor of Philosophy (PhD) - Business Administration

Leroux, Silvina

Assistant Professor

Master of Business Administration (MBA)

Bachelor of Science (BS) - Information and Computer Science

Lesher, Nicole

Instructor

Doctor of Philosophy (PhD) - Higher Education Administration

Leu, Daniel

Instructor

Master of Business Administration (MBA) - Applied Leadership & Management

Li, Liang

Instructor

Doctor of Philosophy (PhD) - Electrical Engineering

Lightfoot, William

Instructor

Doctor of Philosophy (PhD) - Organization and Management

Lipot, James

Professor-of-Practice

Master of Business Administration (MBA)

Liu, Yi

Instructor

Doctor of Philosophy (PhD) - Economics

Loke, Rich

Professor-of-Practice

Master of New Media

Lomotey, Richard

Instructor

Doctor of Psychology (PhD) - Computer Science

Master of Science (MS) - Computer Science

Bachelor of Science (BS) - Computer Science

Lopez, Francisco

Instructor

Master of Arts (MA) - International Business Relations

Bachelor of Arts (BA) - Anthropology

Loussararian, Eddie

Assistant Professor

Master of Business Administration (MBA) - Business

Bachelor of Science (BS) - Hotel and Restaurant Management

Lu, Lingyi

Instructor

Master of Science - Computer Science

Lucio, Jesus

Instructor

Master of Business Administration (MBA) - Technology Management

Macera, Gonzalo

Instructor

Doctor of Philosophy (PhD) - Agricultural and Applied Economics

Madhusudhanan, Sathya

Instructor

Doctor of Philosophy (PhD) - Information Systems & Communications

Malek-Asghar, Farhad

Assistant Professor

Master of Science (MS) - Computer Information Systems

Master of Science (MS) - Computer Science

Malupa, Miralyn

Assistant Professor

Doctor of Education (EdD) - Learning Design & Technology

Master of Arts (MA) - Education

Bachelor of Science (BS) - Chemistry

Manase, Abraham

Instructor

Doctor of Business Administration (DBA)

Master of Business Administration (MBA)

Bachelor of Business Administration (BBA) - Marketing Management

Mancera-Mejia, Cristhian
Instructor
Master of Law
Master of Science (MS) - Education
Bachelor of Arts (BA) - Colombian Legal Studies

Martinez, Steven
Instructor
Doctor of Health Administration - Healthcare Administration

Mason, Ebony
Instructor
Doctor of Business Administration (DBA) - Human Resource Management
Master of Business Administration (MBA)
Master of Science (MS) - Interdisciplinary Studies
Master of Science (MS) - IT Management
Bachelor of Business Administration (BBA)

Matter, Michelle
Instructor
Doctor of Education (EdD) - Organizational Change and Leadership

Maza, Juan
Instructor
Doctor of Management
Master of Science (MS) - Human Resource Management
Bachelor of Science (BS) - Management

McAffee, Christy
Assistant Professor
Doctor of Education (EdD) - Educational Leadership
Master of Arts (MA) - Education
Bachelor of Arts (BA) - History

McBride, Catherine
Instructor
Doctor of Business Administration (DBA) - Advanced Accounting
Master of Business Administration (MBA)
Bachelor of Science (BS) - Accounting

McConnell, William
Assistant Professor
Doctor of Management - Organizational Leadership in Information Technology
Master of Business Administration (MBA)
Master of Science (MS) - Information Systems
Bachelor of Science (BS) - Information Systems

McCoy, Mark
Instructor
Master of Business Administration (MBA) - Project Management
Master of Science (MS) - Project Management
Bachelor of Science (BS) - Project Management

Mejia, Jose
Assistant Professor
Master in Public Administration (MPA) - Management and Leadership
Bachelor of Science (BS) - Business Administration

Mendola, John
Assistant Professor
Doctor of Ministry (DMin) - Biblical Studies
Doctor of Philosophy (PhD) - Theology
Master of Arts (MA) - Theological Studies
Master of Business Administration (MBA)
Bachelor of Arts (BA) - Biblical Studies

Metcalfe, Nicholas
Assistant Professor
Master of Business Administration (MBA)
Master of Business Administration (MBA)
Bachelor of Business Administration (BBA) - International Business

Meyer, Colleen
Assistant Professor
Doctor of Education (EdD) - Organizational Change and Leadership
Master of Business Administration (MBA)
Bachelor of Science (BS) - Business Administration

Mikanovic, Predrag
Instructor
Doctor of Business Administration (DBA) - IT and Entrepreneurship

Miles, Nicolas
Instructor
Doctor of Philosophy (PhD) - Business Psychology

Miller, Jasmin
Instructor
Doctor of Business Administration (DBA) - Global Organizational Leadership
Master of Business Administration (MBA)
Bachelor of Science (BS) - Nuclear Medicine Technology

Miller, PeterMax
Assistant Professor
Doctor of Education (EdD) - Educational Leadership
Master of Business Administration (MBA)
Bachelor of Arts (BA) - Business Administration

Moghaddam, Kambiz
Assistant Professor
Doctor of Philosophy (PhD) - Organizational Leadership
Master of Business Administration (MBA)
Bachelor of Science (BS) - Aerospace Engineering

Moifolley, Mike
Instructor
Doctor of Information Technology (DIT)
Master of Arts (MA) - Professional Development
Bachelor of Arts (BA) - Interdisciplinary Studies

Money, Jennifer
Instructor
Doctor of Philosophy (PhD) - English
Master of Arts (MA) - English
Bachelor of Arts (BA) - English

Moore, Trina
Instructor
Doctor of Education (EdD) - Organizational Change & Leadership
Master of Arts (MA) - School Administration
Bachelor of Arts (BA) - Music

Morgan, Joseph
Instructor
Doctor of Business Administration (DBA) - Engineering & Technology Management

Mousavi, Omid
Assistant Professor
Juris Doctor - Law
Master of Arts (MA) - History
Bachelor of Arts (BA) - History

Muheidat, Fadi
Instructor
Doctor of Philosophy (PhD) - Electrical and Computer Engineering

Mun, Yuki
Instructor
Doctor of Business Administration (DBA)

Muqedi, Kateryna
Instructor
Master of Business Administration (MBA) - Business

Murray, James
Instructor
Master of Science - Information Security

Mwanza, Pierreline
Instructor
Doctor of Philosophy (PhD) - Business Administration

Namini, Sima
Assistant Professor
Doctor of Philosophy (PhD) - Agricultural and Applied Economics

Neal, Johnny
Instructor
Doctor of Education (EdD) - Organizational Leadership

Nelson, Bryan
Instructor
Master of Arts (MA) - English

Nelson, Jordann
Assistant Professor
Master of Science (MS) - Early Childhood Education
Bachelor of Science (BS) - Childhood and Adolescent Development

Newby, Karen-Sue
Instructor
Doctor of Philosophy (PhD) - Sports Performance and Health
Master of Arts (MA) - Higher Education
Bachelor of Arts (BA) - Healthcare Administration

Nezerwe, Yvan
Assistant Professor
Doctor of Business Administration (DBA)
Master of Business Administration (MBA) - International Business Administration
Bachelor of Science (BS) - International Business Administration

Nguyen, Lisa
Instructor
Master of Arts (MA) - English

Nieto, Rachel
Instructor
Master of Science - Sport and Exercise Psychology

Nino, Antonio
Assistant Professor

Master of Science (MS) - Finance
Bachelor of Arts (BA) - Finance

Nino, Diego
Instructor
Master of Science (MS) - Finance
Bachelor of Arts (BA) - Finance

Nino, Marko
Professor-of-Practice
Doctor of Philosophy (PhD) - Business and Economics

Noguerol, Luis
Instructor
Doctor of Philosophy (PhD) - Information Technology

O'Connor, Brogan
Instructor
Master of Science - Computer Science

Offutt, Paula
Instructor
Doctor of Philosophy (PhD) - Organization and Management
Doctor of Ministry (DMin) - Preaching and Teaching
Master of Arts (MA) - Christian Studies
Bachelor of Science (BS) - Public Administration & Health Services

Ohashi, John
Instructor
Juris Doctor - Law

Okoth, Joyce
Instructor
Master of Arts (MA) - Mathematics Education
Bachelor of Arts (BA) - Mathematics

Oni, Oludotun
Assistant Professor
Doctor of Philosophy (PhD) - Management Information Systems
Master of Science (MS) - Agricultural Engineering
Bachelor of Science (BS) - Mechanical Engineering

Onyancha, Reuben
Instructor
Doctor of Business Administration (DBA) - Business Intelligence & Analytics

Oueichek, Ibaa
Instructor
Doctor of Philosophy (PhD) - Computer Science

Owlett, Steven
Instructor
Doctor of Education (EdD) - Organizational Leadership
Master of Science (MS) - Human Resource Management
Bachelor of Arts (BA) - Government and English

Ozcan, Mahmut
Assistant Professor
Doctor of Philosophy (PhD) - Banking
Master of Science (MS) - Electronics Engineering and Computer Science
Bachelor of Science (BS) - Computer Engineering and Information Science

Pantoja, Suzanne
Assistant Professor
Master of Arts (MA) - Management

Papadopoulos, Efthemia
Instructor
Doctor of Philosophy (PhD) - Industrial & Organizational Psychology
Master of Science (MS) - Research, Measures, and Analysis
Bachelor of Science (BS) - Sociology

Paransky, David
Instructor
Master of Arts (MA) - Transpersonal Psychology

Park, Caroline
Instructor
Master of Education - TESOL
Bachelor of Arts (BA) - English Language and Literature

Park, Kyungchan
Instructor
Doctor of Philosophy (PhD) - Business Administration & Business Analytics

Patrick, Nadya
Instructor
Doctor of Philosophy (PhD) - Management; Leadership and Organizational Change
Master of Management - International Management
Bachelor of Science (BS) - Business

Peacock, Jamie
Instructor
Master of Education - English Language Learner Education

Bachelor of Arts (BA) - Psychology

Peloquin, Danielle

Instructor

Doctor of Education (EdD)

Master of Science (MS) Archives Management

Bachelor of Arts (BA) - History & English

Perez, Michael

Instructor

Doctor of Management - Organizational Management

Master in Public Administration (MPA)

Bachelor of Science (BS) - Criminal Justice

Pileh Roud, Leila

Instructor

Doctor of Philosophy (PhD) - TESOL

Piong, Chee

Assistant Professor

Doctor of Philosophy (PhD) - Leadership and Organizational Change

Doctor of Philosophy (PhD) - Financial Management

Master of Business Administration (MBA) - International Business

Bachelor of Science (BS) - Aerospace Engineering

Pizarro Cruz, Kimberly

Instructor

Doctor of Business Administration (DBA) - Leadership

Pottenger, Michael

Instructor

Doctor of Philosophy (PhD) - Electrical Engineering

Powell, James

Assistant Professor

Master of Business Administration (MBA) - Business & Management

Bachelor of Science (BS) - Business Administration

Prince, Monica

Instructor

Master of Education (MA) - Educational Leadership

Pullen, Huston

Instructor

Doctor of Business Administration (DBA)

Quinn, Edwin

Assistant Professor

Doctor of Business Administration (DBA) - Management

Master of Science (MS) - Communication

Bachelor of Arts (BA) - Anthropology

Quintieri, Michael

Instructor

Doctor of Business Administration (DBA) - Management

Ramezani, Katy

Instructor

Doctor of Education (EdD) - Urban Leadership

Master of Arts (MA) - Education

Bachelor of Arts (BA) - Psychology

Rapisardi, Brent

Assistant Professor

Master of Business Administration (MBA) - Marketing

Bachelor of Science (BS) - Management

Resor, Charles

Instructor

Master of Science - Sociology

Reynolds, Derek

Instructor

Master of Arts (MA) - TESOL

Bachelor of Arts (BA) - Graphic Design

Rezvani, Schahrzade

Assistant Professor

Doctor of Management - Organizational Leadership

Master of Science (MS) - Human Resources Management

Bachelor of Arts (BA) - International Studies

Rice, Joseph

Instructor

Doctor of Philosophy (PhD) - Business Administration & Marketing

Master of Business Administration (MBA) - International Business

Bachelor of Arts (BA) - Business

Rios, Angel

Instructor

Doctor of Business Administration (DBA) - Public Administration

Master of Business Administration (MBA)

Bachelor of Business Administration (BBA) - Accounting

Rivero, Orlando

Instructor

Doctor of Business Administration (DBA) - Management
Doctor of Education (EdD) - Higher Education Leadership
Master in Public Administration (MPA)
Master of Science (MS) - Healthcare Administration
Bachelor of Business Administration (BBA)

Robinson, Karen
Assistant Professor
Doctor of Philosophy (PhD) - Industrial/Organizational Psychology
Master of Science (MS) - Organizational and Clinical Psychology
Bachelor of Arts (BA) - Psychology

Rodriguez, Dario
Instructor
Master of Science - Finance

Roesner, William
Instructor
Doctor of Education (EdD) - Higher and Postsecondary Education
Master of Arts (MA) - Education
Master of Science (MS) - Human Resources Management
Bachelor of Science (BS) - Education

Romanic, Sophia
Assistant Professor
Master of Arts (MA) - TESOL
Bachelor of Arts (BA) - Sociology

Rouse, LaMount
Instructor
Doctor of Philosophy (PhD) - Public Policy & Administration
Master in Public Administration (MPA)
Bachelor of Arts (BA) - Political Science

Russell, Vincent
Instructor
Doctor of Education (EdD) - Leadership & Management

Saad, Ali
Assistant Professor
Doctor of Business Administration (DBA) - Accounting
Bachelor of Science (BS) - Political Science

Salami, Nima
Professor-of-Practice
Doctor of Business Administration (DBA)
Master of Business Administration (MBA)

Salas-Amaro, Armando
Instructor
Doctor of Business Administration (DBA) - Accounting & Finance

Salata, Kathy
Instructor
Master of Business Administration (MBA)
Bachelor of Arts (BA) - Behavioral Science

Salcedo, Diane
Instructor
Doctor of Philosophy (PhD) - Organizational Psychology

Salter, Sharina
Instructor
Master of Science - Information Technology Management

Saltman, Scott
Master in Public Administration (MPA) - Public Administration
Master of Business Administration (MBA) - Global Management
Bachelor of Science (BS) - Business Administration

SantaMaria, Thomas
Instructor
Master of Science (MS) - Information Systems

Saouli, Moe
Assistant Professor
Doctor of Public Administration (DPA)
Master of Business Administration (MBA)

Sarra, James
Instructor
Doctor of Education (EdD) - Global Sports Leadership
Master of Science (MS) - Physical Education
Bachelor of Science (BS) - Childhood Education

Sartoris, Reannah
Assistant Professor
Master of Arts (MA) - TESOL

Sato, Ryosuke
Instructor
Doctor of Business Administration (DBA)

Sayegh, George
Professor-of-Practice
Doctor of Business Administration (DBA) - Information Systems

Schoonover, Joshua
Instructor
Doctor of Business Administration (DBA) - Information Systems
Master of Arts (MA) - School Counseling

Schultz, Shari
Instructor
Master of Science - Social Work

Sebhatu, Peter
Assistant Professor
Doctor of Philosophy (PhD) - Industrial and Organizational Behavior
Master of Business Administration (MBA) - International Business
Bachelor of Arts (BA) - International Business

Shaffer, Patricia
Instructor
Master of Applied Science - Information and Communication Technology
Master of Arts (MA) - Human Resources
Master of Science (MS) - Computer Information Systems
Bachelor of Arts (BA) - Social Science

Shakeel, Faisal
Instructor
Master of Science (MS) - Information Systems and Technology
Bachelor of Science (BS) - Natural Science

Shakib, Javad
Assistant Professor
Doctor of Philosophy (PhD) - Electrical Engineering

Sharif, Azi
Assistant Professor
Doctor of Philosophy (PhD) - Applied Sciences
Master of Science (MS) - Computer Science
Bachelor of Arts (BA) - Fine Arts

Sharifzadeh, Mohammad
Assistant Professor
Doctor of Philosophy (PhD) - Applied Management and Decision Sciences

Shcherbak-Scoby, Anna
Instructor
Master of Arts (MA) - Communication Liberal Arts and Sciences

Shepard, Stephan
Assistant Professor
Master of Arts (MA) - Family and Child Counseling
Master of Science (MS) - Electrical Engineering
Bachelor of science (BS) - Electrical Engineering

Sheridan, Kevin
Master of Business Administration (MBA)
Bachelor of Business Administration (BBA)

Sherm, Julia
Assistant Professor
Doctor of Philosophy (PhD) - Psychology

Shirale, Rahul
Instructor
Master of Science - Electrical Engineering

Siganoff, Diana
Professor-of-Practice
Doctor of Education (EdD) - Organizational Leadership

Sillup, John
Instructor
Doctor of Public Administration (DPA)
Master in Public Administration (MPA)

Singh, Amarjit
Assistant Professor
Doctor of Philosophy (PhD) - Organic Chemistry
Master of Business Administration (MBA) - Management
Bachelor of Science (BS) - Chemistry

Singh, Ramandeep
Instructor
Master of Science in Information Technology (MSIT)

Smiley, Vabrice
Instructor
Juris Doctor - Law

Smith, Douglass
Instructor
Doctor of Philosophy (PhD) - Applied Management and Decision Sciences
Master of Arts (MA) - Project Management
Master of Business Administration (MBA)
Bachelor of Science (BS) - General Studies

Smith, Gregory
Instructor
Doctor of Business Administration (DBA)
Master of Business Administration (MBA)
Master of Science (MS) - Planning and Development
Bachelor of Science (BS) - Economics

Solares, Elizabeth
Assistant Professor
Master of Business Administration (MBA)
Bachelor of Arts (BA) - Communication

Son, Veronica
Instructor
Doctor of Philosophy (PhD) - Kinesiology

Soulouque, Nadia
Instructor
Doctor of Management - Organizational Leadership

Spath, Shaun
Instructor
Doctor of Business Administration (DBA)
Master of Business Administration (MBA)
Bachelor of Science (BS) - Economics

Spessard, Shelley
Instructor
Doctor of Education (EdD) - Educational Leadership

Starr-Parker, Symone
Assistant Professor
Doctor of Management - Organizational Leadership
Master of Arts (MA) - Organizational Management
Bachelor or Arts (BA) - Psychology

Stokes, Kenya
Instructor
Master of Health Administration (MHA)

Suij-Ojeda, Evelin
Instructor
Doctor of Education (EdD) - TESOL

Sun, Mi Hwan
Instructor
Master of Education - Teaching English in Speakers of Other Languages

Sungun, Gokahan
Assistant Professor
Doctor of Philosophy (PhD) - Accounting and Finance
Master of Arts (MA) - Accounting and Finance
Bachelor of Arts (BA) - Business Administration

Suzer, Gurkan
Assistant Professor
Doctor of Philosophy (PhD) - Civil Engineering
Master of Science (MS) - Civil Engineering
Bachelor of Science (BS) - Civil Engineering

Syed, Javaid
Assistant Professor
Doctor of Philosophy (PhD) - Information Technology
Master of Science (MS) - Leadership in Higher Education
Bachelor of Science (BS) - Computer Science

Tabi, Ashraf Abou
Instructor
Doctor of Philosophy (PhD) - Big Data Analytics for Complex Systems

Taherdoost, Hamed
Instructor
Doctor of Philosophy (PhD) - Computer Science

Tanega, Rachelle
Instructor
Doctor of Philosophy (PhD) - Education

Tanoe, Claude
Assistant Professor
Doctor of Philosophy (PhD) - Organizational Leadership in Technology
Master of Arts (MA) - Regional Planning

Tarm, Jennifer
Assistant Professor
Master of Arts (MA) - Marriage and Family Therapy
Bachelor of Arts (BA) - Education Sciences
Bachelor of Arts (BA) - Public Health Policy

Tehrani, Sanaz
Assistant Professor
Doctor of Philosophy (PhD) - Operations Management
Master of Science (MS) - Industrial Management
Bachelor of Science (BS) - Industrial Engineering

Thomas-Fernandez, Maya
Instructor
Doctor of Education (EdD) - Education Administration
Master of Business Administration (MBA) - Healthcare Management
Bachelor of Arts (BA) - Criminal Justice

Thomas, Angela
Instructor
Doctor of Business Administration (DBA) - Marketing

Thullen, Eve
Instructor
Doctor of Business Administration (DBA) - Information Systems and Technology

Tischler, Thomas
Assistant Professor
Master of Arts (MA) - TESOL

Tiwari, Bindu
Instructor
Doctor of Philosophy (PhD) - Marketing

To, Cuong
Instructor
Doctor of Philosophy (PhD) - Computer Science & Engineering

Tomblin, Michael
Instructor
Doctor of Philosophy (PhD) - Decision Science and Information Systems

Torrales, Ben
Instructor
Doctor of Computer Science - Cybersecurity and Information Assurance

Townsley, Brian
Assistant Professor
Master of Public Writing - Professional Writing
Bachelor of Arts (BA) - Interdisciplinary Studies

Trodick, Scott
Assistant Professor
Doctor of Business Administration (DBA) - Information Systems
Master of Arts (MA) - Organizational Management
Bachelor of Arts (BA) - Art

Tzacheva, Angelina
Professor-of-Practice
Doctor of Philosophy (PhD) - Information Technology

Valenzuela, Celeste
Instructor
Master of Arts (MA) - Education Leadership

Vasquez, Rojelio
Assistant Professor
Doctor of Management - Policy and Leadership
Master of Business Administration (MBA)
Bachelor of Arts (BA) - Management of Human Resources

Veguilla, Maria
Instructor
Master of Business Administration (MBA) - Strategic Management & Leadership

Villanea, Glenn
Assistant Professor
Master of Business Administration (MBA)
Bachelor of Arts (BA) - Economics

Vural, Yilmaz
Instructor
Doctor of Philosophy (PhD) - Computer Engineering

Walker, Andrea
Instructor
Doctor of Education (EdD) - Organizational Leadership & Development
Master of Science (MS) - Human Resource Management
Bachelor of Arts (BA) - Psychology

Walker, David
Instructor
Master of Finance

Webster, Danielle
Instructor
Doctor of Education (EdD) - Educational Leadership and Professional Practice

Wesley, Darrell
Assistant Professor
Doctor of Philosophy (PhD) - Theology, Ethics, and Culture

Wesson, Laseanda
Instructor
Doctor of Management - Organizational Leadership

Wester, Aaron
Instructor
Doctor of Management - Organizational Leadership and Technology

Wilcher, Mark
Assistant Professor
Master of Business Administration (MBA) - Business
Bachelor of Science (BS) - Education

Wilkinson, Ian
Instructor
Doctor of Information Technology (DIT)

Williams, Brian
Instructor
Doctor of Information Technology (DIT)
Williams, Omari
Instructor
Doctor of Business Administration (DBA) - Finance
Master of Science (MS) - Finance
Bachelor of Science (BS) - International Finance
Williams, Tricia
Instructor
Master of Science (MS) - Information Systems
Bachelor of Science (BS) - Computer Science
Wong, Jennie
Assistant Professor
Doctor of Education (EdD) - Institutional Management
Master of Business Administration (MBA)
Bachelor of Arts (BA) - Management
Woodley, Monique
Assistant Professor
Doctor of Education (EdD) - Education Administration
Master of Science (MS) - Education
Bachelor of Arts (BA) - English
Woodrow, Tedford
Assistant Professor
Doctor of Management - Organizational Leadership in Technology
Master of Business Administration (MBA)
Bachelor of Science (BS) - Business Administration
Worthen, Cynthia
Assistant Professor
Doctor of Education (EdD) - Educational Leadership
Master in Public Administration (MPA)
Bachelor of Science (BS) - Workforce Education and Development
Wu, Jing
Instructor
Master of Arts (MA) - Education
Zacher, Christopher
Instructor
Master of Science in Information Technology (MSIT)
Bachelor of Science (BS) - Information Technology
Zeeshan, Ahmad
Instructor
Doctor of Philosophy (PhD) - Electrical and Computer Engineering
Zhang, Hongchang
Instructor
Master of Arts (MA) - English Education
Ziade, Jinan
Assistant Professor
Doctor of Management - Organizational Leadership
Master of Business Administration (MBA)
Bachelor of Science (BS) - Information Technology

Rights and Obligations 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 institution's rights and responsibilities 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, finances, and physical and operating facilities for commercial or political activities.
- Right to prohibit members of the University community from using its name, finances, or physical and operating facilities for commercial activities.
- Right and obligation to provide, for members of the University community, the use of meeting rooms under University rules.
- 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 to safeguard the educational process and provide for the safety of the University community and the institution's property.

Rights and Obligations of the University Community

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.

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 objectives, 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 relation 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 Business

Moutaz Abu Ruman: Member of the Jordanian House of Representatives, Government of Jordan

Michael Ballou: Researcher and Developer, Asurion LLC

Sixit Bhatta: Founder, Tootle

Vincent Bouvier: Broker, Douglas Elliman Real Estate

Robert Bruns: Preconstruction Director, McCarthy Building Companies

Nama Budhathoki: Founder, Kathmandu Living Labs

Yolanda Fresnoza: Founder and Director, Rowland Heights School of Music and Art

Bill Gladstone: Founder, Waterside Productions

Rex Hamano: Business Owner and Investor, Umeya Inc.

Adli Kandah: Director General, Association of Banks in Jordan

Christopher Mark: Pricing Manager, VACCO Industries

Malek Moubasher: CEO, Agora Neos

Kirti Mutatkar: CEO, UnitedAg

Sam Proko: Director of Accounting, Long Beach Medical Center Foundation

Bruce Seder: Business Owner and Entrepreneur

Gazi Shbaikat: Senior Economist, Middle East and Central Asia Department, IMF

Deborah Sng: Sr. Product Manager, Cox Communications

Yasser Soliman: CEO, Townli

Marty Stewart: Administrative Assistant, Pasadena City College

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 First Vice President; Professor at UPEL

Program Advisory Council - College of Technology & Engineering

Gora Datta: Chairman, CEO, CAL2CAL

Ville Houttu: CEO, Vincit

Sachin Kaushal: VP, West Coast Consulting

Tommy Hong: Enterprise Infrastructure Architect

Lesley Wright: Faculty at Baylor University in the Department of Mechanical Engineering and School of Engineering and Computer Science

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Chief Executive Officer (CEO); President

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Chief Academic Officer (CAO)

Scott Mehlberger
Chief Financial Officer (CFO)

Disclosures and Notices

Health Insurance Disclosure

Westcliff University does not provide, nor subsidize, health insurance, health care, or medical care for students. You are strongly urged to secure your own health insurance and keep it active throughout your time at Westcliff. Medical care can be extremely costly and, without adequate coverage, can create huge, unexpected financial burdens.
There are many options, and we encourage you to choose a provider and plan that is financially right for you. If you are a nonimmigrant student, you may wish to explore different providers and various types of coverage on the CoveredCalifornia website at https://www.coveredca.com. Some students may qualify for subsidized coverage under Medi-Cal eligibility and Covered California benefits.

Resources for Student Health Coverage

Covered California - Information for Immigrants

How Immigration Status Impacts Medi-Cal Eligibility

ISO Insurance | +1 (800) 244 - 1180

International Student Insurance | +1 (904) 758 - 4391

International Student Protection (ISP) | +1 (877) 738-5787

Photograph and Recording Disclosure

Photographs and recordings (including any images or recordings captured by a smartphone or tablet) taken on campus or at a school-sponsored event are only permissible with the knowledge and consent of all parties involved. Images and recordings taken without consent violate the Student Code of Conduct.

Minnesota Required Disclosure

Westcliff University is registered with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

Minnesota Office of Higher Education

1450 Energy Park Dr # 350

St Paul, MN 55108

+1 (651) 642-0567

Retention Rate Disclosure

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.

Notice of No Pending Petitions

This is proper notice that Westcliff University has no pending petitions in bankruptcy, nor is it operating as a debtor in possession, nor has the University filed a petition under the preceding five (5) years, nor has the University had a petition in bankruptcy filed against it within the previous five (5) years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.S. SEC. 101 ET SEQ.).

Equal Opportunity Institution and Employer

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

Posters, Notices, and Handbills

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

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

North Carolina Disclosure

Guarantee Disclosure
In accordance with North Carolina requirements, Westcliff University maintains a guaranty bond for prepaid tuition as required by applicable law. The guarantee bond is available for review by any interested person during normal business hours.

The guarantee bond is maintained in the **Compliance Office** at Westcliff University's **Main Campus.** Individuals wishing to review the guarantee bond should contact the Compliance Office to arrange an appointment during regular business hours.

Student Complaints
Students are encouraged to first attempt to resolve complaints through Westcliff University's internal grievance procedures as outlined in this Catalog. If a complaint cannot be resolved through the University's established procedures, students residing in North Carolina or enrolled in programs offered under the University's North Carolina authorization may file a complaint with the State Authorization Unit of the University of North Carolina System.

State Authorization Unit
University of North Carolina System
223 S. West Street, Suite 1800
Raleigh, NC 27603

Email: **stateauthorization@northcarolina.edu**

Online Complaint Form:
https://studentcomplaints.northcarolina.edu/form

Statement of Ownership

Westcliff University is owned and operated by Westcliff University Management Group, Inc., a California corporation headquartered at the main campus:

177877 Von Karman

Irvine, California 92614

compliance@westcliff.edu

949-825-5999

The Florida and Texas campuses are established as branch locations of the institution's main campus.

Catalog of Record

Westcliff University publishes a catalog and regularly updates it. The Catalog of Record for 2025-2026 provides essential information for students which will assist them in the pursuit of their academic endeavors. Although every effort has been made to ensure the accuracy of the information provided herein, readers should note that policies, laws, rules and regulations change from time to time and that these changes might alter the information contained in this publication.

Westcliff University reserves the right to change its academic requirements, educational programs, course offerings, schedules, rules and regulations, policies, tuition and fees or other changes which the University believes are necessary for its continued growth.

Westcliff University, as a common practice, clears students for graduation, to the extent possible, after successful completion of the requirements for the program in which they participate as stated in the Catalog of Record (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 September 2025 and thereafter.

This catalog supersedes and replaces all previously published editions of the catalog, and is made available to students online.

Acknowledgement of Catalog and Student Handbook Receipt

Westcliff University provides online access to the University Catalog and Student Handbook for all students. The University Catalog is a guide to policies, procedures, and general information about the institution to assist student awareness of all elements of Westcliff University.

I,_____, hereby acknowledge that I have accessed the Catalog and Student Handbook, provided by Westcliff University.

I,_____, understand that I may consult my Student Services Advisor or College Dean regarding any questions I have that have not been answered, covered, or fully explained in the Catalog and Student Handbook.

I,_____, understand that the information and policies described herein are necessarily subject to change and I acknowledge that revisions to the Catalog and Student Handbook may occur. I understand that all such changes are to be communicated through official notices, and I further understand that revised information may supersede, modify, or eliminate existing policies.

I,_____, acknowledge that it is my responsibility to Westcliff University to comply with the policies contained in the Catalog and Student Handbook and any revisions made therein.

I,_____, acknowledge that the Catalog and Student Handbook is neither a contract of admission nor a legal document.

I,_____, acknowledge that I have read and understood both transfer of credit and qualifying degree definitions, as well as all english translation and student athlete requirements in the Official Transcript / Academic Record Policy.

I,_____, acknowledge that I (or my parents if I am a dependent) may request that the university not disclose my directory information, and that FERPA permits the disclosure of this personally identifiable information (PII) if I do not make this request, as stipulated in the Confidentiality and Privacy Policy.

I, _____, herein acknowledge my assent by signing below.

Student Signature _____

Today's Date _____