Welcome to Western International University

Western International University (West) is a private university with some distinctive characteristics: a global perspective in our curriculum and classrooms; a synchronous online experience that values student-to-faculty and student-to-student live interaction; and a globally focused, practitioner faculty who bring rich, real-world experiences to the classroom.

We serve a globally minded student population of mostly working adults. As part of our mission, we are committed to preparing students for a dynamic marketplace that is shrinking and simultaneously becoming more complex. We emphasize global awareness in both our general education and program-specific courses and we emphasize leadership skills, as the world will look very different for our students when they graduate.

We have a diverse, multicultural student population. Many of our students have come to West from abroad—more than 40 different countries are represented in our thriving student body. They recognize that, throughout the world, an accredited American degree is a valuable commodity. At West, we also offer services to support these students while they improve their English language skills and become acclimated to our environment and culture. All of our students will experience a curriculum focused on the world community and gain a real understanding of the commercial, political, and cultural issues shaping the future. Students obtain a practical understanding of the global economy and benefit from the diverse cultural perspectives of fellow classmates and faculty from all over the world.

Understanding that our students are confronted daily with many pressures related to school, work, and families, West believes education can be delivered in flexible and convenient ways to accommodate busy adult learners. Online students can start, stop, and restart recorded class sessions at any time if they miss a live class session. Between class meetings, students online and on campus are able to participate whenever they have a few minutes—or a block of time—by answering a Discussion Question or posting a thoughtful response to other student and faculty comments. Our 8-week classes provide students an opportunity to take overlapping courses so they do not have multiple final exams or projects due simultaneously. Above all, we are a student-focused institution, dedicated to improving lives globally.

Tracy Lorenz
President
Effective July 1, 2012

Western International University reserves the right to make modifications to information in this catalog, as necessitated by changes in curriculum, academic policies and procedures, and costs. This information is subject to change without prior notification although the University will make reasonable attempts to notify students promptly should this occur.

The West Catalog and subsequent addenda take precedence in the event of a discrepancy between the information contained in the Catalog and other printed materials.

Western International University is not responsible for information or claims made by individuals not affiliated with the University that are contrary to published University materials.

www.west.edu
Toll free phone within the United States 1.866.948.4636
Local land line within the United States (602) 943.2311
Toll free fax within the United States 1.877.401.5707
Table of Contents

WESTERN INTERNATIONAL UNIVERSITY .......................................................... 1
  CAMPUS LOCATIONS ...................................................................................... 1

WESTERN INTERNATIONAL UNIVERSITY .................................................... 2
  OWNERSHIP INFORMATION ........................................................................... 2
  MISSION STATEMENT ...................................................................................... 2
  CORE VALUES .................................................................................................. 2
  PURPOSES ......................................................................................................... 2

ACCREDITATION ................................................................................................. 3
  STATE APPROVALS ......................................................................................... 3
  MEMBERSHIPS .................................................................................................. 3

CURRICULUM .................................................................................................... 4

ADMISSIONS ..................................................................................................... 5
  TRANSCRIPT REQUESTS OF OTHER INSTITUTIONS ...................................... 5
  DEGREE-SEEKING STUDENTS ....................................................................... 5
  ASSOCIATE’S DEGREE ADMISSION .............................................................. 5
    ELIGIBILITY .................................................................................................. 5
    STANDARDS .................................................................................................. 6
    PROCEDURES ............................................................................................... 6
  BACHELOR’S DEGREE ADMISSION ............................................................... 7
    ELIGIBILITY .................................................................................................. 7
    STANDARDS .................................................................................................. 7
    PROCEDURES ............................................................................................... 7
  MASTER’S DEGREE ADMISSION .................................................................... 8
    ELIGIBILITY .................................................................................................. 8
    STANDARDS .................................................................................................. 8
    PROCEDURES ............................................................................................... 8
  ADMISSION STATUSES .................................................................................. 8
  DENIAL OF ADMISSION .................................................................................. 8
  NON-DEGREE-SEEKING STUDENTS ............................................................. 9
  NOTIFICATION OF ADMISSION STATUS ..................................................... 9
  ADMISSION APPEALS ..................................................................................... 9
  READMISSION ................................................................................................. 9

INTERNATIONAL STUDENT ADMISSIONS .................................................... 10
  ELIGIBILITY ................................................................................................... 10
  STANDARDS .................................................................................................... 10
  PROCEDURES ................................................................................................. 10
  F-1 STUDENTS ONLY ...................................................................................... 11
  F-1 STUDENT PROCEDURES .......................................................................... 11
  INTERNATIONAL TRANSFER STUDENTS ................................................... 11
  CONDITIONAL STATUS .................................................................................. 12
  ENGLISH LANGUAGE PROFICIENCY ............................................................ 12
  STUDENT SERVICES DEPARTMENT ............................................................. 13
  INTERNATIONAL STUDENT RESPONSIBILITIES ....................................... 14
  INTERNATIONAL STUDENT INSURANCE REQUIREMENTS ....................... 14
  OPTIONAL PRACTICAL TRAINING (OPT) ....................................................... 14

STUDENT SUPPORT ......................................................................................... 15

STUDENT ASSOCIATIONS ............................................................................... 15
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delta Mu Delta</td>
<td>15</td>
</tr>
<tr>
<td>Golden Key</td>
<td>15</td>
</tr>
<tr>
<td>Upsilon Pi Epsilon</td>
<td>15</td>
</tr>
<tr>
<td>The</td>
<td>15</td>
</tr>
<tr>
<td>Student Services Group (SSG)</td>
<td>15</td>
</tr>
<tr>
<td>STUDENT SUPPORT SERVICES</td>
<td>16</td>
</tr>
<tr>
<td>MyWest</td>
<td>16</td>
</tr>
<tr>
<td>Job Placement Disclaimer</td>
<td>16</td>
</tr>
<tr>
<td>Learning Resource Center (LRC)</td>
<td>16</td>
</tr>
<tr>
<td>Online Library</td>
<td>16</td>
</tr>
<tr>
<td>West Writing Center</td>
<td>16</td>
</tr>
<tr>
<td>Tutoring</td>
<td>16</td>
</tr>
<tr>
<td>University Holidays</td>
<td>16</td>
</tr>
<tr>
<td>UNIVERSITY POLICIES</td>
<td>17</td>
</tr>
<tr>
<td>Course Calendar</td>
<td>17</td>
</tr>
<tr>
<td>Course Registration</td>
<td>17</td>
</tr>
<tr>
<td>Books and Course Materials</td>
<td>17</td>
</tr>
<tr>
<td>Student Contact Information</td>
<td>17</td>
</tr>
<tr>
<td>Course Withdrawal Policy</td>
<td>17</td>
</tr>
<tr>
<td>Schedule Adjustments</td>
<td>18</td>
</tr>
<tr>
<td>Class Attendance</td>
<td>18</td>
</tr>
<tr>
<td>Independent Study Attendance</td>
<td>18</td>
</tr>
<tr>
<td>Institutional Break</td>
<td>18</td>
</tr>
<tr>
<td>Withdrawal from the University</td>
<td>18</td>
</tr>
<tr>
<td>Official Withdrawal</td>
<td>18</td>
</tr>
<tr>
<td>Recision of Official Notification</td>
<td>19</td>
</tr>
<tr>
<td>Unofficial Withdrawal</td>
<td>19</td>
</tr>
<tr>
<td>Re-Entry to the University</td>
<td>19</td>
</tr>
<tr>
<td>Residency Requirements</td>
<td>19</td>
</tr>
<tr>
<td>Transfer of Credit</td>
<td>20</td>
</tr>
<tr>
<td>Admission Evaluation of Credit</td>
<td>20</td>
</tr>
<tr>
<td>Ongoing Credit Evaluation</td>
<td>20</td>
</tr>
<tr>
<td>Eligible Credits</td>
<td>20</td>
</tr>
<tr>
<td>National Tests for Credit</td>
<td>21</td>
</tr>
<tr>
<td>Prior Learning Assessment (PLA)</td>
<td>21</td>
</tr>
<tr>
<td>Corporate Articulation Agreements</td>
<td>22</td>
</tr>
<tr>
<td>Double Majors</td>
<td>22</td>
</tr>
<tr>
<td>Second/Dual Degrees</td>
<td>22</td>
</tr>
<tr>
<td>Minors</td>
<td>22</td>
</tr>
<tr>
<td>Choice of Catalog</td>
<td>23</td>
</tr>
<tr>
<td>Change of Major or Program</td>
<td>23</td>
</tr>
<tr>
<td>Transcripts</td>
<td>23</td>
</tr>
<tr>
<td>GRADUATION</td>
<td>24</td>
</tr>
<tr>
<td>Commencement Ceremony</td>
<td>24</td>
</tr>
<tr>
<td>Graduation Clearance Procedure</td>
<td>24</td>
</tr>
<tr>
<td>Honors</td>
<td>24</td>
</tr>
<tr>
<td>Graduation Deadlines</td>
<td>24</td>
</tr>
<tr>
<td>ACADEMIC POLICIES &amp; PROCEDURES</td>
<td>25</td>
</tr>
<tr>
<td>Independent Study</td>
<td>25</td>
</tr>
<tr>
<td>West Writing Style</td>
<td>25</td>
</tr>
<tr>
<td>Late Assignment Policy</td>
<td>25</td>
</tr>
</tbody>
</table>
### Financial Aid

- Federal Pell Grant Program ....................................................... 47
- Federal Stafford Student Loans (Subsidized and Unsubsidized) ........ 47
- Federal PLUS Loans ................................................................. 47
- Campus-Based Aid ................................................................. 48
- FSEOG .................................................................................. 48
- Perkins Loans ........................................................................ 48
- Alternative Loans ................................................................. 48
- Loan/Grant Disbursement ...................................................... 48
- Statement of Educational Purpose ........................................... 48
- Referrals to the Office of the Inspector General ...................... 48
- Satisfactory Academic Progress ............................................. 48
- Leave of Absence .................................................................. 48

### Student Right-to-Know .......................................................... 50

- Campus Safety ...................................................................... 50
- Campus Statistics ............................................................... 50
- Student Completion Rate ..................................................... 50
- Drug & Alcohol Prevention Program .................................... 50
- Standards of Conduct ........................................................... 50
- Associated Health Risks ....................................................... 50
- Sanctions by the School ....................................................... 51
- Treatment and Rehabilitation ................................................ 51

### University Teaching and Learning Model ................................ 52

- Assessment of Student Learning .......................................... 52
- West Learning Outcomes ..................................................... 52
  - Institutional Learning Goals ................................................ 52
- West Writing Intensive Courses ........................................... 53
- West Policy for Graded Group Projects ............................... 53
- Integrated Capstone Course ................................................ 53
- Internship ........................................................................... 53
- West Interactive Online ....................................................... 54

### Academic Program Requirements ....................................... 55

- General Education Requirements ......................................... 55
- Common Body of Knowledge (CBK) .................................... 56
- Associate of Arts in Business Degree .................................. 56
- Bachelor's Degree Programs ............................................... 56
- Core Requirements ............................................................... 56
- State-Specific Curricular Requirements ............................... 57
- Master Degree Programs ..................................................... 70
- Professional Studies ............................................................ 81

### Course Descriptions ............................................................. 82

### Faculty ................................................................................. 101

### West Administration ............................................................. 119

- Senior Leadership Team ...................................................... 119
- Board of Directors .............................................................. 119
Western International University

Campus Locations

**Phoenix Main Campus**
9215 N. Black Canyon Highway
Phoenix, AZ USA 85021
Phone: 602-943-2311
Toll Free: 866-948-4636
Fax: 602-371-8637
Toll Free Fax: 877-401-5707
Hours of Operation: M-Th 9am-6:30pm
     Friday 9am-4pm

**Chandler Campus**
55 N. Arizona Place, Suite 101
Chandler, AZ USA 85225
Phone: 602-943-2311
Toll Free: 866-948-4636
Fax: 480-726-3068
Toll Free Fax: 877-401-5707
Hours of Operation: M-Th 9am-6:30pm
     Friday 9am-4pm

**Scottsdale Campus**
8860 E. Chaparral, Suite 120
Scottsdale, AZ USA 85250
Phone 602-943-2311
Toll Free: 866-948-4636
Fax: 480-850-1338
Toll Free Fax: 877-401-5707
Hours of Operation: M-Th 9am-6:30pm
     Friday 9am-4pm
Western International University

Western International University (West) was founded in 1978 as a private, nonprofit institution and was regionally accredited in 1984. In 1995, West was acquired by Apollo Group, Inc., and became a for-profit subsidiary of one of the leading educational corporations in the United States. In 2010, West became a part of Apollo Global, a consolidated subsidiary of Apollo Group, and joined with sister schools in the United Kingdom, Chile, and Mexico to create a global education network.

In keeping with its tradition, Western International University provides programs to a broad, global community of students. West welcomes international students to its ground campuses in the Phoenix Metro area and provides education to students located in various parts of the globe. Students throughout the world either now have, or soon will have, access to the same high-quality, regionally-accredited West academic degree programs that students have enjoyed in the United States since 1978.

West is headquartered in Arizona, the Grand Canyon State. The Phoenix campus is conveniently located adjacent to the Black Canyon Highway. Additional Phoenix Metro campuses are located in Chandler and Scottsdale. Campus classrooms are designed to encourage students and faculty interaction and discussion. Computer facilities for hands-on instruction are readily available to students, as are various audiovisual aids. Learning Resource Centers at each University campus provide access to online research resources. In addition to campus programs, West provides on-site coursework at corporate locations such as the Salt River Project and also offers coursework in virtual classrooms through West Interactive Online.

Further information regarding Western International University is available on the University’s website www.west.edu. A print copy of the University Catalog may be requested by calling 602-943-2311.

Mission Statement

Western International University provides a broad educational foundation, including a focus on business and technology, designed to prepare students for leadership positions in a dynamic, global marketplace.

Core Values

- Learning
- Academic Quality
- Student Service
- Global Awareness
- Integrity

Purposes

1. To provide education programs to a student population that includes domestic and international students.
2. To provide education in a format and at times and locations conducive to the student population.
3. To provide programs that meet educational needs identified by industry, government, and other institutions of higher education in communities served by the University.
4. To provide domestic and international students with an education that blends practical experience with a strong theoretical framework.
5. To provide an international educational environment through implementation of global-oriented curriculum.
6. To generate the financial resources to ensure financial viability.
7. To provide for the personal, professional development of staff and faculty through education, training, and the encouragement of professional and community involvement.
8. To provide and maintain an emphasis on continuous improvement of programs and services.

Ownership Information

Western International University is a subsidiary of Apollo Global, Inc. Apollo Group, Inc., is the majority owner of Apollo Global and The Carlyle Group is the minority shareholder. Apollo Group, Inc. (the "Parent") has one class of non-voting stock (Class "A" Common Stock), which is publicly traded on the NASDAQ Stock Exchange under the symbol "APOL." The Parent files quarterly and annual financial statements with the U.S. Securities and Exchange Commission and these are available to the general public. The University’s central administration offices are located in Phoenix, Arizona.
Accreditation
Western International University is accredited by The Higher Learning Commission of the North Central Association of Colleges and Schools.

230 S. LaSalle Street, Suite 7-500
Chicago, Illinois 60604-1413
312-263-0456

Copies for review of Western International University accreditation and licensure may be obtained upon written request to:

Office of the President
Western International University
9215 N. Black Canyon Highway
Phoenix, AZ 85021

State Approvals
Western International University is licensed by the following state regulatory agencies:

- Alabama Commission for Higher Education (ACHE) and Alabama Department of Postsecondary Education (ADPE)
- Arizona State Board for Private Postsecondary Education
- State of Georgia Nonpublic Postsecondary Education Commission
- Western International University is registered as a Private institution 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.
- Western International University is authorized by the Tennessee Higher Education Commission. This authorization must be renewed each year and is based on an evaluation by minimum standards concerning quality of education, ethical business practices, health and safety, and fiscal responsibility.
- State of Wisconsin Educational Approval Board

Memberships
Western International University holds membership in the following associations or organizations:

- American Association of Collegiate Registrars and Admissions Officers (AACRAO)
- American Council on Education (ACE)
- America-Mideast Educational and Training Services, Inc. (AMIDEAST)
- Arizona Association of Collegiate Registrars and Admissions Officers (AzACRAO)
- Arizona Association of Student Financial Aid Administration (AASFAA)
- Arizona Veterans Program Association (AVPA)
- Association of International Educators (NAFSA)
- Better Business Bureau (BBB)
- Association to Advance Collegiate Schools of Business (AACSB)
- Council on Higher Education Accreditation (CHEA)
- Council for Adult and Experiential Learning (CAEL)
- Datatel Users Group (DUG)
- EDUCAUSE
- Higher Education Users Group (HEUG)
- Independent Colleges and Universities of Arizona (ICUA)
- National Academic Advising Association (NACADA)
- National Association of Independent Colleges and Universities (NAICU)
- National Association of College and University Business Officers (NACUBO)
- National Association of Veterans’ Program Administrators (NAVPA)
- Pacific Association of Collegiate Registrars and Admissions Officers (PACRAO)
- Professional and Organizational Development Network (POD)
- Transparency by Design
- Servicemembers Opportunity Colleges (SOC)
- University Continuing Education Association (UCEA)
- Western Association of Student Financial Aid Administration (WASFAA)
## Curriculum

<table>
<thead>
<tr>
<th>Degree</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate of Arts</td>
<td>Business</td>
</tr>
<tr>
<td>Bachelor of Arts</td>
<td>Behavioral Science</td>
</tr>
<tr>
<td>Bachelor of Arts</td>
<td>Criminal Behavior</td>
</tr>
<tr>
<td>Bachelor of Arts</td>
<td>Human Resource Management</td>
</tr>
<tr>
<td>Bachelor of Arts</td>
<td>Legal Studies</td>
</tr>
<tr>
<td>Bachelor of Arts</td>
<td>Professional Communications</td>
</tr>
<tr>
<td>Bachelor of Science</td>
<td>Accounting</td>
</tr>
<tr>
<td>Bachelor of Science</td>
<td>Business</td>
</tr>
<tr>
<td>Minors</td>
<td>Accounting</td>
</tr>
<tr>
<td></td>
<td>Business Communications</td>
</tr>
<tr>
<td></td>
<td>Criminal Behavior</td>
</tr>
<tr>
<td></td>
<td>Finance</td>
</tr>
<tr>
<td></td>
<td>Human Resource Management</td>
</tr>
<tr>
<td></td>
<td>Informatics</td>
</tr>
<tr>
<td></td>
<td>Legal Studies</td>
</tr>
<tr>
<td></td>
<td>Management</td>
</tr>
<tr>
<td></td>
<td>Marketing</td>
</tr>
<tr>
<td>Bachelor of Science</td>
<td>Business Administration</td>
</tr>
<tr>
<td>Bachelor of Science</td>
<td>Informatics</td>
</tr>
<tr>
<td>Bachelor of Science</td>
<td>Management</td>
</tr>
<tr>
<td>Master of Arts</td>
<td>Human Dynamics</td>
</tr>
<tr>
<td>Master of Arts</td>
<td>Innovative Leadership</td>
</tr>
<tr>
<td>Master of Business Administration</td>
<td>Accounting</td>
</tr>
<tr>
<td>Master of Business Administration</td>
<td>Finance</td>
</tr>
<tr>
<td>Master of Business Administration</td>
<td>International Business</td>
</tr>
<tr>
<td>Master of Business Administration</td>
<td>Management</td>
</tr>
<tr>
<td>Master of Business Administration</td>
<td>Marketing</td>
</tr>
<tr>
<td>Master of Public Administration</td>
<td>Master of Public Administration</td>
</tr>
<tr>
<td>Master of Science</td>
<td>Accounting</td>
</tr>
<tr>
<td>Master of Science</td>
<td>Information Systems Engineering</td>
</tr>
<tr>
<td>Accountancy Certificate</td>
<td></td>
</tr>
</tbody>
</table>
Admissions

Western International University (West) welcomes applications from all students possessing a high school diploma or equivalent, who are qualified to achieve the University’s educational goals, without regard to gender, race, creed, age, disability, national origin, or religious belief.

Since coursework at West begins monthly, applications and registrations are accepted on an ongoing basis. Early submission is encouraged to allow sufficient time to process application materials. International students should begin the process well in advance of their intended start date. A minimum of 3 months is recommended. Students must complete all application requirements before being considered for admission. All students applying for admission must submit a complete and accurate application package including all required academic and professional credentials. Applications to the University are considered current for 12 months from the date of submission of the Student Enrollment Agreement. Admission requirements, including enrollment in coursework, must be met within 12 months of this date. Special consideration is given to applicants who are active service members or reservists called to active duty.

Transcript Requests of Other Institutions

As a service to students, during the application process, the West Admissions Office accepts the responsibility of obtaining transcripts from previously attended institutions in the United States. Students must sign a Transcript Request Form for each transcript being requested from educational institutions. However, it remains the student’s responsibility to ensure that all transcripts are submitted to the University.

This service does not include obtaining transcripts from national testing programs or continuing education units (CEUs), nor does the University obtain transcripts for students after completion of the admission process.

Because institutions vary in response time to transcript requests, all transcripts should be requested immediately upon submission of an application. University staff will process all transcript requests made at the time of application on behalf of the student. Should another institution refuse to release a student’s records, the student will be notified and must assume responsibility for obtaining documentation required for admission.

Western International University will accept mailed or faxed transcripts as official when they are sent directly from the issuing institution. When transcripts are faxed, they will be deemed official only if the following requirements are met:

- Coversheet on institution’s letterhead
- Signature or stamp/seal from the Office of Student Records
- Statement from the issuing institution verifying the transcripts are official

Faxes received without one of the above requirements, or by any other means, other than ones previously mentioned, will be considered unofficial.

Degree-Seeking Students

University applicants pursuing associate’s, bachelor’s, or master’s degrees at West are considered degree-seeking students. Students who have completed a West application and granted an admission status are considered eligible for enrollment. International students on a West I-20 must be admitted as degree-seeking or certificate-seeking. Students applying for financial aid must be accepted for enrollment as degree- or certificate-seeking students prior to financial aid being processed.

Admission statuses for degree programs are explained in the Admission and International Admission sections of this catalog.

Associate’s Degree Admission

Eligibility

All applicants must meet the following University eligibility requirements to be considered for admission:

- High school graduation or equivalent from an institution that is regionally or nationally accredited and/or state licensed.

Students who complete high school via distance learning or home schooling must provide documentation of a diploma from a recognized regional or national high school accrediting body.

If documentation of a recognized diploma cannot be provided, students must pass a state-approved GED exam. Information about GED testing centers may be found at:

http://www.acenent.edu/resources/GED/center_locator.cfm
In certain circumstances, a transfer associate’s degree from a regionally or nationally accredited institution may be accepted in lieu of a high school diploma.

- United States (U.S.) citizenship or appropriate legal status allowing University enrollment.

Standards

All applicants must meet the eligibility requirements as well as the following standards to be considered for admissions at West:

- Applicants entering with 12 or more graded semester credits of an academic nature in college-level work from regionally or nationally accredited postsecondary institutions must possess a minimum cumulative grade point average (GPA) of 2.0 on a 4.0 scale for all coursework completed.

  NOTE: Credits must be deemed academic in nature to be considered.

- Applicants entering with fewer than 12 graded semester academic credits of college-level work from regionally or nationally accredited postsecondary institutions must possess a minimum GPA of 2.5 on a 4.0 scale for all high school coursework, have passed the GED, or have completed the International Baccalaureate (IB).

- Official documents verifying English proficiency may be required. Please reference the English Language Proficiency section of this catalog.

- All students attending courses under Provisional Admitted Status must achieve the University’s required academic standards by the end of the third course to be granted Admitted Status. Undergraduate students must achieve a cumulative GPA of 2.0 or above. Graduate students must achieve a cumulative GPA of 3.0 or above.

Processes

Candidates for Admission must:

- Submit a complete and accurate West Application for Admission listing secondary and all postsecondary institutions attended. Applicants under the age of 18 must provide documented approval of a parent or legal guardian.

  NOTE: Once the application has been received by the University, applicants are responsible for ensuring the completion of their admission file. No applicant will be formally accepted for admission until his or her admission file is complete, eligibility and standards have been met, and formal written notice is provided by the Admissions Department.

- Pay non-refundable application fee.

- Sign request form(s) for official transcripts from all previously attended regionally or nationally accredited colleges and universities. Students relying on foreign transcripts for admission must provide official academic records from all institutions attended outside the United States. Students whose records are on administrative hold at another institution must resolve the issues and provide the required documents to West.

  NOTE: Applicants may choose to be admitted without receipt of official transcripts by opting to sign a Right to Close Form with the understanding that:

  - By signing the “Right to Close” form, financial aid funding and eligibility could be impacted.

  - The institutional transcript(s) can be submitted at a later date for review of applicable transfer credits.

  - A class completed from any institution(s) listed on the “Right to Close” form cannot be transferred in and applied to the degree if the equivalent coursework at Western International University has been completed.

  - Students who have a current loan period with another school may not complete the “Right to Close.”

  - At a minimum, the University requires an official degree-posted document qualifying the student for admission to the selected program of study. For applicants with fewer than 12 graded semester credits of college-level, academic work from an accredited postsecondary institution, a request for high school transcripts, GED, or other acceptable documentation is required.
Bachelor’s Degree Admission

Eligibility

All applicants must meet the following University eligibility requirements to be considered for admission:

- High school graduation or equivalent from an institution that is regionally or nationally accredited and/or state licensed.
- Students who complete high school via distance learning or home schooling must provide documentation of a diploma from a recognized regional or national high school accrediting body. If documentation of a recognized diploma cannot be provided, students must pass a state-approved GED exam.
- Information about GED testing centers may be found at http://www.acenet.edu/resources/GED/center_locator.cfm
- In certain circumstances, a transfer associate’s degree from a regionally or nationally accredited institution may be accepted in lieu of a high school diploma.
- United States (U.S.) citizenship or appropriate legal status allowing University enrollment.

Standards

All applicants must meet the eligibility requirements as well as the following standards to be considered for admissions at West.

- Applicants entering with 12 or more graded semester credits of an academic nature in college-level work from regionally or nationally accredited postsecondary institutions must possess a minimum cumulative grade point average (GPA) of 2.0 on a 4.0 scale for all coursework completed.
  NOTE: Credits must be deemed academic in nature to be considered.
- Applicants entering with fewer than 12 graded semester academic credits of college-level work from regionally or nationally accredited postsecondary institutions must possess a minimum GPA of 2.5 on a 4.0 scale for all high school coursework, have passed the GED, or have completed the International Baccalaureate (IB).
- Official documents verifying English proficiency may be required. Please reference the English Language Proficiency section of this catalog.

- All students attending courses under Provisional Admitted Status must achieve the University’s required academic standards by the end of the third course to be granted Admitted Status. Undergraduate students must achieve a cumulative GPA of 2.0 or above. Graduate students must achieve a cumulative GPA of 3.0 or above.

Procedures

Candidates for Admission must:

- Submit a complete and accurate West Application for Admission listing secondary and all postsecondary institutions attended. Applicants under the age of 18 must provide documented approval of a parent or legal guardian.
  NOTE: Once the application has been received by the University, applicants are responsible for ensuring the completion of their admission file. No applicant will be formally accepted for admission until his or her admission file is complete, eligibility and standards have been met, and formal written notice is provided by the Admissions Department.
- Pay non-refundable application fee.
- Sign a request form for official transcript verifying associate’s degree from a regionally or nationally accredited college or university.
- Sign request form(s) for official transcripts from all previously attended regionally or nationally accredited colleges and universities. Students relying on foreign transcripts for admission must provide official academic records from all institutions attended outside the United States. Students whose records are on administrative hold at another institution must resolve the issues and provide the required documents to West.
  NOTE: Applicants may choose to be admitted without receipt of official transcripts by opting to sign a Right to Close Form with the understanding that:
  - By signing the “Right to Close” form, financial aid funding and eligibility could be impacted.
  - The institutional transcript(s) can be submitted at a later date for review of applicable transfer credits.
  - A class completed from any institution(s) listed on the “Right to Close” form cannot be transferred in and applied to the degree if the equivalent coursework at Western International University has been completed.
• Students who have a current loan period with another school may not complete the “Right to Close.”

• At a minimum, the University requires an official degree-posted document qualifying the student for admission to the selected program of study. For applicants with fewer than 12 graded semester credits of college-level, academic work from an accredited postsecondary institution, a request for high school transcripts, GED, or other acceptable documentation is required.

Master’s Degree Admission

Eligibility

All applicants must meet the following University eligibility requirements to be considered for admission:

• Conferral of a baccalaureate degree or equivalent from a regionally or nationally accredited college or university. Should the student hold more than one baccalaureate or higher level degree, the most recent credential earned will be considered for admission.

• United States citizenship or appropriate legal status allowing University enrollment.

Standards

All applicants must meet the eligibility requirements as well as the following standards to be considered for admissions at West.

• Applicants must have achieved a minimum cumulative grade point average (GPA) of 2.75 on a 4.0 scale for all undergraduate coursework completed.

• Applicants utilizing a previous graduate degree for admission must have achieved a minimum overall GPA of 3.0 on a 4.0 scale.

• Official documents verifying English proficiency may be required. Please reference the English Language Proficiency section of this catalog.

• All students attending courses under Provisional Admitted Status must achieve the University’s required academic standards by the end of the third course to be granted Admitted Status. Undergraduate students must achieve a cumulative GPA of 2.0 or above.

• Graduate students must achieve a cumulative GPA of 3.0 or above.

Procedures

Candidates for Admission must:

• Submit a complete and accurate West Application for Admission listing secondary and postsecondary institutions attended.

• Pay non-refundable application fee.

• Sign request form(s) for official transcripts verifying bachelor’s degree from a regionally or nationally accredited college or university. Students relying on foreign education for admission must provide official academic records from institutions attended outside the United States.

Admission Statuses

Provisional Admitted Status (PVA) is granted to degree-seeking applicants who declare they possess qualifications that meet University requirements. Under this status, degree-seeking students are eligible to enroll in and attend a maximum of three courses after submission of a completed Application for Admission packet and payment of the application fee.

Academic Notice

Academic Notice will be assigned to those students whose cumulative GPA falls below University standards during this period.

Students are allowed 12 months to complete all admission requirements and enroll in University coursework. To support academic success, it is recommended that courses are taken one at a time until admission status is determined.

Students whose previous academic credentials confirm compliance with the University’s admission standards will be immediately assigned Admitted Status upon review of complete documentation.

All other students will be assigned Admitted Status upon completion of three courses with a cumulative GPA that meets University standards (2.0 undergraduate, 3.0 graduate).

Denial of Admission

Applicants will be denied admission to the University if, after all documentation has been provided, it is determined that the University’s published admission eligibility requirements have not been met.

Provisionally admitted students who do not meet the required GPA at the end of their third graded course will be denied Admitted Status and academically disqualified.
Conditionally admitted students who fail to meet final admission requirements will be denied admission. Students submitting false, incomplete, or misleading information will be denied admission and academically dismissed.

Denied students are not eligible to register for further coursework. Students enrolled in any course(s) at the time of the denial decision have the option of completing the course(s) or immediately withdrawing without penalty. All future course registrations will be cancelled.

Non-Degree-Seeking Students

Students are not required to enter a degree program if enrolling in classes for personal or professional reasons only or if pursuing the Accountancy Certificate.

General Non-Degree-Seeking Status

Students under a general Non-Degree-Seeking Status may take a maximum of 15 credit hours at West. Non-degree-seeking students are not eligible to receive most types of financial aid or veterans’ benefits. This classification is not available for international students on West-issued student I-20 documents unless they are pursuing an Accountancy Certificate.

Although official documentation of previous coursework is not required for admission under this status, applicants must submit an unofficial transcript or academic history verifying that course prerequisite requirements have been met. If applicable, demonstration of English proficiency is required.

Professional Studies (Accountancy Certificate)

Students pursuing Professional Studies are admitted under Non-Degree-Seeking Status and may complete the maximum number of credits required for the selected certificate. These credits must be in coursework required to complete the certificate for which the student has applied.

Students wishing to continue at West beyond Non-Degree-Seeking Status must apply to transfer to Degree-Seeking Status by submitting a Change of Program form, which indicates the following:

- Desired degree and major
- Official transcripts that document program eligibility

Requirements of degree-seeking students must then be met. Specific situations may warrant exceptions to the maximum number of credits allowable under Non-Degree-Seeking Status. The Admissions Manager makes this determination.

Notification of Admission Status

Students are notified of admission decisions and, if applicable, official acceptance of transfer credit by mail within 4 weeks of receipt of all application materials including official transcripts. Upon notice of a favorable decision, students must review transfer credits and remaining degree requirements and develop a course of study with their Academic Counselor.

If the decision is not favorable, students may complete course(s) in progress or withdraw at time of notification with no penalty. No further registrations will be accepted.

Admission Appeals

An applicant whose admission to the University is denied may file a written appeal of the decision with the Student Appeals Center. Students are not allowed to register for courses during the appeals process.

The applicant must provide an explanation of extenuating circumstances or other pertinent information that is, in the student’s opinion, relevant to the decision. Upon receipt of the written appeal and supporting information, the committee will review the appeal and render a decision. Applicants will be notified by mail of the committee’s decision, which may include specific requirements and/or recommendations. Should the denial be upheld, further appeals will not be considered for 12 months from the date of the denial. At that time, the student may petition for admission by submitting a letter describing the reasons for previous academic deficiencies and a statement explaining how these issues have been resolved. Readmission applications should be submitted to the attention of the Admissions Manager.

Readmission

Students who interrupt their enrollment for more than 12 consecutive months must apply for readmission by completing a new West Application for Admission. Official transcripts from all colleges or universities attended since the last enrollment at West will be required. (Refer to Re-Entry to the University section of this Catalog for further information).
International Student Admissions

Western International University (West) welcomes students from around the world. International students are defined as those who are neither citizens nor permanent residents of the United States. West is authorized to accept and enroll qualified, degree-seeking, non-immigrant students (F-1 status) by the Student Exchange Visitor Program (SEVP).

Sessions begin monthly at West. Therefore, applications are accepted on a continuous basis. International applicants should begin the admission process well in advance of the desired enrollment date. A minimum of 3 months is recommended. After receipt of the I-20, students should plan on a minimum of 6 weeks before beginning coursework in Phoenix.

Eligibility

International Candidates for Admission to West are expected to meet the same requirements for admission as applicants from the United States. These include:

- Appropriate and current visa status allowing University enrollment. Documentation (e.g., copy of visa, government approval notice, and permanent resident card) must be submitted with the application.

- All Bachelor degree applicants must have completed the equivalent of a U.S. high school diploma (12th grade, secondary school) at a recognized institution.

- All master’s degree applicants must be assessed as possessing the equivalent of a U.S. bachelor’s degree.

Standards

To be considered for unrestricted admission to West, and after meeting the eligibility requirements, the following standards must be met:

- All applicants must meet the requirements set forth in the English language proficiency section.

- All bachelor’s degree applicants entering with the equivalent of fewer than 12 graded semester academic credits of college-level coursework must possess a cumulative GPA of 2.0 on a 4.0 scale (C level) for all work completed.

- All bachelor’s degree applicants entering with the equivalent of fewer than 12 graded semester academic credits of college-level coursework must possess a cumulative GPA of 2.5 on a 4.0 scale (C+ level) for all high school (secondary) work completed.

- All master’s degree applicants must have achieved the equivalent of a cumulative GPA of 2.75 on a 4.0 scale (B- level) for all undergraduate coursework completed.

Procedures

International Candidates (may also apply to Domestic International Candidates) for Admission must:

- Submit a Signed West International Student Application for Admission form. All parts of the form must be accurately completed. Applicants under the age of 18 must have the signature of a parent or legal guardian. Applicant name should appear as indicated on passport. If the applicant has not yet obtained a passport, other documentation of the legal name will be required.

- Pay an application fee, an applicable student services fee, and an applicable tuition deposit.

- Provide official international academic records (both the native language documents and the certified word-for-word English translations, if those documents are not issued in English) that are required for admission from all secondary and postsecondary schools attended outside the United States.

- Submit completed and signed Financial Guarantee Statement with Bank Certification (applies only to F-1 students).

- Submit documentation of English language proficiency. NOTE: Students from countries where English is the official language are not required to provide official proof of English proficiency. All other international applicants must provide English proficiency documentation.

- All other admission requirements must be met.
An official academic record/document is an original or true copy, which includes an institutional seal or stamp, and/or signature of the Registrar or equivalent. Copies must be certified or attested to by an official of the institution attended, the Ministry of Education, U.S. Consular Office, an educational foundation (e.g., USIEF, Fulbright Commission, AMIDEAST, Education USA, etc.), or U.S. Information Agency (USIA) office. All documents must be in English or accompanied by a certified English word-for-word translation. Graduation date, degree earned (if applicable), courses, grades, and years of attendance should be clearly indicated. Students desiring transfer credit must furnish catalogs and/or course descriptions.

Providing all of the official international academic records that are required for admission allows for the consideration of the student’s entire educational background in order to determine the equivalent semester credits and/or degree(s) earned upon admission.

The University reserves the right to request official documents to be sent directly from the issuing institution.

F-1 Students only
United States Citizenship and Immigration Services (USCIS) require evidence of current and readily available financial support, verifying that the student has sufficient funds and living expenses available for a minimum of one year of study.

The Financial Guarantee Form must have been completed in full within the past 3 months and contain all necessary signatures and the seal or stamp of the financial institution. Funds must be in U.S. currency.

The Admissions Office reviews and evaluates applications after all required documents have been received. Candidates are notified by mail within 2 weeks of the receipt of all materials.

F-1 Student Procedures
Below are the additional procedures for F-1 students:

1. For applicants residing outside the United States, upon receipt of all documents required for admission and submission of the $350 student services fee (which is part of the $750 student services fee), an admission letter and Form I-20 will be sent. The $350 student services fee is fully refundable upon proof of visa denial.

2. For applicants residing outside the United States, upon receipt of a student’s services fee of $350 indicating his/her intention to attend West and all other documents required for admission, the admission letter and Form I-20 will be sent. Students residing in the United States are expected to sign the Form I-20 at the campus.

3. Students residing outside the United States are required to present Form I-20 and evidence of financial support to the U.S. Embassy or Consulate to obtain F-1 student visa status.

Please refer to your local U.S. Embassy or U.S. Consulate website to obtain information on additional documents required for the visa interview.

4. Once a student’s visa is approved, an additional non-refundable student services fee of $400 is due along with 60% deposit of first-year tuition costs. The remaining 40% of the first-year tuition costs will be due 3 months after classes begin.

5. Upon arrival in the United States, students must contact the Student Services Officer (SSO) and present the signed Form I-20, passport with visa stamp, and I-94 card.

6. The student must also attend the International Student Orientation, which is held at West’s Scottsdale Campus on the day of the program start date declared on the Form I-20.

West offers monthly orientations for international students. These orientations take place approximately a week prior to the course start date and are mandatory for all F-1 visa students. Attendance is optional for non-F-1 visa students.

International students who fail to successfully complete their assigned orientation will not be allowed to begin classes and will be reported as out-of-attendance through the Student and Exchange Visitor Information System (SEVIS) to the Department of Homeland Security.

Prior to enrolling in degree courses, all students will receive and review the Starting Your Studies Guide. Students can also access this guide at:

http://www.west.edu/pdfs/West-Starting-Your-Studies.pdf

International Transfer Students
International students on a Form I-20 who are transferring from a college or university within the United States must submit the following additional documents:

- A financial guarantee
- Copy of the F-1 student visa or appropriate documentation of F-1 visa status, dates of the valid status, and status number (if applicable)
- Copy of all three pages of the current Form I-20 issued by the current college or university
• Copy of the front and back of the I-94 card
• Copy of passport page(s) including biographical information and photo
• Completed Transfer-In Form for Non-Immigrant Applicants. This form is available from the West Student Services Department.

Applicants on immigration status other than F-1 should contact the West Student Services Department for guidance.

Conditional Status
Applicants who meet all other admission criteria, but provide copies of the official international academic records from institutions outside the United States, may be eligible for Conditional Admission Status at the discretion of the West Admission Department. Under this status, students may attend a maximum of three degree courses during a 6-month period, during which time satisfactory academic standards must be maintained. Prior to the end of this time frame, students must obtain and submit official academic records. Upon acceptance of the documentation by the West Admissions Office, students will be granted Admitted Status. Failure to produce official documentation or meet academic standards by the end of the Conditional Admission period will result in academic dismissal.

Under certain circumstances, West will allow certain students—that is, those who cannot provide official international academic records or for whom official verification of their credentials cannot be sent directly to West due to political conditions in their home countries—to attend the University under Conditional Status. Applicants from countries that do not issue documents directly to U.S. institutions, or that are currently undergoing political strife, may request review by the Admissions Manager for possible eligibility.

Conditional Status is not available to students who wish to attend the University on an F-1 immigration status.

English Language Proficiency
All coursework at Western International University is taught in English. To ensure students are equipped to succeed in the pursuit of their degrees at the University, demonstration of English proficiency is required.

Official documentation of proficiency must be sent directly to the University by the issuing institution and, in certain cases, verification of proficiency may be required prior to enrollment in courses.

For admission purposes, applicants may demonstrate English proficiency by the following methods:

• Graduation from an English-speaking high school
  Graduation from a regionally accredited or state-licensed secondary school, where the language of instruction is English. A minimum of 2 years of coursework must be in residency and a cumulative GPA of 2.0 on a 4.0 scale (C level) must have been earned.

• College or university attendance at a certified English-speaking institution
  Completion of at least 24 semester credits at a regionally accredited or state-approved English-speaking college or university with a cumulative GPA of 2.0 on a 4.0 scale including completion (with a grade of C or better) of two semesters of English Composition equivalent to ENG 101 and ENG 102.

• Completion of an associate’s program (or higher) in which English is the medium of instruction or for which graduation is granted after successfully demonstrating English proficiency.

  The Admissions Office maintains a listing of educational systems that meet the English proficiency requirement.

• Completion of an approved English Language Examination
  West will accept the following minimum scores on approved language examinations taken no more than 2 years prior to application to the University (official documentation required):

<table>
<thead>
<tr>
<th>TOEFL Paper-Based Test (PBT)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>500</td>
</tr>
<tr>
<td>Graduate</td>
<td>550</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TOEFL Internet-Based Test (IBT)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>61</td>
</tr>
<tr>
<td>Graduate</td>
<td>79</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IELTS Exam</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>6</td>
</tr>
<tr>
<td>Graduate</td>
<td>6.5</td>
</tr>
</tbody>
</table>
West reserves the right to require an internal assessment or recognized examination to confirm English proficiency at any time during a student’s attendance at the University.

Students may need to contact the above mentioned examination agencies through which they wish to complete the examination to find out the testing schedules and/or fees (if any) involved.

**Student Services Department**
Western International University recognizes the level of trust placed in the University by students who leave their home countries to study at West.
These students receive additional support from the Student Services Department (SSD) with performing functions necessary to begin a life in a different country, such as locating housing, opening a bank account, acquiring a driver’s license, and obtaining a Social Security card. For more information about studying at West, please refer to the Starting Your Studies Manual, which is available online at:

http://www.west.edu/pdfs/West-Starting-Your-Studies.pdf

International Student Responsibilities
While attending West, each international student is responsible for understanding and complying with student visa and West policies. These include:

- Per U.S. government regulations, maintaining full-time attendance requires I-20 students to attend courses in the classroom unless otherwise authorized to take a West Interactive Online class by a West Student Services Officer.

- For U.S. Citizenship and Immigration Services (USCIS) compliance purposes, completion of a minimum of 24 credit hours in a 12-month period is required for undergraduate students and accountancy students. A minimum of 18 credit hours in a 12-month period is required for graduate students.

  NOTE: International students attending the University on F-1 visas may now enroll in a maximum of two Interactive Online course during every 12 months from the start date on the Form I-20 as a part of their required full-time course load, and when concurrently enrolled in an on-campus course.

- Notifying SSD of any changes in either of the following:
  - Non-Immigrant or Immigrant status
  - Country of Citizenship

- Notifying the SSO of any extended leave of absence, reduced course load, or vacation in advance. The SSO must endorse student’s Form I-20 prior to any travel outside the United States.

- Maintaining major medical insurance in accordance with the University’s insurance requirements.

International Student Insurance Requirements
Due to the high cost of medical care in the United States, major medical insurance coverage is mandatory for all students attending the University from other countries. Coverage must be obtained before completion of the first course at the University and must be submitted to the SSO no later than the end of the first course.

It is recommended that a minimum of a 6-month policy be obtained from a West preferred provider. The SSO will assist students in obtaining this insurance upon arrival. Coverage must be maintained throughout course of study at West. Coverage must include:

- Minimum dollar coverage of $250,000
- Outpatient Care Coverage (Doctor Visits, Outpatient Surgery)
- Hospitalization
- Medical evacuation and repatriation benefit

This requirement must be maintained and is monitored by the University throughout students’ attendance at West. All students must use the West preferred provider unless they provide documentation that one of the following is true:

- They are on a medical insurance plan as a dependent with someone who is employed by a U.S. firm that provides coverage.
- The student’s home country provides insurance that can be used in the United States and meets West’s insurance requirements.

Optional Practical Training (OPT)
Optional Practical Training (OPT) can be applied for as early as 90 days before the expected completion of the entire degree program. Please contact an SSO for more information about OPT.
Student Support

Western International University (West) recognizes the trust placed in it by those who chose the University to pursue higher education. To best assure the success of these individuals, academic and financial guidance is provided to all students throughout their careers at the University.

As students enter the University, Enrollment Counselors assist with the application and admission process as well as the selection of the first three courses. Students are also assigned an Academic Counselor and a Financial Counselor who work with them throughout the remainder of their degree programs. Each counselor is in close contact with students as they begin their studies at West to ensure students understand University processes and are confident as they begin their journey toward their degrees.

Finance Counselors ensure that students are aware of all costs associated with their studies as well as options for addressing these responsibilities. They are available to assist students with all administrative processes associated with meeting the financial obligations involved with attending the University.

Academic Counselors advise students of transfer credit implications and credit alternatives, such as Prior Learning Assessment and national testing programs. They assist in developing plans of study, support the students’ successful completion of their academic goals, and ensure their schedules incorporate all prerequisite requirements and the appropriate sequencing of courses. Academic Counselors are available to assist with any issues that may affect students’ academic performances and to support students’ successes until graduation.

To fulfill their role in their Graduation Team, students are responsible for following University policies, knowing their degree requirements, adhering to their plans of study, and contacting their Counselors to adjust or extend their schedules.

Student Associations

Delta Mu Delta

Western International University hosts a chapter of Delta Mu Delta, a national honor society in Business Administration.

Prospective members must have distinguished themselves scholastically and demonstrate good character and leadership potential. Undergraduate members must have completed 60 credits and have a minimum cumulative GPA of 3.7. Graduate members must have completed 18 credits with a minimum GPA of 3.7. Candidates satisfying these requirements are invited to join the society.

Golden Key

Golden Key is an honor society that recognizes academic excellence and scholastic achievement in college students from all academic disciplines.

Its mission is to help members realize their potential. Undergraduate members must have completed 60 credits and have a minimum cumulative GPA of 3.7. Graduate members must have completed 18 credits with a minimum GPA of 3.7. Candidates satisfying these requirements are invited to join the society.

Upsilon Pi Epsilon

Upsilon Pi Epsilon (UPE) is an international honor society for students and alumni in the computing and information disciplines. UPE’s mission is to recognize academic excellence at the undergraduate and graduate levels.

For consideration of membership, bachelor’s degree candidates must have completed 60 credits with a minimum cumulative GPA of 3.4. Master’s degree candidates must have completed 20 credits with a minimum cumulative GPA of 3.6. UPE is the only international honor society for computing and information disciplines and is endorsed by the Association of Computing Machinery (ACM) and the IEEE Computer Society (IEEE-CS).

The Student Services Group (SSG)

Upon enrollment to the University, all students become members of The Student Services Group (SSG).

The SSG is dedicated to establishing a strong community comprised of students, faculty, and staff at all Western International University campuses.

This organization focuses on providing a cultural, educational, and philanthropic environment at West by offering a variety of events, professional development seminars, networking opportunities, and a monthly newsletter.

The SSG also strives to serve as a conduit for communication between students and the University by raising awareness of available benefits and enhancing the Institution’s ability to address students’ concerns.
Student Support Services

MyWest
This student and faculty site provides a virtual University community. To provide maximum access to the University, each student and faculty member is given a MyWest account. MyWest provides:

- Access to support services
- Relevant University announcements
- Entry to West Interactive Online courses and discussion questions
- Personal demographic information on file with the University
- Current course grade(s) and the ability to print them
- Course grade history and overall GPA
- Ability to search for courses by session, subject, location, and preferred day
- Transcript requests
- A private University-related email address
- Degree Audit, which displays progress toward degree completion (available to most students)

Students are encouraged to utilize MyWest for routine transactions and maintain regular contact with their Academic Counselor to ensure degree progress.

Job Placement Disclaimer
By integrating academic theory with practical application, University programs are designed to provide a quality education that extends and broadens career options for students. However, the University cannot guarantee job placement, advancement, or continued employment.

Learning Resource Center (LRC)
Students and faculty have access to Western International University’s Learning Resource Center (LRC) to assist with their research requirements and to provide a quiet study space. The computer labs offer access to support educational activities through multiple software programs and Internet access. Each campus LRC has staff available to provide assistance. Guidelines for use of University computers can be found under Student Rights and Responsibilities.

Online Library
West’s Online Library provides electronic access via the Internet to databases throughout the world. Special access rights have been obtained from many database sources to ensure that West students have the most up-to-date information available to support their course requirements. The University Online Library uses current information technology to provide relevant and timely information to its students. An array of subscription databases is available to all students and faculty at any time and from virtually any location where an Internet connection is available. Full text articles, documents, reference sources, directories, financial data, and multimedia segments are available to support student research and learning. In addition to the database subscriptions, the University Library maintains selected links to other worthwhile sites on the Web, facilitates user education, offers document retrieval, and provides research guidance.

West Writing Center
Available to registered students, the West Writing Center provides proofreading assistance for course writing assignments. All help is provided via email. Assignments will be reviewed in their entirety for organization, structure, style, grammar, and APA guidelines. All reviewed assignments will be returned within 36 hours of submission. For full details on the Writing Center, and to submit an assignment for review, log into MyWest and click the Writing Center link, under Student Resources.

Tutoring
Western International University also offers tutoring in the following subject areas to current registered students: math, research, finance, and accounting. Sessions start every term and are offered online weekdays and Saturdays at convenient times. Students can find this service by logging into MyWest and visiting their Student Resource category. Tutoring is offered in real time and designed to answer concerns and increase competency.

A list of available tutors is posted on MyWest. Students in need of assistance with specific content areas are encouraged to utilize this resource to make arrangements for support.

University Holidays
West administrative offices close in honor of the following holidays:

<table>
<thead>
<tr>
<th>Holiday</th>
<th>Day</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Labor Day</td>
<td>Monday</td>
<td>September 3, 2012</td>
</tr>
<tr>
<td>Thanksgiving</td>
<td>Thursday &amp; Friday</td>
<td>November 22 &amp; 23, 2012</td>
</tr>
<tr>
<td>Christmas</td>
<td>Monday &amp; Tuesday</td>
<td>December 24 &amp; 25, 2012</td>
</tr>
<tr>
<td>New Year’s Day</td>
<td>Tuesday</td>
<td>January 1, 2013</td>
</tr>
<tr>
<td>Martin Luther King, Jr. Day</td>
<td>Monday</td>
<td>January 21, 2013</td>
</tr>
<tr>
<td>Presidents’ Day</td>
<td>Monday</td>
<td>February 18, 2013</td>
</tr>
<tr>
<td>Good Friday (afternoon)</td>
<td>Friday</td>
<td>March 29, 2013</td>
</tr>
<tr>
<td>Memorial Day</td>
<td>Monday</td>
<td>May 27, 2013</td>
</tr>
<tr>
<td>Independence Day</td>
<td>Wednesday</td>
<td>July 4, 2013</td>
</tr>
</tbody>
</table>
University Policies

Course Calendar
Western International University classes begin the first week of every month and meet eight times over the course of 2 months. A student can begin a degree program in any month of the year. This calendar allows the adult student to balance the demands of career, family, and education. Students qualifying for financial aid may receive a new award each academic year. An academic year is defined as the period of time in which a student completes at least 24 credit hours and 30 weeks of instructional time.

Course Registration
To ensure space in a course, students should register at least 2 weeks prior to the start of the session. Students are encouraged to register through their Academic Counselors to ensure they are choosing the appropriate course(s). Complete registration includes fulfilling all financial obligations for the course. No student will be guaranteed enrollment in a course until registration has been completed.

Students who fail to register by published deadlines and/or attend courses without registering will be administratively registered after the second class meeting and assessed appropriate tuition. They may also be prevented from continuing in the course if the class is at maximum capacity.

To attend the first live session of West Interactive Online courses, students must register no later than 48 hours prior to the start of the class. Students must register by the 20th of the preceding month to attend courses located at sites requiring security clearances.

West encourages class participation and interaction as vital to learning and retention of learning. Students are not allowed to register for courses that have simultaneous class meetings.

Books and Course Materials
Classroom materials or eMaterials, including textbooks in electronic format, are available to students. This is the default option for classroom material. eMaterials are downloadable and accessible through MyWest up to one year after graduation. eMaterials are charged on a course-by-course basis. Students may opt out of eMaterials and purchase textbooks if preferred. eMaterials are available on the 26th of the month prior to the start of class unless students opt out prior to that date. Courses without electronic materials will use physical textbooks.

Students can make sure that they receive the correct version or edition by purchasing any physical textbooks through the West Online Bookstore at www.BooksatWest.com.

Because publishers update textbook editions often, students are encouraged to register sequentially for paired courses that may use the same text (ACC 301/ACC 302, ACC 304/306/316, ACC 319/450, IT 307/407, SPN 154/252/253 for example). Students must be aware that copying textbooks is illegal and a violation of the Student Code of Conduct.

Student Contact Information
It is the responsibility of each student to maintain current personal and contact information on file with the University. Students may use MyWest to change phone/address information, or a Change of Information form may be completed with Academic Counselors, Financial Counselors, or the Office of Student Records.

All official University documentation will be issued in the student’s name as indicated on the West Application for Admission. Any request for change of name must be accompanied by legal documentation (marriage license, passport, divorce decree, court order) and submitted to the Office of Student Records.

Course Withdrawal Policy
The Office of Student Records must be notified of the student’s intent to drop a course or the student may be subject to full tuition costs. Students who contact the University to drop a course before the start of the third course week will be dropped from the course with no grade issued. Students who withdraw or are administratively withdrawn after the start of the third course week and before the start of the fifth course week will receive a “W” grade. Students who withdraw or are administratively withdrawn after the start of the fifth course week will receive the grade earned.

<table>
<thead>
<tr>
<th>Time of Course Drop or Withdraw (including Administrative Withdraws)</th>
<th>Grade Issued</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Weeks 1-2</td>
<td>No grade issued</td>
</tr>
<tr>
<td>Course Weeks 3-4</td>
<td>W grade issued</td>
</tr>
<tr>
<td>Course Weeks 5-8</td>
<td>Grade earned issued</td>
</tr>
</tbody>
</table>

To avoid a withdrawal grade of W being recorded on their permanent record, students must notify their Academic Counselor prior to the third course meeting of their intent to drop the course. For students utilizing Financial Aid, schedule changes may affect Financial Aid eligibility. These students should contact their Financial Counselor if dropping any coursework.
Schedule Adjustments
The University reserves the right to cancel any course. Students enrolled in a course that has been cancelled will be contacted in a timely manner. Academic Counselors will assist students in making another course selection. Based upon University faculty and classroom availability, additional sections will be added to courses with registrations exceeding classroom capacity. The University reserves the right to transfer students to newer sections, based on date of registration.

Class Attendance
Since West offers non-traditional course schedules, governmental compliance requires tracking of student attendance. Student adherence with the West attendance policy is mandatory. Course attendance requirements are as follows:

1. Students must post at least one attendance within the first seven calendar days of a course.
2. Students must post at least one attendance every 14 calendar days.

Attendance will be taken every time one of the following activities is completed by the student:
- Physically attending a class session on campus
- Attending a live online session
- Submitting the alternative assignment through MyWest after viewing a recorded session
- Submitting assignments through MyAssignments on MyWest
- Submitting exams or quizzes through MyAssessments on MyWest
- Answering or replying to discussion questions

On-campus students are responsible for documenting their attendance by signing the class roster during class. All other attendance will be captured automatically as activities are completed.

Attendance will be recorded on the date of the activity based on Arizona time.

Attendance guidelines outlined in this section present the minimum administrative requirement for a student to be eligible to receive an earned grade in a course. Instructors may refuse to confirm attendance for a student who remains for only a portion of a class meeting. Students are encouraged to retain copies of all sent items related to attendance compliance until the course is complete and grades are issued. Success in a course is based on the substance of coursework, not attendance.

Independent Study Attendance
Students who have taken at least four courses at West, and meet the GPA requirements for their program, are eligible to enroll in an independent study course if available. Undergraduate students may be eligible for up to two independent study courses, while graduate students may only be eligible for one.

Courses completed through independent study require weekly live sessions with the assigned faculty member. These attendance contacts must be direct/live communication. Phone, fax, email, and viewing recorded sessions do not constitute attendance. It is the student’s responsibility to initiate weekly contacts with the faculty for each of the scheduled weeks of the course. Grades of W and I will not be issued for independent study courses. Students who do not fulfill Independent Study course requirements will be issued a grade of F.

Institutional Break
Please note that West’s winter break is an institutional break during which attendance requirements are suspended. Typically, students’ next attendance must be completed within 14 calendar days. Therefore, attendance calculations are stopped on the first day of the break and resumed after the last day of break. In other words, the calendar days of the institutional break are not included in the attendance calculation.

Students who have courses during December-January are able to post academic activities during the winter break. Those activities will be captured, but not recorded for attendance requirement calculations. Thus, students are required to post attendance prior to and after the winter break. If you have any questions about the winter break or maintaining attendance, please contact your Academic or Finance Counselor.

Withdrawal from the University

Official Withdrawal
Students who provide official notification of intent to withdraw may complete the University’s Official Withdrawal form, or notify the designated offices of Enrollment Services, Academic Services, and Financial Services to be considered officially withdrawn.

The withdrawal date for an official withdrawal is the last date of academic attendance determined from the University’s class attendance records.
The date of determination (DOD) for students who officially withdraw from the University is the latter of the student’s withdrawal date or the date of notification. The University will return the amount of federal financial aid funds for which it is responsible no later than 45 days after the date the University determines the student has withdrawn.

Exceptions: Students who do not attend a final course meeting, but have complied with course attendance requirements under University policy, will be considered enrolled through the course end date. The course end date will be used for determining 14-day breaks and leave of absence (LOA) re-entry. Last date of attendance (LDA) for courses that receive a Withdrawn (W) grade will be the actual LDA in the course, not the course end date.

Rescission of Official Notification

Students who rescind their intent to withdraw must provide an electronic or written statement to the University stating their intent to remain in academic attendance through the end of the payment period. If a student subsequently withdraws after rescinding, the withdrawal date is the latter of the date the student first provided notification to the University or the last date of academic attendance determined from the University’s course attendance records.

The date of determination (DOD) for students who rescind their intent to withdraw and subsequently withdraw from the University without official notification is no greater than 10 days after the 14th day the student was in course attendance.

Unofficial Withdrawal

Students who do not provide the University official notification of their intent to withdraw are considered unofficial withdrawals. The University will determine the unofficial withdrawal date once the student has been out of attendance for 14 consecutive days.

The withdrawal date for students who cease attendance at the University, including students who do not return from an approved leave of absence (LOA), is the last date of academic attendance determined from the University’s class attendance records. In case a student has received an approved LOA, the University will review the student record on or after the originally approved return date. The University’s review will determine if the student re-entered as scheduled or did not re-enter as scheduled and must be withdrawn for the purposes of the return of federal financial aid funds calculation and deferment processing.

The date of determination (DOD) for students who unofficially withdraw from the University is the 15th day out of attendance or the date he or she failed to return from an approved LOA. The University will return the amount of federal financial funds for which it is responsible no later than 45 days after the date the University determines the student has withdrawn.

Exceptions: Students who do not attend a final course meeting, but have complied with attendance requirements for a course under University policy will be considered enrolled through the course end date. The course end date will be used for determining 14-day breaks and LOA re-entry. LDAs for courses that receive a Withdrawn (W) grade will be the actual LDA in the course, not the course end date.

Re-Entry to the University

Students who allow a time lapse of 12 months since attending their last class meeting are placed on inactive status. To regain active status, students must submit a new Application for Admission. University Re-entry counselors assist students with this process as well as scheduling appropriate coursework following re-enrollment.

Re-entering students who did not previously complete the requirements of Academic Probation will be allowed to complete three courses from the start date of re-entry to raise their GPA. If a student fails to clear Academic Probation during the three-course probationary period, the student will be placed on Academic Suspension.

U.S. Military Service members who wish to re-enter the University are accommodated under the Higher Education Opportunity Act (section 484C). Students should contact West’s Admissions Department for specific information.

Residency Requirements

To be awarded a West degree, students must earn a minimum number of credits through completion of University coursework.

- A minimum of 18 credits must be earned through West resident courses for issuance of an associate’s degree.
- A minimum of 36 upper division (300–400 level) credits must be earned through West resident courses for issuance of a West bachelor’s degree. Students must earn a minimum of 54 upper division credits and a maximum of 72 lower division credits to meet bachelor’s degree requirements.
- A minimum of 33 graduate-level credits must be earned through West resident courses for issuance of a master’s degree.

Please see Professional Studies section for residency requirements of certificate programs.
Transfer of Credit

Transfer credits from regionally and nationally accredited postsecondary institutions, as recognized by the Council for Higher Education Accreditation (CHEA), are generally accepted for courses that are recommended by their issuing institutions for transfer into undergraduate and graduate programs.

Students should be aware that transfer of credit is always the responsibility of the receiving institution. Whether or not credits transfer is solely up to the receiving institution. Any student interested in transferring credit hours should check with the receiving institution directly to determine to what extent, if any, credit hours can be transferred.

Only coursework documented on official transcripts will be evaluated. An Official Transcript is an academic document that contains certain specific demographic, academic, and temporal data elements that enable expert recipients to properly understand an individual’s academic performance. All transcripts received and evaluated by University Services are considered property of the University and will not be released. Additionally, University policy does not allow reproduction of these documents for student use.

Non-classroom credit earned through personal, professional, and military experience; institutional examinations and assessments; and national tests for credits are also considered for transfer into undergraduate degree requirements when documented according to University guidelines.

Admission Evaluation of Credit

As a courtesy, a preliminary estimate of credits may be made at the time of application to the University to assist students in selection of initial courses. This estimate is provided only as a tool and is not considered final or official determination of transfer credits.

Official admission transfer credit evaluations are completed by the West Admissions Department within 4 weeks of receipt of all application materials and official documentation of credits. Students are notified by letter of admission status and accepted transfer credits.

Any questions regarding evaluations should be addressed by students with their Academic Counselor within 120 days of the date of admission notification. The admission process is deemed final at that time and will not be re-opened. Students are responsible for informing their counselor of courses they believe have not been accurately assessed and may be asked to provide additional information to support reconsideration. If no re-evaluation request is initiated within the 120 day time frame, the evaluation is considered final, and no further review will be considered.

The University engages in transfer credit articulation agreements with various institutions. These agreements are designed to support the academic mission of University programs and supersede standard transfer credit practices. When applicable, the admission evaluation will be based on guidelines outlined in these agreements unless otherwise requested. Any request for re-evaluation under standard policies must be made through an Academic Counselor within the 120 day time frame noted above.

Ongoing Credit Evaluation

Students may request evaluation of transfer credit earned at other institutions after admission to West throughout their attendance at the University. Students are responsible for providing official documentation of credits for evaluation by the Admissions Office. Application of credit to degree requirements is not retroactive nor will the University accept duplicative coursework.

Transfer credit will not be applied to courses already completed at West.

NOTE: Credit evaluations are performed for students on active status. Students who have not attended a West course within the past 12 months must follow University re-entry procedures prior to any consideration of transfer credit.

Eligible Credits

Transfer credits are accepted if they have been officially documented from an approved institution, are applicable to West course requirements in the student’s chosen program, and have been completed with an acceptable grade. For undergraduate courses, a minimum grade of C is required for transfer consideration. A grade of B is required for transfer of graduate courses. Grades earned at other institutions are considered for admission decisions, but are not factored into the West cumulative GPA.

Transfer Limitations

- A maximum of 90 credits may be transferred at the undergraduate level. No more than 72 lower division (100–200 level) credits may be accepted. A maximum of 18 upper division (300–400 level) credits may be accepted. Courses are evaluated as upper or lower division credits based on the levels assigned by the issuing institution. Upper division credits may be applied to lower division requirements.
• Semester hours are transferred with the credit value assigned by the issuing institution. Quarter hours are transferred as two-thirds of a semester credit. A transfer course must bear a minimum weight of 2.5 semester credits to fulfill a specific West course requirement.

• A maximum of six credits may be applied to core and major requirements at the graduate level.

• A maximum of six credits may be transferred into graduate programs.

• Graduate coursework may not be applied to undergraduate requirements.

• Non-classroom credits will be accepted only when transcripted by specific course titles, assigned number of credits, and earned grade.

• Only information technology coursework completed within a maximum of 5 years of transfer credit evaluation will be considered for transfer. Students who have been continually employed in the technology field may petition for special consideration.

• Transfer credit will not be applied to the following West courses:
  - SSC 105 Student Success Course
  - CAP 485 Integrated Capstone

Western International University offers associate’s degree graduates from select institutions unique transfer opportunities. With a prequalifying associate’s degree, students may fulfill 60 General Education credits, with only 66 total credits remaining to complete their West bachelor’s degree program.

The Nationwide Block Transfer allows holders of prequalifying Associate of Arts (A.A.) or Associate of Science (A.S.) degrees from any regionally accredited college or university in the United States to automatically fulfill 60 General Education credits, with 66 total credits remaining to complete in a West bachelor’s degree program.

The Nationwide Pathway allows holders of a prequalifying Associate of Applied Science (A.A.S.) degree from any regionally accredited college or university in the United States to automatically fulfill 60 credits with 66 total credits remaining to complete the West Bachelor of Science in Business degree program.

• 45 credits are applied to the General Education credits.

• 15 lower division credits apply toward the major. (Students still must earn a minimum of 54 upper division credits to meet West bachelor’s degree requirements).

• 66 additional credits must be completed to earn a West Bachelor of Science in Business degree program.

• The following general education courses must be completed at West or through transfer credits:
  - CRT 201 Critical Thinking
  - ENG 102 English Composition
  - Humanities (3 credits)
  - International Studies (3 credits)
  - MAT 110 Algebra

Participants with more than 60 credits on their associate’s degree transcripts may have additional transfer credits applied to Common Body of Knowledge (CBK) and Core requirements at West, if equivalent courses were taken with at least a C grade.

Students wishing to participate in an articulation agreement at West must submit an official associate’s degree posted transcript. For more information, students should contact their Enrollment Counselor.

National Tests for Credit
Transfer credit and/or advanced placement may also be awarded for successful completion of the following national tests for credit:

• DSST
• Berlitz (language exams)
• AP – Advanced Placement Examinations
• CLEP – College Level Examination Program
• Excelsior College Examinations – (formerly ACT/PEP and RCE/PEP)
• International Baccalaureate (IB)

Prior Learning Assessment (PLA)
Students with personal and professional learning received outside the traditional classroom that is equivalent to college-level learning may earn undergraduate credits through Prior Learning Assessment. Examples of such learning include:
University Policies

- Corporate training
- Continuing education
- Licenses
- Diplomas or certificates from nationally accredited institutions
- Transcripts from unaccredited schools
- Professional exams
- PLA experiential essays will be used to fulfill General Education and lower division selective credits.
- American Council on Education (ACE) Transcript
- National College Credit Recommendation Service (CCRS) Transcript

Meet with your Enrollment or Academic Counselor for assistance with the portfolio submission process. A maximum of 60 credits may be earned through any combination of PLA and national tests for credit toward a bachelor’s degree. A maximum of 24 credits may be applied toward an associate’s degree or certificate. These credits do not apply toward residency requirements or graduate-level courses at West.

Corporate Articulation Agreements

Corporate articulation provides the opportunity for students to earn undergraduate level credit for training obtained through their employer(s). Corporate training is assessed for equivalency to college-level learning. Credits awarded may be applied to associate’s degree, bachelor’s degree, and certificate programs.

Double Majors

Undergraduate students, in all programs except the Bachelor of Science in Business, may simultaneously complete two majors, provided both majors lead to the same degree (i.e., Bachelor of Science, Bachelor of Arts) and residency requirements can be met. A minimum of 24 credits must be completed in residence at West for the second major. A maximum of nine credits (institutional and transfer) may be shared between both majors.

Students enrolled in Master of Arts or Master of Business Administration (with a specialty) programs may simultaneously complete two majors that lead to the same degree. Students enrolled in the general MBA program are not eligible for double major nor are students in a Master of Science program. A minimum of 15 credits must be completed in residence for the second major. All requirements for each major must be satisfied. No single major course may apply to both majors. The request for a second major must be indicated prior to enrollment in any of the major courses for the second major. Program requirements of the second major will be based on those in effect at the time of the request. Prior transfer and institutional credits will be evaluated for applicability to the new major. Only one diploma will be issued.

Students who wish to pursue the Accountancy Certificate in tandem with a degree program must complete 30 credits specific to the Certificate. Students must meet with their Academic Counselor to initiate the process. The Admissions Office will issue an official notice of acceptance.

Second/Dual Degrees

Students may not be awarded more than one of the same degrees from West nor may they simultaneously pursue programs at different academic levels (Associate, Bachelor, or Master). To earn both a Bachelor of Arts and a Bachelor of Science degree, a minimum of 36 additional credits must be completed for the second degree. Graduate students, including Information Technology majors, may earn one of each degree type.

Master of Arts, Master of Business Administration, Master of Public Administration, and Master of Science. A minimum of 27 credits must be completed for the second degree. Second degrees may be pursued simultaneously or sequentially. To petition for a second degree without reapplication for University admission, students must meet with their Academic Counselor prior to completion of the first degree. Students electing a second degree after graduation must complete a new West Application for Admission.

Completion of the second degree will be based on degree requirements in effect at the time of the request. Prior transfer and institutional credits will be evaluated for applicability to the new degree. All requirements must be met for the second degree including any capstone course. An official notice of acceptance will be issued by the Admissions Office.

Minors

Students enrolled in the Bachelor of Science in Business program may elect to declare a minor by concentrating 15 upper division credits in one discipline. A maximum of two minors may be selected. Students may make the declaration at any time prior to completion of 117 credits toward degree completion. However, they are encouraged to declare early in their programs and consult with their Academic Counselor to ensure selection and availability of correct courses. Program requirements will be those in effect at the time of the declaration or, by petition, those in effect under the student’s original catalog. Any one course may count for credit toward only one minor. The specific courses required for minors can be found in the Academic Program Requirements section of the catalog.
Choice of Catalog
Students with uninterrupted attendance at the University will graduate under the curriculum and course requirements in effect at the time of their initial enrollment. However, specific course prerequisites may change, and those in effect at the time the prerequisite course is taken will apply.

Changes of major or program will be evaluated under catalog requirements in effect at the time of the request. Students may choose to graduate under their original program requirements or change to the current catalog.

Change of Major or Program
Students who wish to change their major, program, or catalog must meet with their Academic Counselor to petition their request. Students’ new programs of study will be based on degree requirements as stated in the most current University Catalog.

Prior transfer and institutional credits will be evaluated for applicability to the new degree major, and an official notice of acceptance will be issued by the Admissions Office. A fee is assessed for the second and subsequent change requests made.

NOTE: Students utilizing Title IV funds (financial aid) must consult their Financial Counselor prior to changing major or catalog. Program changes may impact funding.

Transcripts
The Office of Student Records will release transcripts upon written request from the student. The request must include the student ID number, date of last attendance, and name[s] used while in attendance at West. No official transcripts will be released until all financial and other obligations to the University have been met. Each student is issued one transcript free of charge at time of graduation. There is a charge for each additional transcript.

Transcripts may be requested in person, by mail, or by fax from the Office of Student Records. Students may also request transcripts 24/7 through the Transcripts on Demand link found in MyWest. Requests will not be accepted from, or released to, third parties without a written permission from the student. Transcripts issued to students will be stamped “Unofficial Issued to Student.”
Graduation

The University confers degrees on a weekly basis. In order to expedite the degree process, students are asked to:

- Sign an exit interview form if they are a financial aid student. Forms are available at the Financial Aid office.
- Be in good academic standing (a cumulative GPA of 2.0 for undergraduate students and a cumulative GPA of 3.0 for graduate students).
- Clear any financial obligations to the University.
- Confirm that their contact information is current.

Once all degree requirements have been completed and the student has been financially cleared, a diploma and a set of transcripts will be mailed to the student within 5 business days after degree conferral. The diploma will be issued with the name that was written on the student’s original application.

Students who plan to enroll in an additional program at the University must remain out of attendance until their degree has been conferred. Associate’s degree recipients are exempt from the out of attendance requirement and may immediately enroll in courses required for the bachelor’s degree.

Commencement Ceremony

The commencement ceremony for the University is held once a year in early summer. All students completing their degrees during the previous year or who are within 12 credits of degree completion at the time of the ceremony are eligible to participate. Students who anticipate using credits transferred from another institution to qualify for participation must assure this has occurred prior to published deadlines. Students are notified by the Office of Student Records of eligibility. Participation in the commencement ceremony is not mandatory. Honors are recognized at the ceremony for those undergraduate students who have met the academic requirements and completed their degrees a minimum of 60 days prior to the date of the ceremony. No exceptions can be made to this policy.

Graduation Deadlines

Program completion deadlines have been established to ensure students graduate with a program of study based on current academic theories and disciplines as well as timely completion of relevant research. The following timelines have been determined as the maximums for completion:

- Associate’s degree 5 years
- Bachelor’s degree 8 years
- Master’s degree 6 years
- Certificate 3 years

Credits in transfer will not be accepted after a student’s program deadline. Students may request a Change of Catalog and re-evaluation under current program requirements. Deadlines will be calculated from date of matriculation into the new program. Graduation deadlines are not subject to appeal through the Student Appeal Process (SAP).

Honors

Bachelor’s students achieving high academic standards are awarded honors upon completion of their degree requirements. Honors designations are indicated on the diploma and transcript. Honors are recognized at commencement ceremonies only for those students who have completed all degree requirements a minimum of 60 days prior to the date of ceremony. No exception to this policy is possible.

- Summa Cum Laude 3.95-4.00
- Magna Cum Laude 3.80-3.94
- Cum Laude 3.60-3.79

West does not issue honors designations at the Associate or Master levels.

Graduation Clearance Procedure

Students may verify graduation clearance by contacting the Office of Student Records or their Academic Counselor when within nine credits or 90 days prior to expected completion date. Upon receipt of the request, the Office of Student Records updates the student’s program evaluation. Students may then meet with an Academic Counselor to review remaining requirements and make arrangements for capstone courses.
Academic Policies & Procedures

Independent Study

Independent study courses will be considered under extenuating circumstances to meet a student’s special needs. These courses are available on a limited basis to degree-seeking students only.

The following limitations are applied to Independent Study:

- No more than two courses at the undergraduate level and one course at the graduate level may be approved as Independent Study.
- Courses available within 2 months at any reasonable location will not be approved as Independent Study.
- No Withdrawals (W), Drops, or Incomplete (I) grades may be issued for Independent Study courses. Students’ earned grades will be posted at the end of the session. Students who do not fulfill Independent Study course requirements will receive an F.
- Once students have registered for an Independent Study, refunds will not be made.
- Independent Study courses may not be requested more than 60 days prior to the anticipated start date, but must be requested no later than the 1st of the month preceding the session requested.
- The University will assign the most appropriate faculty for the Independent Study. Students may indicate a faculty preference, but should not base request decisions on an anticipated instructor.
- Independent Studies are delivered via West Interactive Online. An independent study fee will be charged in addition to tuition. This fee must be paid prior to beginning the course.

To apply for Independent Study, students must contact their Academic Counselor for a Request for Independent Study form. This written request must include the specific course and the justification for requesting the exception.

West Writing Style

Western International University has adopted the American Psychological Association (APA) style for resource documentation of papers. The West Writing Style Handbook is a resource of the approved style and is available to all students in MyWest. It is the student’s responsibility to learn to document and format in the established format and submit all written coursework in this style.

Late Assignment Policy

Acceptance of late assignments or make-up work is at the discretion of the instructor. No coursework is accepted after the end of the course. If online students are unable to attend a live session, they may still receive participation points by viewing the recorded class session and completing the alternative assignment option. However, this opportunity is not available for the last live class session as no assignments are accepted after the end of a course.

Grading Procedures

All credits issued for successfully completed West coursework are in semester increments. Students’ official grades are posted by the Office of Student Records upon completion of each course. Grade reports indicate the course taken, the credits received, and grade assigned.

Faculty members are required to forward final grades to the University for processing within seven calendar days of completion of the course. Official grades are available for viewing through MyWest immediately upon posting.

West uses the following 4.0 grading system to evaluate student performance.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Grade Points</th>
<th>Grade Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
<td>63-66</td>
</tr>
<tr>
<td>D-</td>
<td>0.67</td>
<td>60-62</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
<td>&lt;60</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td></td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
<td></td>
</tr>
<tr>
<td>NP</td>
<td>No Pass</td>
<td></td>
</tr>
</tbody>
</table>

Non Grade Symbols

- R: Repeat
- X: Audit
- W: Withdrawal
- WV: Waiver
The University has established the following grading guidelines for faculty compliance.

A = Clearly stands out as excellent performance. Has unusually sharp insight into material, initiates thoughtful questions, and sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines; anticipates next step in progression of ideas.

B = Grasps subject matter at a level considered to be good to very good. Is an active listener and participant in class discussion. Speaks and writes well. Accomplishes more than the minimum requirements. Work in and out of class is high quality.

C = Demonstrates a satisfactory comprehension of the subject matter. Accomplishes only the minimum requirements and displays little or no initiative. Communicates orally and in writing at an acceptable level for a college student, with acceptable understanding of all basic concepts.

D = Quality and quantity of work in and out of class is below average and barely acceptable.

F = Quality and quantity of work in and out of class is unacceptable. An F issued in conjunction with academic dishonesty will be noted as such.

I = INCOMPLETE (see section below).

NP = NO PASS. Quality and quantity of work in and out of class do not meet required competencies.

P = PASS. Quality and quantity of work in and out of class meet required competencies.

The University has established the following non-grade symbol guidelines:

R = REPEAT. Posted with the first grade earned in a course that is later retaken.

W = WITHDRAWAL. Students who attend at least one class and miss at least three class sessions will receive a W. W grades do not factor into the GPA.

WV = WAIVER. Course academic content alternatively fulfilled. WV does not provide credit.

X = AUDIT. Student attends and participates in a course with no credit or grade awarded.

To achieve a Pass, a student must earn the equivalent of a C (73%–76%) in the course. Any lower grade will result in a “No Pass,” which will necessitate retaking the course if it is required for degree completion. In either case, neither Pass nor No Pass will be factored into a student’s overall GPA. The course will be recorded on the student transcript with the appropriate P or NP grade.

The following guidelines apply:

- The choice to take a course under this option must be communicated to the Office of Student Records prior to the first class meeting.
- Undergraduate students may use P/NP for General Education courses only.
- Graduate students may use P/NP for undergraduate prerequisite courses only.
- Students under academic sanction may not register for courses using the P/NP option.

Incompletes

An incomplete grade (I) may be issued when extenuating circumstances prevent a student from completing course requirements by the end of the session. A student must be passing the course and have met attendance requirements to be eligible for issuance of an incomplete. All incompletes may be assessed a penalty of one full letter grade by the faculty upon completion. Final grades for three-credit courses must be submitted within 8 weeks of the course completion date. During the incomplete period, the posted Incomplete (I) is not factored into the cumulative GPA.

Upon issuance of the earned grade, the GPA will be amended to reflect the earned grade for the course. The student record will permanently reflect both the "I" and the final grade earned (e.g., IB+, IB-, IC+).

Incomplete grades will revert to an F at the end of the incomplete period if the coursework is not completed. In the event that the student still wants credit for the course, the student must register for the course again and pay full tuition.

NOTE: Incompletes are not awarded for Independent Study courses or SSC 105.

Pass/No Pass Option

All West students are allowed the use of a Pass/No Pass option for a maximum of three courses during their program of study. This option allows students to complete courses without impacting their cumulative grade point average.
Course Repeat Policy
Normal registration procedures are followed when students repeat courses. A new grade earned in a repeated course will be computed in the student’s cumulative GPA at the appropriate undergraduate or graduate level.

Students’ academic transcripts will record both the initial grade and the subsequent repeat grade. Once the course is retaken, R (repeat) will be posted with the initial course grade, and that grade will no longer factor into the student’s cumulative GPA. The earned grade from the subsequent course will be posted as the official grade and factored into students’ GPA.

E lecting to repeat courses in which passing grades have been earned may adversely affect Satisfactory Academic Progress for purposes of VA Educational benefits, Financial Aid, or corporate funding.

The earned grade from the subsequent course will be posted as the official grade and factored into students’ GPA.

Students may not take the same course more than three times. A fourth registration will not be accepted for any one course. Students who fail a required course three times will be academically dismissed from the University.

Course Audit Option
Students are permitted to enroll in a course to obtain information, for personal development, or to enhance specific skills. With instructor approval, a student may audit a class and participate in all class activities. Writing assignments and examinations are not mandatory. No grade is assigned and audited courses carry no credit toward the GPA or degree requirements. A non-grade symbol of X is assigned. Approval of Audit Status must be arranged prior to start of the course.

The tuition for audited courses is the same as those taken for credit. Audited courses may not be covered by Financial Aid.

Academic Course Load
Students are expected to budget a minimum of 2 hours out-of-class study for each hour spent in class or completing online activities. Students may not enroll in more than two courses simultaneously without prior permission.

This maximum includes courses taken in overlapping sessions. Students should contact their Academic Counselor to request an exception. Approval is based on previous academic success.

Program Sequence
University curriculum is expressly designed to support student progress toward degree completion by building on competencies from course to course. At the undergraduate level, knowledge acquired in lower division courses is utilized in the upper division courses.

Specific skills and learning are expanded and deepened as students progress from Common Body of Knowledge to Core and, finally, to Major Coursework. Students are strongly encouraged to progress through degree requirements in the recommended sequence to assure they are best prepared for courses and to maximize success in achieving their degrees.

Lower division credit will not be applied to major course requirements unless specified by a West articulation agreement. In some cases, the University has identified that knowledge from a specific course is necessary prior to enrollment in a later course. These courses have been connected through a prerequisite requirement system at both the undergraduate and graduate level. Registration for designated courses is not allowed unless the prerequisite requirement has been met.

Additionally, students who do not achieve an acceptable grade (C at the undergraduate level, B at the graduate level) in a prerequisite course must be aware that they may not be adequately prepared for the subsequent course. Courses requiring prerequisites are identified in the Course Description section of this catalog.

Academic Standards
Grade point average (GPA) is determined by number of credits earned times grade points earned divided by total number of credits attempted. Undergraduate students must maintain a minimum GPA of 2.0. Graduate students must maintain a minimum GPA of 3.0.

Students must be in good academic standing for conferral of degrees or certificates. West academic standards apply across all programs, degrees, and majors of the University.

Academic statuses remain in effect for students who move between Axia (West) College and West programs. Assignment of academic statuses is not subject to review through the University appeal process.

Academic Notice
Students whose grade point average does not meet University standards (2.0 undergraduate, 3.0 graduate) prior to the final admission decision will be placed on Academic Notice. Students who achieve an acceptable GPA upon completion of the third course will be granted Admitted Status. Students who have not met University standards by this time will be denied Admitted Status and academically disqualified.
Academic Probation

Academic Probation will occur when a student’s GPA falls below acceptable levels (2.0 undergraduate, 3.0 graduate). The student is notified in writing by the Office of Student Records of placement on Academic Probation. Students are allowed to complete three courses subsequent to the assignment of Academic Probation during which cumulative GPA must be raised to an acceptable level. Students must continue to enroll in courses applicable to their programs and may be required to repeat courses with unacceptable grades. Active students on Academic Probation may not change program, major, or catalog while under this sanction. Students are advised to meet with their Academic Counselor and enroll in one course at a time. Veterans’ benefits and Financial Aid students may continue to receive funds while on Academic Probation.

Academic Suspension

Academic Suspension will result if a student fails to clear Academic Probation Status during the three-course probationary period. After a period of one year, a suspended student may petition through the Student Appeals Process. Upon approval to return, students must achieve an acceptable GPA within three courses.

Students need to work closely with an Academic Counselor during this three-course return period. Students who succeed in raising their GPA will be moved to regular academic status. Students who fail to achieve the required GPA will be academically dismissed from the University. Readmitted students are subject to admission, academic, and University policies in effect at the time of their readmission to West. Academically suspended Financial Aid students will be considered Financial Aid Disqualified and will not receive further funding.

Separation from the University may be imposed for violations of either University academic integrity standards or Student Code of Conduct. Academic Suspension status will be assigned in these cases, but may be of lengths of time other than one year.

Academic Dismissal

Academic Dismissal will result if a student fails to maintain an acceptable grade point average (2.0 undergraduate, 3.0 graduate) upon completion of the third class after readmission due to Academic Suspension or Disqualification. Academic Dismissal may also occur due to academic dishonesty and/or plagiarism, violation of the Student Code of Conduct, or three failures of a required course. Students who are academically dismissed from West are not eligible for readmission at any future time. There is no appeal to this classification.

Academic Disqualification

Provisionally admitted students who are then denied admission are academically disqualified from the University. Disqualified students must cease enrollment of the University for a minimum of 12 months. At that time, further appeals for readmission will be considered. Appeals for readmission should be addressed to the Admissions Manager.
Student Rights & Responsibilities

Nondiscrimination Policy
Western International University does not discriminate on the basis of race, age, color, national origin, gender, gender identity, sexual orientation, religious preference, disability, or veteran status in its educational programs, activities, or employment practices. The University complies with Title IX of the Education Amendments of 1977, Titles VI and VII of the Civil Rights Act of 1964 and regulations, and Section 504 of the Rehabilitation Act of 1973.

Conduct deemed to be in violation of this policy is prohibited and will not be tolerated by Western International University. Retaliation, in any form, against the person raising such a concern will also not be tolerated by the University.

Discrimination Procedures:
1. Students, faculty, or staff alleging discrimination must present their grievance within 6 weeks.
   a. Allegations of sex discrimination must be presented to Camie Pratt, Associate Vice President and Title IX Coordinator:
      Office of Dispute Management
      4025 S. Riverpoint Parkway
      Mailstop CF-SX01
      Phoenix, AZ 85040
      602.557.3391
      Camie.Pratt@apollogrp.edu or designee.
   i. The Title IX Coordinator or their designee will manage efforts to conduct a prompt, thorough, and impartial investigation and make a determination on whether the party presented a factual connection between the allegation of discrimination and the alleged actions.
   ii. If the Title IX Coordinator finds that there is a factual connection between the allegation of discrimination and the alleged actions, then one of the following procedures will be followed:
      1. If the accusation is against a faculty member, then the Faculty Code of Conduct procedures apply.
      2. If the accusation is against a student, then the Student Code of Conduct procedures apply.
      3. If the accusation is against an employee, then the Title IX Coordinator or their designee will contact Human Resources, and Human Resources policies for processing claims of discrimination will be followed.
   iii. In instances where it is determined that a formal process is not appropriate, the student, faculty, or employee may be warned or counseled regarding the allegation.
   iv. Timeframe for Conducting Title IX complaints:
      1. Investigation – A prompt, thorough, and impartial investigation will be conducted within 60 days barring any unusual complexity.
      2. Opposing parties will receive notice of the outcome of the complaint within 30 days of the close of the investigation.
      3. Opposing parties shall be afforded the opportunity to appeal within 10 days of receiving notice of the outcome.
   b. All other discrimination claims must be presented to the Associate Director of Academic Affairs, Associate Director of Student Operations, or their respective designee.
   i. Associate Director of Academic Affairs, Associate Director of Student Operations, or their respective designee will conduct a prompt, thorough, and impartial investigation and make a determination on whether the student presented a factual connection between the allegation of discrimination and the alleged actions.
   ii. If the appropriate director/associate director or designee finds that there is a factual connection between the allegation of discrimination and the alleged actions, then one of the following procedures will be followed:
      1. If the accusation is against a faculty member, then the Faculty Code of Conduct procedures apply.
      2. If the accusation is against a student, then the Student Code of Conduct procedures apply.
      3. If the accusation is against an employee, then the appropriate campus director or their designee will contact Human Resources, and Human Resources policies for processing claims of discrimination will be followed.
iii. In instances where it is determined that a formal process is not appropriate, the student, faculty, or employee may be warned or counseled regarding the allegation.

**Family Educational Rights and Privacy Act (FERPA) and Consumer Privacy Policy**

University student records are confidential for all schools receiving funding under programs administered by the U.S. Department of Education in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA). Generally, information pertaining to a student record is not to be released to a third party without written consent via a FERPA Release form, judicial order, or a lawfully issued subpoena.

**Access to Education Records**

FERPA regulations require the University to comply with the students’ right to inspect and review their academic records by responding within 45 days from the time the University receives a written request to access their records. However, the Office of Student Records will respond to students’ requests to review their records within 14 days from receipt of the request. Students should submit their request to the Office of Student Records and specify the record(s) they wish to inspect or have a copy.

NOTE: Under FERPA, a student is defined as an individual who is attending or has attended an educational institution. Students with at least one positive attendance posted are considered a student.

Education records are defined as all records, files, documents, and materials containing information directly related to a student and maintained by an educational institution. The following are not education records:

- Personal records maintained by an individual; must be kept in the sole possession of the individual and are not accessible to others
- Records of the law enforcement unit of an educational institution
- Personnel records; records related to a person as an employee not used for any other purpose
- Medical records
- Records created after the student is no longer a student; alumni records

**Release of Information**

In compliance with FERPA, a University-designated representative without prior written or authorized electronic consent of the student, a judicial order, or a lawfully issued subpoena can release the following education record information, provided the student does not have a FERPA hold on record.

- Student name
- Home address
- Email address
- Home telephone number
- Year of birth
- Date of Admission
- Dates of Attendance
- Program of Study
- Degree completion date and type
- Student current enrollment status
- Most recent previous institution attended and degree
- Grade level
- Photographs
- Honors and awards received
- Participation in officially recognized activities

Exception: If a student submits written request via a FERPA Disclosure Prevention Request form that directory information not be released to a third party, NO INFORMATION CAN BE RELEASED, absent a judicial order or a lawfully issued subpoena. A FERPA Disclosure Prevention Request is valid throughout the student’s enrollment.

To remove a FERPA Disclosure Prevention Request, the student must complete and submit a FERPA Disclosure Prevention Rescind form to the Office of Student Records. To remove previously authorized parties from his record, the student should submit the FERPA Release Rescind form to the Office of Student Records.

**Information Not Released**

In compliance with FERPA, the following student information shall not be released by the University without prior written or authorized electronic consent of the student, a judicial order, or a lawfully issued subpoena. The student’s signature on a written request is verified before processing the request.

- Place of birth*
- Month and day of birth*
- SSN/Student ID Number**
- Grades
- GPA
- Course schedules
- Employment information
- Academic performance information
- Admission information
- Financial/ accounting information
Although this information may be disclosed without prior written consent according to FERPA, the University’s policy is to maintain the confidentiality of this student information. The University will notify students to provide contact information directly to a third party when this information is requested.

Student IDs, SSNs, or PINs should not be released to a third party, unless it is necessary to perform a required task (e.g., Student Financial Agreement, FBI Request, etc.). These non-directory identifiers should not be released or verified, even with a signed FERPA release form, in order to avoid the risk of personal identity theft.

NOTE: Non-directory information can only be released to third parties via telephone or in person if the student has provided written or authorized electronic consent including a security word. If the student does not complete the release information, including security word, information is not released via telephone or in person. In-person requests also require a photo ID to validate identity.

Western International University students who are minors and/or dependents are protected by FERPA. All third party inquiries, including parents, require a FERPA Release Form on file unless the third party meets one of the definitions under FERPA allowing access without prior written or authorized electronic consent from the student (e.g., legitimate educational interest, power of attorney, etc.).

Exception: The University can release information to school officials with legitimate educational interest. The University can release information under the following conditions:

- School officials with legitimate educational interest
- Person or company with whom the University has contracted as its agent to provide a service instead of using University employees or officials such as Apollo Group, A pitymus, Protiviti, ACS, UNISA, National Student Clearinghouse, Paradigm, Nelnet Scholarship Management Education Sales Management, Double Positive, and other services.
- Other schools a student seeks or intends to enroll in
- Specified officials for audit and evaluation purposes
- Appropriate parties in connection with financial aid to a student
- Organizations conducting studies for, or on behalf of, the school
- Accrediting organizations
- To comply with a judicial order or lawfully issued subpoena
- Appropriate officials in cases of health and safety emergencies
- State and local authorities, pursuant to state law
- U.S. Immigration and Customs Enforcement in compliance with the Student Exchange Visitor Information System (SEVIS) program
- Under uniting and strengthening America by providing appropriate tools required to Intercepts and Obstruct Terrorism Act (USA PATRIOT ACT) of 2001, Section 507 amends FERPA and allows institutions to disclose—without consent or knowledge of the student—PII (Personally Identifiable Information) from the student’s education records to the Attorney General of the United States or to his designee in response to an ex parte order in connection with the investigation or prosecution of terrorism crimes specified in 2332b(g)(15)(B) or an act of domestic or international terrorism as defined in section 2331 of title 18 United States Code. Institutions that, in good faith, produce information from education records in compliance with an ex parte order issued under this amendment “shall not be liable to any person for that production.”
- Under the Campus Sex Crime Prevention Act, institutions may disclose information concerning registered sex offenders who are required to register under the Violent Crime Control & Law Enforcement Act.
- The institution may disclose the results of a disciplinary proceeding if the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and found to violate the institution’s policies and procedures with respect to the allegation. Disclosures can only be made if the Institution determines the student violated policies and such disclosures must only include student name, violation committed, and sanction imposed against the student.
- The Institution must disclose, upon written request, to the alleged victim of a crime of violence, or a non-forcible sex offense, the results of any disciplinary hearing conducted by the Institution against the student who is the alleged perpetrator of the crime or offense. If the alleged victim is deceased because of the crime or offense, the institution must provide the results of the disciplinary hearing to the victim’s next of kin, if so requested.
- The disclosure is to organizations conducting studies for, or on behalf of, educational agencies or institutions.

A school official is defined as:

1. A person employed by if a student initiates legal action against an educational institution, the institution may disclose to the court, without a court order or subpoena, the student’s education records that are relevant for the institution to defend itself.
The disclosure is to parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986.

A school official has a legitimate educational interest if:

- Performing a task specified in his/her job description/contract
- Performing a task related to a student’s education
- Providing a service or benefit relating to the student or student’s family
- Representing a school in which a student seeks to enroll
- Disclosing information to federal and state authorities auditing compliance of federal or state-support programs
- Disclosing information in connection with financial aid, if the information is necessary for such purposes as to determine
  - eligibility for aid,
  - amount of aid,
  - conditions for aid, or
  - enforce terms and conditions of the aid.
- Disclosing information to state and local officials to whom this information is specifically allowed to be disclosed pursuant to state laws if the allowed disclosure concerns the juvenile justice system and the system’s ability to effectively serve the student whose records are released
- Performing studies on behalf of educational institutions
- Disclosing information to accrediting organizations carrying out their function
- Complying with a judicial order or lawfully issued subpoena; provided notification to the student is made before complying with the subpoena
- Performing responsibilities as committee members

The University can disclose PII, directory and non-directory, without student consent if the disclosure meets one of the following conditions:

1. This disclosure is to other school officials whom we determine have legitimate educational interest
2. The disclosure is to officials of other schools where the student seeks or intends to enroll
   a. The disclosure is, subject to requirements of 34 CFR § 99.35, to authorized representatives of the Comptroller General of the United States, Secretary, or state and local educational authorities
   b. The disclosure is in connection with financial aid [2] the student has applied for or received, if the information is necessary for such purposes as to determine
      a. eligibility for aid,
      b. amount of aid,
      c. conditions for aid, or
      d. enforce terms and conditions of the aid
3. The disclosure is in connection with financial aid [2] the student has applied for or received, if the information is necessary for such purposes as to determine
   a. eligibility for aid,
   b. amount of aid,
   c. conditions for aid, or
   d. enforce terms and conditions of the aid
4. Students requesting demographic or PII on other West students for survey/research purposes must be approved
5. The University shall retain a record of student information disclosed to a third party if disclosure does not fall under a FERPA exception. This information is made on University computer system containing dates, names, and reasons for release.
6. Students shall have reasonable access to their educational records and may request to review and challenge the contents, which they feel to be inaccurate, misleading, or otherwise in violation of their privacy or other rights. FERPA regulations require the University to comply with the students’ right to inspect and review their academic records by responding within 45 days from the time the University receives a written request to access their records. However, the Office of Student Records will respond to student’s requests to review their records within 14 days from receipt of the request. Students should submit their request to the Office of Student Records and specify the record(s) they wish to receive copies of or inspect.

Procedure

Students alleging their University records are inaccurate or misleading, or who allege violations of FERPA, may present their challenges to the Office of Student Records. Students have the right to correct recordkeeping errors, but not to seek to overturn administration decisions and/or assessments. The Office of Student Records shall review students’ challenges and, when appropriate, amend students’ records accordingly. Students will be notified within 14 days of the actions by the Office of Student Records and, based on the action, may request a formal hearing.

Students must submit request for amendment in writing to the Office of Student Records identifying the specific portion of their record they want changed and why they believe it’s inaccurate or in violation of their privacy. The Office of Student Records will respond to the request within 14 days.

[2] Financial aid means a payment of funds (or a payment in kind of tangible or intangible property to the individual) that is conditioned on the individual’s attendance at an educational agency or institution [authority: 20 U.S.C. 1232g (6)(1)(B)].
• If the University denies the request to change the record, the Office of Student Records will notify the student of the decision and advise him/her of his/her right to challenge the information.

• Students’ request for a formal hearing must be made in writing and submitted to the Vice President of Campus Operations. The Office of Student Records will arrange for a hearing and notify the student within 14 days from the receipt of the request of the date, place, and time of the hearing. Students may present relevant evidence and may be assisted or represented at the hearings by one or more persons of their choice, including an attorney, at the student’s expense.

A hearing panel appointed by the Office of Student Records shall represent the University. The panel shall consider all relevant evidence supporting students’ allegations of inaccurate or misleading information in students’ records. Decisions of the panel will be final.

• The University will provide a written decision within 14 days of the hearing based on evidence presented at the hearing and will include a summary of evidence presented and the rationale for the decision.

• If the University decides that the challenged information is not misleading, inaccurate, or in violation of the student’s privacy rights, it will notify the student within 14 days of his/her right to place in the record a statement commenting on the challenged information or a statement of reasons for disagreeing with the decision.

• The statement will be maintained as a part of the student’s record as long as the contested portion is maintained. If the University discloses the contested portion of the record, it must also disclose the statement.

• If the University decides the information is inaccurate or in violation of the student’s right of privacy, it will amend the record and notify the student within 14 days, in writing, that the record has been amended.

Exception: Students may not inspect and review the following, absent a judicial order or legally issued subpoena:

- Confidential letters and recommendations for which they have waived their rights of inspection
- Educational records containing information about more than one student (access is permitted only to that part of the record concerning the inquiring student)

• Records of instructional, supervisory, administrative, and certain educational personnel, which are in the possession of the originator

• Records connected with an application to attend the University if the application was denied (e.g., a student is enrolled in an undergraduate program and applies for admission to a graduate program but is denied)

• Western International University cannot deny students access to their records

• Copies do not need to be provided, unless by not providing copies, the student’s rights are denied.

Exception: The University may not release foreign transcripts to students. Copies of transcripts from other schools can be released if extenuating circumstances exist. These circumstances include schools no longer in existence or are located in countries undergoing civil strife. A fee ($7) is charged for transcript copies in these circumstances.

• The University reserves the right to deny transcripts or copies of records not required to be made available by FERPA in any of the following situations, absent a judicial order or legally issued subpoena:

- Student has an unpaid financial obligation with the University.
- The University issues transcripts for students who have filed for bankruptcy provided West obtain a copy of the bankruptcy petition filed with the courts.
- There is an unresolved disciplinary action against the student.

• Students have the right to file a complaint with the FERPA office in Washington, D.C. Inquiries should be directed to:

  Family Policy Compliance Office
  U.S. Department of Education
  400 Maryland Avenue, SW
  Washington, DC 20202-5920

• For a period of 25 years following the death of a student, requests for education records on deceased students must have written authorization from the estate executor. Beyond this time, requests for these records may be released to anyone after review and approval from the Office of Student Records.

• Education records are released pursuant to judicial orders or lawfully issued subpoenas, but only after the student is given reasonable notification of the University’s intent to comply before release of records. Inquiries regarding FERPA and requests for non-release may be addressed to:
The University is required to provide students a copy of its FERPA policy annually and upon written request from the student. Current and prospective students can obtain a copy of the FERPA policy at:

http://www.west.edu/your-education/catalog

**Solomon Act**

Western International University complies with the Solomon Act, which provides certain student information to military recruiters. This information includes name, address, phone number, place of birth, level of education, major, degree(s) received, and most recent educational institution attended.

**Disability Services**

Western International University recognizes and accepts its responsibilities under the Americans with Disabilities Act of 1990 and the Rehabilitation Act of 1974. The University prohibits discrimination on the basis of disability and provides reasonable accommodations to qualified students in all University programs and activities.

Students have the responsibility to both self-disclose and request accommodations through West Disability Services. Students must contact the Disability Services Advisor to begin this process.

Communicating with faculty or staff members regarding special needs does not, in itself, initiate the University process for accommodation.

Verification through documentation from a health care provider is required prior to determination and fulfillment of accommodations. Students must allow sufficient time between self-disclosure and accommodation and should schedule courses accordingly. Accommodations are not retroactive.

No student shall be retaliated against for seeking accommodations through this policy or for participating in any complaint procedures against the University.

Students who have questions or concerns regarding the University’s compliance with these procedures may contact the Executive Director of University Services. Formal complaints are handled through the University Grievance Process.

**Harassment Policy**

It is the policy of Western International University that the educational environment at all campuses is free of all forms of improper or unlawful harassment including sexual harassment or sexually offensive conduct. Faculty, staff, or student conduct that violates this policy includes, but is not limited to:

1. Unwelcome or unwanted sexual advances
2. Requests for sexual favors
3. Any suggestion, whether overt or subtle, that a grade or other academic achievement is dependent upon the granting of sexual favors or submission to sexual requests
4. Unwelcome physical contact, including patting, pinching, hugging, kissing, fondling, etc.
5. Offensive verbal conduct, including sexually explicit jokes, comments, innuendo, or other tasteless action that would offend a reasonably sensitive person
6. The display of sexually offensive pictures, posters, illustrations, or objects
7. Slurs, jokes, or ridicule based on race, ethnic or national origin, religion, gender, sexual orientation, gender identity, or disability

Conduct deemed to be in violation of this policy is prohibited and will not be tolerated by Western International University. Retaliation, in any form, against the person raising such a concern will also not be tolerated by the University.

**Harassment Procedures**

1. Students, faculty, or staff alleging harassment must present their grievance within 6 weeks.
   a. Allegations of sexual harassment must be presented to Camie Pratt, Associate Vice President and Title IX Coordinator:
      Office of Dispute Management
      4025 S. Riverpoint Parkway
      Mailstop CF-SX01
      Phoenix, AZ 85040
      602.557.3391
      Camie.Pratt@apollogrp.edu or designee.
   i. The Title IX Coordinator or their designee will manage efforts to conduct a prompt, thorough, and impartial investigation and make a determination on whether the party presented a factual connection between the allegation of harassment and the alleged actions.
ii. If the Title IX Coordinator finds that there is a factual connection between the allegation of harassment and the alleged actions, then one of the following procedures will be followed:

1. If the accusation is against a faculty member, then the Faculty Code of Conduct procedures apply.
2. If the accusation is against a student, then the Student Code of Conduct procedures apply.
3. If the accusation is against an employee, then the appropriate campus director or their designee will contact Human Resources, and Human Resources policies for processing claims of discrimination will be followed.

iii. In instances where it is determined that a formal process is not appropriate, the student, faculty, or employee may be warned or counseled regarding the allegation.

iv. Timeframe for Conducting Title IX complaints:

1. Investigation – A prompt, thorough, and impartial investigation will be conducted within 60 days barring any unusual complexity.
2. Opposing parties will receive notice of the outcome of the complaint within 30 days of the close of the investigation barring any unusual complexity.
3. Opposing parties shall be afforded the opportunity to appeal within 10 days of receiving notice of the outcome.

b. All other harassment claims must be presented to the Associate Director of Academic Affairs, Associate Director of Student Operations, or their respective designee.

i. Associate Director of Academic Affairs, Associate Director of Student Operations, or their respective designee will conduct a prompt, thorough, and impartial investigation, and make a determination on whether the student presented a factual connection between allegation of harassment and alleged actions.

ii. If the appropriate director/associate director or designee finds that there is a factual connection between the allegation of harassment and the alleged actions, then one of the following procedures will be followed:

1. If the accusation is against a faculty member, then the Faculty Code of Conduct procedures apply.
2. If the accusation is against a student, then the Student Code of Conduct procedures apply.
3. If the accusation is against an employee, then the appropriate campus director or their designee will contact Human Resources, and Human Resources policies for processing claims of harassment will be followed.

iii. In instances where it is determined that a formal process is not appropriate, the student, faculty, or employee may be warned or counseled regarding the allegation.

Student Code of Conduct

Students are expected to conduct themselves ethically, honestly, and with integrity as responsible members of the University's academic community. This requires the demonstration of mutual respect and civility in academic and professional discourse.

By virtue of membership in the University’s academic community, students accept an obligation to abide by the Student Code of Conduct. West students are expected to uphold the image and reputation of the University. Behavior, either on or off campus, that is determined to impair, interfere, or obstruct the opportunities of others to learn or that disrupts the mission, processes, or orderly functions of the University will be deemed misconduct and shall be subject to appropriate disciplinary action. Misconduct, for which students are subject to disciplinary action under the Student Code of Conduct includes, but is not limited to, the following academic and non-academic violations:

1. Actions, oral statements, and written statements that threaten or violate the personal safety of any faculty members, staff members, or other students.
2. Obstruction or disruption of teaching or other components of the academic process, administration, or University activity.
3. Harassment that has the effect of creating a hostile or offensive educational environment for any student, faculty, or staff member.
4. Sex discrimination/harassment that has the effect of creating a hostile or offensive educational environment for any student, faculty, or staff member. This includes, but is not limited to, sex discrimination, sexual harassment, unwelcome conduct of a sexual nature, unwelcome sexual advances, requests for sexual favors, and other verbal and nonverbal, or physical conduct of a sexual nature including sexual violence.
5. Stalking, persistently pursuing another person that has the effect of imposing unwelcomed contact and/or communication.
6. Theft of University property or of property of a member of the University community on campus.

7. Willful, wanton, or reckless damage to University premises or property, or the property of a member of the University community.

8. Fraud, forgery, alteration, falsification or unauthorized use of documents, alteration or invention of information, including, but not limited to, any third party document used to apply for financial aid, or lying during a University investigation.

9. Failure to comply with published University policies or reasonable directives of university officials while performing their duties.

10. Failure to conform to University guidelines regarding use of university computer or communication systems, authorized use of University equipment, intellectual property, or information systems.

11. Sharing student credentials, including online login information, with any person other than West Student Technical Support.

12. Unlawful manufacture, distribution, dispensation, or use of alcohol and/or controlled substances on the University premises or during University activities; participation in any University activity while under the direct or residual influence of any controlled substance, alcohol, or misused or overused legal drugs.

13. Possession, use, sale, or distribution of any firearms, fireworks, explosives, illegal drug paraphernalia, dangerous weapons, or any other materials/substances prohibited by law on University premises or at University sponsored events (not applicable to law enforcement officers required to carry firearms at all times).

14. Unauthorized use of the University's name or logo that is the property of the University. Violation of local, state, or federal statutes or University regulations.

15. Hazing (any action that recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of admission or initiation into or affiliation with a University-sanctioned organization.)

**Academic Violations**

- Submitting work that had been prepared for a different course.
- Facilitating Academic Dishonesty by intentionally or knowingly helping or attempting to help another student violate academic integrity.

**Academic Conduct**

Academic integrity is expected of all students. All West students are responsible for reading and upholding the Student Code of Conduct, which serves to designate the rules governing academic work so that a healthy community of learning is achieved. A healthy academic community is one in which an individual student's academic competency is measured and evaluated fairly and honestly and one in which no student is disadvantaged by someone else’s dishonesty.

All academic work submitted must be properly cited in the body of work and represent the student's original effort and product. Where outside sources are used as references, all work submitted by the student must identify the original source and make clear the extent to which the sources have been used.

The following acts of dishonesty help define those behaviors that violate academic integrity: plagiarism, cheating on an examination, forging an instructor's signature, copying themes or tests from other students, stealing an exam that has not yet been administered, deliberately allowing another student to submit your work as his/her own, submitting identical work in more than one course, altering college records, enlisting another person to write a paper for any class, or participating in conduct detrimental to the student or other members of the class. A student found aiding another in the activities is also subject to sanction. Similarly, other forms of academic dishonesty include:

a. **Plagiarism** – Intentional or unintentional representation of another's words or ideas as one's own in an academic exercise.

Examples of plagiarism include but are not limited to:

The exact copy of information from a source without proper citation and without use of quotation marks or block quotation formatting is deemed plagiarism. If any words or ideas used in a class posting or assignment submission do not represent the student's original words or ideas, the student must distinguish them with quotation marks or a freestanding, indented block quotation (for a quotation of 40 or more words), followed by the appropriate citation in accordance with the Publication Manual of the American Psychological Association. When a student copies information from a source, he or she must acknowledge the source with quotation marks or block quotes irrespective of whether or not the source has been formally published.
Paraphrasing statements, paragraphs, or other bodies of work without proper citation using someone else’s ideas, data, language, and/or arguments without acknowledgement.

Presenting work as the student’s own that has been prepared in whole or part by someone other than that particular student. This includes the purchase and/or sharing of work.

Failure to properly cite and reference statistics, data, or other sources of information that are used in one’s submission.

b. Self-plagiarism, Double Dipping, or Dovetailing – Submission of work that has been prepared for a different course without fair citation of the original work and prior approval of faculty. Students who submit assignments that were previously submitted in another course are subject to the same consequences they would face if they plagiarized these assignments. The use of one’s previous work in an assignment requires prior approval from the current faculty member and citation of the previous work.

c. Fabrication – Falsification or invention of any information, citation, data, or document. This includes the invention or alteration of data or results, or relying on another source’s results in any assignment without proper acknowledgement of that source. Fabrication includes citing sources that the student has not actually used or consulted.

d. Unauthorized Assistance – Use of materials or information not authorized by the faculty member to complete an academic exercise, or the completion of an academic exercise by someone other than the student.

Students must rely upon their own abilities and refrain from obtaining assistance in any manner that faculty does not explicitly allow. This includes but is not limited to providing or receiving answers to an exam, use of faculty materials or answer keys, or a student having someone take his or her exam.

e. Copyright Infringement – Acquisition or use of copyrighted works without appropriate legal license or permission. This includes illegal peer-to-peer file sharing.

Any unauthorized distribution of copyrighted material, including peer-to-peer file sharing, illegal downloading, or unauthorized distribution of copyrighted materials using the University information technology system may subject a student to civil and criminal liabilities.

For information on federal copyright infringement and remedies, refer to:

http://www.copyright.gov/title17/92chap5.pdf

f. Misrepresentation – Falsely representing the student’s situation to faculty when (1) justifying an absence or the need for a complete grade or (2) requesting a makeup exam, a special due date, or extension of a syllabus or class deadline for submitting a course requirement.

g. Collusion – Helping or allowing another student to commit any act of academic dishonesty. Students charged with a violation of academic integrity are subject to progressive disciplinary action under the Student Conduct Review Process.

**Conduct Review Process**

1. All charges alleging violations of the West Student Code of Conduct are subject to a fair and impartial process to determine whether or not a violation has occurred. Depending on the severity of the charge, a violation may result in a warning or review through the following process.

2. Charges alleging violations of the Student Code of Conduct, unless related to sex discrimination/harassment, must be submitted in writing to the attention of the Associate Director of Academic Affairs, Associate Director of Student Operations, or their designees.

3. An alleged violation of the Student Code of Conduct that relates to sex discrimination/harassment shall be forwarded to the university’s Title IX Coordinator, Camie Pratt, Associate Vice President:

   Office of Dispute Management
   4025 S. Riverpoint Parkway
   Mailstop CF–SX01
   Phoenix, AZ 85040
   602.557.3391
   Camie.Pratt@apollogrp.edu or designee

4. Charges related to student records should be submitted to the attention of the Associate Director of Student Operations.

**Investigation**

1. Allegations will be investigated in a prompt and reasonable manner.

2. Relevant evidence may include, but not be limited to, pertinent documents and statements from witnesses. Title IX investigations will be conducted within 60 days barring any unusual complexity.
3. While an alleged violation is under investigation, a student may be removed from class, campus-sanctioned events, and other University functions.

Notification
1. A student who is charged with a violation of the Student Code of Conduct will be notified of the specific charge(s) in writing by a Charging Letter sent via Certified Mail, Return Receipt Requested, or comparable means, and given 10 business days to submit a written response to the designated University official.
2. Failure of a student to respond to the Charging Letter will result in suspension from the University following completion of the current course if the student is then actively attending classes and is not subject to immediate suspension.
3. In those instances where the University determines the conduct does not warrant a Charging Letter, it may choose to issue a Warning Letter and/or provide counseling to the student. NOTE: A Warning Letter is not appealable.
4. In Title IX cases, the complainant(s) shall be notified of the conduct procedures and notified of when and if a Charging Letter or warning is sent to the respondent(s).

Student Response
1. A student response acknowledging guilt will be sent to the Associate Director of Academic Affairs, the Associate Director of Student Operations, or their designee, who will determine the appropriate sanctions. A student response denying the charge(s) will follow the committee process outlined below.
2. In Title IX cases, a student response acknowledging guilt will follow the Title IX committee process outlined below.
3. A student response denying the charge(s) will follow the committee process outlined below.

Disciplinary Review
1. In cases not involving allegations of sex discrimination/harassment, the University Academic Council Review Committee (UACRC) will convene to review the file and make findings and recommendations to the Associate Director of Academic Affairs or the Associate Director of Student Operations, who has the ultimate authority to accept, reject, or modify the recommendations and render a decision. The decision shall be sent via Certified Mail, Return Receipt Requested, or comparable means.
2. The UACRC shall use the preponderance of the evidence standard of proof (more likely than not) to weigh the evidence and make a recommendation to the Associate Director of Academic Affairs, Associate Director of Student Operations, or designee about whether a violation occurred and what sanction, if any, is warranted.
3. In cases involving sex discrimination/harassment, the Title IX committee will convene to review the file and make a determination. Opposing parties will be afforded the opportunity to speak at the committee and present written witness statements for inclusion in the Title IX Case Packet.
4. The Title IX Committee shall use the preponderance of the evidence standard of proof (more likely than not) to weigh the evidence and make a determination.
5. In accordance with the requirements under the Higher Education Opportunity Act (HEOA), upon written request, West will disclose to an alleged victim of a crime of violence or a non-forcible sex offense the results of any disciplinary hearing conducted by the Institution against the student who is the alleged perpetrator of the crime or offense.
   If the alleged victim is deceased as a result of the alleged crime or offense, West will provide the results of the disciplinary hearing to the victim’s next of kin, if so requested.
6. In accordance with the requirements under the HEOA, in cases of an alleged sex offense, both the accuser and the accused will be informed of the committee determination involving an alleged sex offense, including any sanction that is imposed.

Sanctions
1. If a violation is found, disciplinary sanctions shall be based on the seriousness of the situation and may include, but are not limited to, documented counseling by a University staff member, loss of academic credit, action plan (must be approved by the Office of Dispute Management), suspension, and/or expulsion. Students are responsible to pay for courses interrupted by the Conduct Review Process if the investigation results in a sanction.
2. A recommendation of expulsion by the decision maker shall be reviewed by the West Executive Review Committee and the Office of Dispute Management before that sanction is communicated to the student.
Appeals

1. In those instances where students are found to be in violation of the Student Code of Conduct, they may appeal the decision to the Executive Review Committee (ERC) within 10 days of receiving the notice.

The ERC is usually comprised of the Provost, the Vice President of Operations, and the Executive Director of University Services (or their respective designees). In Title IX cases, opposing parties shall be afforded the opportunity to appeal within 10 days of receiving notice of the outcome; if an appeal is filed, each party shall receive notice of the other party’s appeal.

2. The decision of the ERC is final and shall be communicated directly to the student and the campus, except in the case of a decision by the ERC supporting a campus recommendation of expulsion. If the sanction against the student is expulsion, the review of the appeal shall be conducted by the University President. The decision of the University President is final and will be communicated directly to the student and administration.

3. In Title IX cases, opposing parties will be notified of the ERC decision.

Student Grievance

The University has a responsibility to protect the rights of students and ensure compliance with its nondiscrimination policy by providing an appeal process for those who wish to file grievances against the University, including claims of discrimination. In all situations, it is expected that the parties involved attempt to resolve the issues between themselves. However, when this is not possible, the University grievance process is available to facilitate resolution. Please refer to the Nondiscrimination Policy for properly a claim of discrimination.

Other grievances must be submitted in writing to the Office of Dispute Management (ODM), which will determine the appropriate course of action or render a decision. Grievances relating to financial aid, account balances, or collections must be reviewed by University management before being submitted to ODM. When such a grievance is received by ODM, the student will be provided guidance to file an appeal to be reviewed by the Financial Executive Review Committee (FERC) for a final decision if it cannot be resolved informally. Please contact:

Office of Dispute Management
4025 S. Riverpoint Parkway
Mailstop CF–S01
Phoenix, AZ 85040
602.557.3391
Camie.Pratt@apollogrp.edu or designee

Grade disputes that are based on alleged discrimination (as defined in this Catalog under the heading Nondiscrimination Policy and Harassment Policy) are reviewed as non-grade-related grievances and should be submitted accordingly.

Student Grade Appeal

Students must initiate all inquiries regarding a final course grade within 6 weeks of the end of the course. Students must first contact the faculty member involved to attempt to resolve the issue. The faculty member is required to review grade calculations for accuracy and respond to student inquiries in writing within 10 days of the request with a summary of the grade calculation. Every reasonable attempt should be made by both parties to resolve the issue at this level. The instructor’s decision is final.

If the instructor does not respond to the student within 10 days, the student may contact his/her Academic Counselor to initiate a formal appeal. Appeals must include a letter summarizing the request, all relevant supporting materials, and documentation of attempts to reach the faculty. No grade appeals will be considered if not submitted within 6 weeks of the course end date.

Student Appeals Center

Students may submit requests for exception to University policy in writing through their Academic Counselor for submission to the Student Appeals Center (SAC), which will determine the appropriate course of action or render a decision. Certain University policies, such as academic statuses and program deadlines, may not be appealed. It is incumbent upon the student to submit all relevant information and supporting materials with the initial appeal. All appeals must be initiated within published time frames.

Transfer credit appeals must include course materials for courses in question. Academic Counselors can provide students further information regarding submission to SAC. Students will receive a written response within 2 weeks of appeal submission.

In all cases of administrative and academic student appeals, if the issue cannot be resolved after exhausting the University’s procedures, students may file an external complaint. Students must contact the State Board for further details.
### State Boards

In Alabama, the student may contact the Alabama Commission on Higher Education, 100 North Union Street, Montgomery, AL 36104, telephone (334) 242-1998, and/or the Alabama Department of Postsecondary Education, 135 South Union Street, P.O. Box 302130, Montgomery, AL 36130, telephone (334) 293-4500.

In Arizona, the student may contact the Arizona State Board for Private Postsecondary Education, 1400 W. Washington, Room 260, Phoenix, AZ 85007, telephone (602) 542-5709.

In Georgia, the student may contact the Georgia Commission, Nonpublic Postsecondary Education Commission, 2082 East Exchange Place, Suite 220, Tucker, GA 30084, telephone (770) 414-3306.

In Minnesota, the student may contact the Minnesota Office of Higher Education, 1450 Energy Park Drive, Suite 350, St. Paul, MN, telephone 55108-5227.

In Tennessee, the student may contact the Tennessee Higher Education Commission, 404 James Robertson Parkway, Nashville, TN 37243-0830, telephone (615) 741-5293.

In Wisconsin, the student may contact the Wisconsin Education Approval Board, 30 West Mifflin Street, 9th Floor, P.O. Box 8696, Madison, WI 53708, telephone (608) 266-1996.

Students may obtain a copy of the University's accreditation and/or license documents, or information on how to contact any of the agencies that regulate the University, by contacting the Apollo Legal Department at (480) 557-1818.

### Student Computer Requirements

All students enrolling at West are required to have regular access to a computer with Microsoft Office (at least 3–4 times a week) to complete required written coursework and to access discussion questions, announcements, emails, and grades. Because most communication between the University and students and between the faculty and students is done via email, including posting of grades, it is critical that students are both computer literate and have convenient and reliable computer access throughout their tenure at West.

It is strongly recommended that all students enrolling in West classes have computer access at home. If this is not possible, students must have access from their place of employment. Employer permission to use company resources for West coursework is required, and access to the delivery platform must be made well in advance of course start dates to ensure that company firewalls will not prohibit access to the platform and to the internet. West Learning Resource Center computers are available for online courses only in emergencies.

<table>
<thead>
<tr>
<th><strong>Microsoft Windows</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Minimum hardware</strong></td>
</tr>
<tr>
<td>Processor: Pentium III 1Ghz or equivalent</td>
</tr>
<tr>
<td>Memory: 512 MB</td>
</tr>
<tr>
<td>Hard Drive: 20 GB</td>
</tr>
<tr>
<td>Video Card Memory: 128 MB</td>
</tr>
<tr>
<td><strong>Recommended hardware</strong></td>
</tr>
<tr>
<td>Processor: Pentium 4 Dual Core or equivalent</td>
</tr>
<tr>
<td>Memory: 1 GB</td>
</tr>
<tr>
<td>Hard Drive: 160 GB</td>
</tr>
<tr>
<td>Video Card Memory: 256 MB</td>
</tr>
<tr>
<td><strong>Operating system &amp; software</strong></td>
</tr>
<tr>
<td>Windows XP or newer</td>
</tr>
<tr>
<td>Internet Explorer 7 or newer</td>
</tr>
<tr>
<td>Mozilla Firefox 3.x or newer</td>
</tr>
<tr>
<td>Microsoft Office 2003 or newer</td>
</tr>
<tr>
<td>Adobe Reader</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Apple OS X</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Minimum Hardware</strong></td>
</tr>
<tr>
<td>Processor: PowerPC G4</td>
</tr>
<tr>
<td>Memory: 256 MB</td>
</tr>
<tr>
<td>Hard Drive: 20 GB</td>
</tr>
<tr>
<td>Video Card Memory: 64 MB</td>
</tr>
<tr>
<td><strong>Recommended hardware</strong></td>
</tr>
<tr>
<td>Processor: Intel Core Duo 1.83GHz or faster processor</td>
</tr>
<tr>
<td>Memory: 1 GB</td>
</tr>
<tr>
<td>Hard Drive: 160 GB</td>
</tr>
<tr>
<td>Video Card Memory: 128 MB</td>
</tr>
<tr>
<td><strong>Operating system &amp; software</strong></td>
</tr>
<tr>
<td>Mac OS X v10.4 or newer</td>
</tr>
<tr>
<td>Firefox 3.x or newer</td>
</tr>
<tr>
<td>Safari 3.2 or newer</td>
</tr>
<tr>
<td>Microsoft Office 2004 or newer</td>
</tr>
<tr>
<td>Adobe Reader</td>
</tr>
</tbody>
</table>

### Additional Requirements for Online Students

(Windows and OS X)

| **• Adobe Flash Player 10 or newer** |
| **• Acrobat Connect meeting add-in** |
| **• High-speed Internet access (DSL/cable or wired connection)** |
| **• Headset with microphone** |
| **• Monitor with minimum 1024 x 768 resolution** |
| **• MS Office – including Word, Excel, and PowerPoint** |
| **• Virus protection software with current updates** |
Laptop Requirement
On-campus Information Technology (BSI, BSB – IT minor, MSISE) students must be prepared to bring a laptop to class while taking core and major coursework.
Minimum laptop requirements are as follows:
- Microsoft XP with 1 GB RAM, or
- Microsoft Vista with 2 GB RAM
- 40 GB Storage
- Wi-Fi Capability
- Microsoft Office
- Adobe Reader

West Computer Resources
Computer and communication resources are the property of the University. Use of these resources is a privilege and is provided to University users as a service.

These resources are provided for the delivery of curriculum and related materials, conducting online courses, performing educational research, accessing University services, and communication between and among faculty, students, and staff.

All activity on University systems, including personal activity and information, may be monitored. Anyone accessing these resources expressly consents to such monitoring and is advised that unauthorized or inappropriate use will be investigated and addressed by University officials. Students and faculty utilizing these resources without authorization, or in excess of their authorization, will be subject to sanctions. Any perceived criminal activity will be reported to law enforcement authorities.

Computers are available for students and faculty at each University campus. These computers should be used in educational and professional pursuits.

Adherence to the following guidelines, which are also posted at the sites, is expected of all users. Violation of these rules may result in loss of computer access. Serious or repeated violations may result in dismissal.

- Nothing may be downloaded from the Internet or saved to the PCs. Materials may be downloaded or saved to portable media.
- The set up of the PC may not be altered in any way, without the express permission of the West IT Department.
- No more than one copy of a document may be printed on University-provided printers except when students are required to pay for printing

Users may occupy only one computer at a time.
- No inappropriate (pornographic or other) websites may be visited.
- During high-usage times, use of the computers is limited to 30 minutes.
- No food or drink is allowed in the LRCs or Computer Labs.
- All computer users must adhere to the Student Code of Conduct.
- Students are responsible to report observed violations.
- Staff members must be notified of any computer problems immediately. Users should not attempt to correct problems themselves.

On-Campus Rules
The following rules are enforced at all West Campuses:

- Literatures to be distributed to students, or posted on bulletin boards, require the approval of the Campus Manager.
- Smoking is prohibited in all University buildings and allowed only in outside designated areas
- Children may not be left unattended and are generally prohibited from classrooms and Learning Resource Centers.
- Cell phones must be turned off or on vibrate during class time.
- Students are expected to dress appropriately on campus. Footwear is required at all times.
Tuition payment is due prior to the first class meeting or in accordance with a student’s stated payment plan.

See the following pages for details.

<table>
<thead>
<tr>
<th>Type of Fee</th>
<th>Amount</th>
<th>Amount Active Duty Military*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Fees</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resident</td>
<td>$25</td>
<td>$25</td>
</tr>
<tr>
<td>International Student Service Fee</td>
<td>$750</td>
<td></td>
</tr>
<tr>
<td>Curriculum Tuition Per Credit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate – Lower Division</td>
<td>$460</td>
<td>$250</td>
</tr>
<tr>
<td>Undergraduate – Upper Division</td>
<td>$480</td>
<td>$250</td>
</tr>
<tr>
<td>Undergraduate – Lower Division Interactive Online</td>
<td>$460</td>
<td>$250</td>
</tr>
<tr>
<td>Undergraduate – Upper Division Interactive Online</td>
<td>$530</td>
<td>$250</td>
</tr>
<tr>
<td>Graduate</td>
<td>$630</td>
<td>$250</td>
</tr>
<tr>
<td>Graduate-Interactive Online</td>
<td>$630</td>
<td>$250</td>
</tr>
<tr>
<td>eMaterials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate</td>
<td>$80</td>
<td>$80</td>
</tr>
<tr>
<td>Graduate</td>
<td>$95</td>
<td>$95</td>
</tr>
<tr>
<td>Miscellaneous Charges:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change of Major/Program/Catalog</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First</td>
<td>No Charge</td>
<td>No Charge</td>
</tr>
<tr>
<td>Subsequent Requests</td>
<td>$50</td>
<td>$50</td>
</tr>
<tr>
<td>Independent Study</td>
<td>One Credit</td>
<td>One Credit</td>
</tr>
<tr>
<td>Transcript</td>
<td>$7</td>
<td>$7</td>
</tr>
<tr>
<td>Overnight/International Rush Transcript</td>
<td>$50</td>
<td>$50</td>
</tr>
<tr>
<td>Diploma</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overnight/International Rush Diploma</td>
<td>$50</td>
<td>$50</td>
</tr>
<tr>
<td>Additional Diploma Copy (limit one)</td>
<td>$30</td>
<td>$30</td>
</tr>
<tr>
<td>Student ID Card replacement</td>
<td>$10</td>
<td>$10</td>
</tr>
<tr>
<td>Declined Credit Card</td>
<td>$30</td>
<td>$30</td>
</tr>
<tr>
<td>Returned Check</td>
<td>$25</td>
<td>$25</td>
</tr>
</tbody>
</table>

*Active Duty Military includes active duty military personnel (all branches), active duty reservists, and active duty National Guard personnel.

TUITION AND RATES ARE EFFECTIVE JULY 1, 2012
ALL FEES ARE NON-REFUNDABLE - TUITION AND FEES ARE SUBJECT TO CHANGE
Financial Policies & Procedures

Payment Plan Policies

Western International University offers students a variety of payment plans to manage their education investment. Available payment plans allow students flexibility in meeting their individual needs.

It is the student’s responsibility to select a primary payment plan. Each payment plan requires the completion of specific forms and adherence to payment guidelines. The primary payment plan will be selected with the completion of the Student Finance Agreement. Failure to select a payment plan, or maintain the requirements of a payment plan, will default the account to a Cash Payment Plan. There will be a fee for declined credit cards and checks returned for any reason.

Students may update their primary payment plan provided they are in compliance with their current payment plan. The student will need to complete a new Student Finance Agreement and any other required paperwork.

Students are ultimately responsible for all services rendered by Western International University, regardless of payment plan. Students with outstanding balances will not be able to receive grades, transcripts, or diplomas, or register for courses. Failure to comply with this financial agreement may result in administrative withdrawal, no course credit, assessment of late fees, referral to collections, and an unfavorable credit reference.

Western International University may assess reasonable collection and attorney’s fees incurred to collect any delinquent balance.

The payment plans available to students include the Cash Payment Plan, the Tuition Reimbursement Plan, the Third Party Billing Plan, and the Financial Aid Plan.

Cash Payment Plan

Cash Payment Plan students are required to pay all tuition and fees prior to the first night of class. Students who have not paid tuition prior to the first class meeting may not be allowed to attend the course. Payment may be made using cash, check, or credit or debit card. Credit cards accepted include American Express, Discover Card, MasterCard, and Visa.

There will be a $25.00 returned check fee charged to the student’s account for a check returned for any reason.

Tuition Reimbursement Plan

The Tuition Reimbursement Plan is available to students whose employers have an approved written reimbursement policy. Tuition will be deferred for 60 days from the course start date.

Students must submit a credit card and authorization to charge automatically to secure the deferment. Debit cards may not be used under the Tuition Reimbursement Plan. The student’s credit card will be charged 60 calendar days after the course start date. Tuition is deferred for a maximum of two courses per session.

There will be a $30 fee charged for all declined credit card transactions.

Third Party Billing Plan

The Third Party Billing Plan is available to students who request Western International University to bill approved employers, the military, or another agency directly for the cost of tuition. The University has several approved employers; each has its own specific requirements. Students may contact the Finance Office for further information.

Approved company tuition vouchers or letters of credit must be received by the Finance Office 5 days prior to the first class meeting of each course, if applicable. The student’s account may be placed on financial hold should the appropriate documentation not be received prior to the course start date.

Any portion of tuition or fees not paid for under the employer billing agreement must be paid by the student prior to the first class meeting of each course. This program does not relieve students of their financial obligation to the University. Students retain full responsibility for ensuring that all tuition and fees are paid in full and in a timely manner.

Financial Aid Plan

Students may be eligible for the Federal Pell Grant, Supplemental Educational Opportunity Grant (SEOG) Programs, and/or Federal Direct Loans (Stafford subsidized and unsubsidized, Plus Loans, and the Perkins Loan program). All students seeking federal financial aid benefits must be admitted to a federal aid eligible degree or certificate program.

In order to be eligible for tuition deferment under the Financial Aid Plan, at least 50% of a student’s annual tuition must be funded through federal financial aid benefits, and the student must meet the following conditions.
The student must have 1) completed an entrance interview, 2) submitted a completed Financial Aid Packet (including all required paperwork and related documentation), 3) completed the Admissions Application, and 4) paid all applicable fees. Students who do not qualify for enough financial aid to cover the full cost of tuition required to complete the academic year are responsible for the portion not covered prior to the first night of the course.

In order to continue tuition deferment beyond the first course, the student must provide the University all documents required to complete the certification of federal financial aid funds. Failure to submit these documents, or to qualify for federal financial aid, will default the student to the Cash Payment Plan and any outstanding balances incurred will be due immediately.

Students must reapply for funding every 24 credits per federal financial aid regulations on this plan. To prevent interruption to their educational program, students must begin the reapplication process at least 60 days before the end of their academic year.

Failure to reapply in a timely manner may result in the student defaulting to the Cash Payment Plan. Please note that continuous class attendance with no attendance breaks greater than 14 days is required by government regulation to retain disbursed federal financial aid funds.

This program does not relieve students of their financial obligation to the University. Students retain full responsibility for ensuring that all tuition and fees are paid in full and in a timely manner. Students are responsible for any tuition or fees not covered by financial aid funding.

Institutional Grants

West offers a number of institutional grants to assist students with the cost of tuition. Please work with your Enrollment Counselor, Finance Counselor, or Agent to determine if you are eligible for an institutional grant. Students may only receive one institutional grant at a time.

Veterans Educational Assistance

Formal application for admission to the University should be completed before applying for Veterans Educational Assistance. Each West program, course, and location requires separate Arizona Department of Veterans’ Services approval for the training of veterans. Students should contact their local campus for information on current approved programs.

Application for VA benefits should be sent to the local campus for submission to the Department of Veterans’ Affairs with enrollment certification. West does not participate in the Department of Veterans’ Affairs advance pay program. VA benefit eligibility and assistance rates vary depending on each individual’s military history and the educational program being pursued. Only the Department of Veterans’ Affairs can determine a VA applicant’s eligibility.

To contact a Department of Veterans’ Affairs representative, students may call toll free 1-888-442-4551.

To avoid overpayments, VA educational benefit recipients should promptly report any changes in enrollment or dependency status to the VA Administrator at the University and the Department of Veterans’ Affairs.

The University is required to notify the Department of Veterans’ Affairs within 30 days of a change in student status during previously certified periods of enrollment.

Changes include withdrawal, reduction in training time, and unsatisfactory academic progress or conduct. Upon receipt of the notice, the Department of Veterans’ Affairs is required to take prompt and aggressive action to recover benefit overpayments.

Veteran and Active Duty Spouse Institutional Grant

Veterans and spouses of Active Duty Military will be offered a $75 per credit hour tuition grant toward both West on-campus courses and West Interactive Online courses.

DANTES Reimbursement

Independent Study courses have Defense Activity for Non-Traditional Education Support (DANTES) approval for tuition reimbursement. For information on this program, students may contact the Educational Service Office on their base.

Refund Policy

All fees—including application, assessment, student services, graduation, independent study, and lab fees—are nonrefundable. Students are eligible for a tuition refund under the following conditions:

1) Withdrawal from a course after only attending during the first course week of a 3- or 4-credit course. Refund 100% of tuition paid.
2) Withdrawal from a course after only attending during the first and second course week of a 3- or 4-credit course. Refund of 75% of tuition paid.
3) Tuition paid for a course from which the student withdraws during the refund period will remain on account to apply to the next course taken. All requests for refunds must be submitted in writing to the Finance Office. The University requires 30 days for processing.
NOTE: The refund policy of the state where online students reside will be used to calculate their refund amount. The refund policy of the state where on-campus students attend class will be used to calculate their refund amount.

**Georgia**

Students in the state of Georgia will have tuition refunded using the University’s Institutional Refund Policy with the following exceptions:

1) Students have the right to a full refund of all monies paid, including application fee, if they withdraw within 3 business days after signing the Enrollment Agreement.

2) Students who withdraw from a course after attending in Weeks Three and/or Four, and prior to the fifth class meeting of an 8-week course. Refund 50% of tuition paid.

3) Refunds will be paid within 30 days of the student’s official withdrawal.

4) A student who is out of attendance for 29 days will be considered withdrawn.

**Minnesota**

Students in the state of Minnesota will have tuition refunded using the University Institutional Refund Policy with the following exceptions:

1) Refunds for state aid programs and non-state aid programs are calculated on a proportional basis using the state-mandated or institutional refund policy.

2) To calculate the minimum refund due to the State Grant Program, the SELF Loan Program, and other aid programs (with the exception of the state Work Study Program), the Higher Education Services Office Refund Calculation Worksheet of the Minnesota State Grant manual is used.

**Tennessee**

Students in the state of Tennessee will have tuition refunded as follows:

1) Students who cancel within 3 business days of signing the Enrollment Agreement will receive a full refund of any tuition paid.

2) If the University cancels or discontinues a course, the University will make a full refund of all course charges.

3) Students are eligible for a tuition refund under the following conditions:
   a) Withdrawal from a course on or before the first day of class: Refund 100% of all amounts paid for the course enrollment, less a $100 administrative fee.

   b) Withdrawal from a course after the course commences and prior to the second class meeting: Refund 100% of amounts paid for the course enrollment, less a $100 administrative fee.

   c) Withdrawal from a course after the second class meeting and prior to the third class meeting: Refund 75% of amounts paid for the course enrollment, less a $100 administrative fee.

   d) Withdrawal from a course after the third class meeting and prior to the fifth class meeting: 50% of amounts paid for the course enrolled, less a $100 administrative fee.

   e) Tuition paid for a course from which the student withdraws during the refund period will remain on account to apply to the next course taken.

**Wisconsin**

Students in the state of Wisconsin will have tuition refunded using the University’s Institutional Refund Policy including the following exceptions:

- Students have the right to cancel enrollment until midnight of the third business day after receipt of the enrollment agreement and receive a full refund of any tuition paid.

- Students may withdraw from a course after instruction has started and receive a pro rate refund for the unused portion of the tuition paid if the student has completed 60% or less of the instruction or if 60% or less time has elapsed from the scheduled start date, whichever comes first.

- Refunds will be paid within 30 days of receipt of the student’s notice of cancellation or withdrawal.

- If the University cancels or discontinues a course or educational program, the University will make full refund of all charges.

All requests for refund must be submitted in writing to the Finance Office. The University requires 30 days for processing. All fees, including application, assessment, student services, graduation, independent study, and lab fees are nonrefundable.

**Additional Refund Policies for Students Receiving Financial Aid**

Financial Aid students who drop a course will have any related financial aid funds held on account and applied toward future tuition. Students who have not re-entered the program after 14 days, or as of the agreed upon return date, will have a refund calculation based on federal methodology.
The requirements for federal financial aid when a student withdraws are separate from the Institutional Refund Policy and State Refund Policy. Therefore, a student may still owe funds to the University to cover unpaid institutional charges.

Federal regulations specify how the University must determine the amount of federal financial aid funds earned when a student withdraws from the University.

The percentage of federal financial aid earned for withdrawal is equal to the percentage of the payment period completed by the student. If the day the student withdrew occurs after the student has completed more than 60% of the payment period, the student is considered to have earned 100%. The percentage of the period completed is calculated as follows:

- **Number of Calendar Days Completed in Payment Period**
- **Total Number of Calendar Days in Payment Period**

### Return Calculation

The amount of federal financial aid earned by a student will be calculated by determining the percentage of federal financial aid earned and applying this percentage to the total amount of federal financial aid disbursed and that could have been disbursed for the payment period.

For purposes of determining earned federal financial aid, a student’s aid is considered as disbursed in the return calculation if it is disbursed as of the date the University determined the student withdrew.

### Timeline

The University will return the amount of federal financial aid for which it is responsible as soon as possible but no later than 45 days after the date the University determines that the student has withdrawn.

### Timeframe for Returning an Unclaimed Credit Balance

If the University attempts to disburse a credit balance by check and the check is not cashed, the University must return the funds no later than 240 days after the date the University issued the check. If a check is returned to the University or an EFT is rejected, the University may make additional attempts to disburse the funds, provided that those attempts are made no later than 45 days after the funds were returned or rejected. When a check is returned or an EFT is rejected and the University does not make another attempt to disburse the funds, the funds must be returned before the end of the initial 45-day period.

In some cases, the amount required to be returned to the lender will result in an outstanding balance on the student’s account with the University. The student will default to the Cash Payment Plan and the balance becomes the student’s responsibility. For more details regarding the refund policy for students receiving financial aid, students should contact their Financial Counselor.

### Financial Requests and Dispute Process

The University has a responsibility to protect the rights of students and ensure compliance with its nondiscrimination financial policy by providing processes for those wanting to appeal certain financial charges or to file a finance-related dispute against the University. All finance-related appeals and/or disputes must be submitted in writing to the University.

All student requests for finance-related policy exceptions or disputes must be submitted through the student’s Finance Counselor within 6 weeks from the disputed charge date. Requests submitted after 6 weeks will be denied. The request must include all relevant documents or statements of support. The Finance Office will review the student’s submission as well as any other relevant information and render a written decision within 2 weeks from receipt of the request.

Appeals of the Finance Office decisions may be submitted to the Office of Dispute Management online at:

http://www.west.edu/contact-info

or in writing to the following address.

Office of Dispute Management
4025 S. Riverpoint Parkway
Mailstop CF--SX01
Phoenix, AZ 85040
602.557.3391

The submission must include all relevant documentation and statements of support. In all cases of financial dispute, if issues cannot be resolved through the University’s procedures, students may file a complaint with the state in which the student resides. Please refer to page 40 for State Board information.
Financial Aid

Western International University (West) participates in five federal financial aid programs designed to give students who need or desire assistance several alternatives in financing their education. Information and/or application forms may be obtained from the Finance Office. Students may apply for financial aid if they are enrolled in an eligible degree or certificate program.

Students may borrow to the federal limits of their financial aid eligibility once every academic year (a minimum of 24 passing credits and not less than 30 weeks of instruction time). At West, students are required to successfully complete at least 24 credits. This type of funding method is called borrower-based. Therefore, students must reapply for financial aid loans and grants every academic year. Normal processing time is 60–90 days. Students must complete the coursework credits approved under the first loan of their academic year before receiving disbursement of a new loan.

All students applying for financial aid at West will have loan documents reviewed for eligibility and approval by the West Finance Office prior to each disbursement of financial aid loans and/or grants. Students must reapply for financial aid at least 60 days prior to the expiration date of their current loan period.

All students receiving financial aid must comply with the requirements of West’s Satisfactory Academic Progress Policy (SAP) for federal financial aid recipients. Those students not making satisfactory academic progress may be academically disqualified and/or financial aid disqualified.

Federal Pell Grant Program

A Federal Pell Grant is an award that helps qualified undergraduate students (who have never obtained a bachelor’s degree) supplement a portion of their education. Unlike loans, repayment of Federal Pell Grants is not required, as long as students complete the required amount of coursework. Eligibility is based on a formula revised and approved each year by Congress.

Federal Stafford Student Loans (Subsidized and Unsubsidized)

William D Ford Federal Direct Loan Program (DL)

Loans made through this program are referred to as Direct Loans. Eligible students and parents borrow directly from the U.S. Department of Education; Direct Loans include subsidized and unsubsidized Direct Stafford Loans, Direct PLUS Loans, and Direct Consolidation Loans. The student or parent will repay these loans directly to the U.S. Department of Education.

Federal Stafford Loans are low-interest loans. These loans are not credit-based. A subsidized loan is awarded on the basis of financial need. A student is not charged interest before repayment begins or during deferment periods. The federal government subsidizes the interest during these periods of time.

An unsubsidized loan is not awarded on the basis of need. A student will be charged interest from the time the loan is disbursed until it is paid in full. A student may allow the interest to accrue while in school or during other periods of nonpayment. Interest will be added to the principal amount of the loan and additional interest will be based on the higher amount. The student may choose to pay the interest as it accumulates.

Students cannot borrow more than his or her cost of education at West less any other financial aid received. Other financial aid could include, but is not limited to, tuition assistance, scholarships, or money paid by a third party on the student’s behalf for their education. Funding amounts are based on the level of credits students have reached in their academic progress. Information on current interest rates, loan limits, insurance premiums, and guarantee fees can be obtained from West’s Finance Office.

After students graduate or leave school, they have a 6-month grace period before beginning repayment for the Federal Stafford Loans. During the grace period, students receiving subsidized funds are not required to pay the interest or principal. For an Unsubsidized Federal Stafford Loan, students have the option of deferring interest but the interest will continue to accrue.

Federal PLUS Loans

The Federal PLUS Loan is available to parents of dependent and graduate students. This loan is a low-interest, non-need-based, credit-based federal loan. The Department of Education determines credit worthiness. Normally, repayment begins 60 days from the date the loan is fully disbursed by the Department of Education.

However, in some cases, the Department of Education may approve a deferment. Students should contact the Department of Education to receive more information.

The loan may be paid back over the course of 10 years. Information regarding the PLUS loan or the application for the PLUS loan can be found at:

http://www.west.edu/getting-started/financing-education/financial-aid/227
Campus-Based Aid
The Federal Supplemental Educational Opportunity Grant (FSEOG) Program awards grants, and the Federal Perkins Loan Program offers low interest loans. These programs are campus-based and administered directly by the West Finance Office. Unlike the Federal Pell Grant Program, which provides every eligible student with funds, campus-based programs receive a limited amount of funds from the federal government each year. Once the available funds have been distributed, no further awards can be made from campus-based programs for that year.

FSEOG
FSEOG is available for undergraduates with exceptional financial need. This is defined as students with the lowest Expected Family Contributions (EFC). Students who receive Federal Pell Grants are given priority. FSEOG does not need to be paid back by students who successfully complete the required coursework during the award period.

Perkins Loans
The Perkins Loan is a low-interest (5 percent) loan for both undergraduates and graduate students with exceptional financial need. This loan is made with West as the lender. Perkins Loans must be repaid to the school. Repayment begins 9 months after students graduate, leave school, or drop below half-time status. This 9-month period is called a grace period. At the end of the grace period, students must begin repaying the loans. Students may be allowed up to 10 years to repay this type of loan.

Alternative Loans
Students who do not want to apply for federal funds or are not eligible to receive federal funds may consider an alternative loan. These loans are available through a variety of lenders and are based on credit worthiness. Interest rates and repayment options vary by lender. Additional information concerning other sources of funding may be obtained from the West Finance Office.

Loan/Grant Disbursement
Loan applications may be certified and disbursed while students have an acceptable admission status. Additionally, students must be making Satisfactory Academic Progress as defined by federal regulations and outlined in the Consumer Information Guide located at:

http://www.west.edu/pdfs/West-Consumer-Information-Notice.pdf

Federal disbursements are made in two payments: at the beginning of the loan period and after successfully completing approximately one-half of the credits and the instructional weeks for that loan period.

Any processing fees will be divided in half and deducted from both payments. The University will receive the funds directly from the Department of Education. With authorization from the borrower, the University will apply all financial aid monies toward tuition for the current half of the academic year.

Any excess monies will be refunded to the student. Federal regulations require a delay in disbursement of loan monies to first-time borrowing students until after 30 days of attendance. Since West does not have standard fall/spring semesters, funding is borrower-based. Grant disbursements are made to eligible students at the beginning and midpoint of the grant period.

Statement of Educational Purpose
Financial aid is to be used solely for student’s educational expenses related to their attendance at Western International University.

Referrals to the Office of the Inspector General
Western International University is required by law to make referrals to the Office of Inspector General of any cases of suspected fraud and abuse involving federal financial aid programs.

Satisfactory Academic Progress
Students receiving federal financial aid (Title IV) funds must maintain Satisfactory Academic Progress (SAP) to remain eligible for funding. Progress is measured through three standards: one qualitative (grade-based) standard and two quantitative (time-related) standards. Students utilizing federal financial aid, or who are considered a federal financial aid student, should familiarize themselves with the standards of this policy.

The West Satisfactory Academic Progress Policy can be found in its entirety in the Consumer Information Guide at:

http://www.west.edu/pdfs/West-Consumer-Information-Notice.pdf

Additional questions regarding this policy can be answered by the student’s Finance Counselor.

Leave of Absence
On occasion, students may find it necessary to take a Leave of Absence (LOA). The University may approve a student for multiple LOAs in a 12-month period. The total length of a single LOA or combined total of multiple LOAs cannot exceed 180 days.

A student is not considered withdrawn during an approved LOA and no return of federal financial aid calculation is required.

For an LOA to be approved, the University may not assess additional charges related to the leave. The University will not grant an unapproved LOA.
An LOA should be requested any time the student will not be in attendance for a period of time greater than 14 calendar days. For students requesting an LOA, the following applies:

1. The LOA must be requested in writing, using the LOA Request Form. This form is available at the West Finance Office.

2. The total days on LOA cannot exceed 180 days in any rolling 12-month period starting with the first LOA taken.

3. Under most circumstances, the LOA should not exceed one 2-month term.

4. The LOA Request Form should be received in West’s Finance Office before the student’s last date of attendance.

If an unforeseen circumstance prevents the student from providing this request, the University may approve the leave if the request and documentation is received within 15 days of the last date of class attendance. Unforeseen circumstances may include, but are not limited to, medical and family emergencies, business travel, University course cancellation, facility closure, and natural disasters. The student is not eligible to receive financial aid disbursements while on an approved leave of absence. In addition, failure to return at the conclusion of the leave may result in the cancellation of any future scheduled federal financial aid.

All students requesting LOAs will be notified of their status (approved or denied) by the West Finance Office. An LOA may also affect the amount of funding that the student may receive. The West Finance Office will re-evaluate the funding based on the number of months in the loan period and the amount of credits that will be completed during the loan period. Students will be notified of any changes.
Student Right-To-Know

Campus Safety
Western International University is strongly committed to crime prevention and to the safety of the University community. The University considers the personal physical safety of its students and employees necessary for a successful learning environment. In the event of an emergency while on campus, students should call 911 for immediate assistance. In a non-emergency situation, students should contact a campus administrator or available security personnel for assistance. All criminal activity is logged and, if possible, action taken to avert further incidents (e.g., additional security personnel, increased parking lot lighting, etc.). Security personnel are stationed on campus to ensure student, employee, and property safety. Local law enforcement agencies will be notified of crimes warranting their involvement.

Campus Statistics
Under the Federal Student Right-To-Know and Campus Security Act, Western International University (West) is obligated to publish statistics regarding on-campus crimes that have been reported to campus security authorities or local law enforcement services. Campus locations that are to be included in this report are only those that fall under the jurisdiction of West.

Crime statistics may be found on the West website: www.west.edu/campus-safety

Sexual Assault Prevention Programs and Sexual Harassment

Sexual Assault Prevention programs and literature are available from the local law enforcement agency. If a student is sexually assaulted, it is recommended that the local law enforcement agency be notified immediately (dial 911).

Students who believe they have been sexually harassed by faculty, administrative personnel, or other students are urged to report these incidents to the University’s Title IX Coordinator, Camie Pratt, Associate Vice President:

Office of Dispute Management
4025 S. Riverpoint Parkway
Mailstop CF-SX01
Phoenix, AZ 85040
602.557.3391
Camie.Pratt@apollogrp.edu or designee

An immediate investigation of all complaints will be undertaken. Anyone found to have inappropriately harassed a student/employee will be subject to sanctions. Student sanctions may include written warnings and/or dismissal. Faculty members and employees are subject to written warnings and/or terminations.

Student Completion Rate
In accordance with the Higher Education Act of 1965, each educational institution must publish its student completion rate for first-time undergraduate students. The completion rate for first-time freshmen who started between 9/1/05 and 8/31/06 was 3%.

Drug & Alcohol Prevention Program
The U.S. Department of Education requires institutions of higher education to provide a drug prevention and awareness program for their students and employees.

Standards of Conduct
All students are expected to conduct themselves as mature adults and members of an academic community. The consumption of alcohol or drugs is prohibited while attending class or meeting with campus personnel.

For further details, the Student Code of Conduct can be accessed at:
http://www.west.edu/student-code-of-conduct

Associated Health Risks
There are dangers related to specific drugs. Listed below are the names of some of these drugs and the dangers that accompany them.

Marijuana
Marijuana can slow reflexes, diminish mental power, impair judgment, and cause forgetfulness. It can also damage lungs, the reproductive system, and brain functions.

Cocaine
Cocaine can create the illusion of being superhuman, impair judgment and decision-making ability, and cause emotional problems, mood swings, and loss of dependability. It can also damage the respiratory and immune systems and can cause malnutrition, seizures, and loss of brain functions.
**Heroin**

Heroin can cause lack of interest in workplace safety. Dirty needles and other such paraphernalia can cause an increase in the spread of diseases such as AIDS. It can diminish personal productivity, damage relationships, and cause loss of financial stability. An overdose can cause a coma and/or death. Heroin is addictive, even in small amounts, and withdrawal is difficult and painful.

**Hallucinogens (PCP, LSD, Ecstasy)**

Hallucinogens can cause hallucinations that distort audio and visual perceptions. It can cause sudden changes in behavior that may result in attacks on others. It can also cause loss of concentration and memory after the drug has worn off.

**Amphetamines**

Amphetamines cause the feeling of being rushed and result in pushing oneself beyond capacity. It can disrupt family life and cause serious health problems such as kidney and liver disease.

**Sedatives**

Sedatives slow mental reflexes, causing danger for those in positions that require mental alertness. It can disrupt family life and cause serious health problems such as kidney and liver disease.

**Alcohol**

Alcohol can cause loss of concentration and judgment, tardiness, and absenteeism, placing a greater share of the workload on co-workers. It can also increase the inability to deal with problems at work. It can cause liver and kidney disease. Excessive use can result in alcoholism.

**Sanctions by the School**

Any student found consuming or selling alcohol or drugs on school property will be subject to discipline on a case-by-case basis. Disciplinary action will be based on the seriousness of the situation. Some cases may result in dismissal from school. In all cases, the school abides by local, state, and federal sanctions regarding unlawful possession of drugs and the consumption of alcohol by minors. All illegal drugs are governed by the program. A current listing of federal penalties and sanctions can be found at:

www.usdoj.gov/dea/agency/penalties.htm

---

**Treatment and Rehabilitation**

In order to assist any student who may have a drug or alcohol problem, the following national toll-free phone numbers are provided. These associations can assist in identifying a counseling, treatment, or rehabilitation program.

- **Al-Anon**: 1-800-356-9996
- **National Council on Alcoholism and Drug Dependence**: 1-800-NCA-CALL
- **Helpline**: 1-800-843-4971
- **National Drug and Treatment Referral**: 1-800-662-HELP
University Teaching and Learning Model

At Western International University, the focus is on preparing students for professional success. Each degree program provides a foundation in general education, followed by the fundamentals of business activity, and then the specialty of the selected major. Those successfully completing the associate’s, bachelor’s, or master’s degrees will be prepared, at various levels, for employment and/or advancement in the national and international work environments.

The West Teaching and Learning Model is a unique one: combining both the traditional and non-traditional approaches that best serve our adult and international student populations. Each course is 8 sessions in length, and new courses start every month. On-ground classes meet eight times during a 2-month period and are scheduled for 3 hours each, generally from 6 pm to 9 pm, Monday through Thursday, with occasional Saturday classes.

The West faculty is also a blend of traditionally and non-traditionally prepared (master’s degree or higher) and working professionals, many with international experience. They bring both theoretical and practical knowledge and skill to their teaching and facilitate student collaboration to maximize teaching and learning.

To accommodate a variety of learning styles, teaching methods include lecture, online and in-class discussion, in-class small group work, case studies, projects, student presentations, and application of concepts and theory to real-world situations.

Students are encouraged to target their assignments to issues and projects directly related to their work.

To prepare students for successful employment and advancement in the business world, West also incorporates global, multicultural, and international perspectives in its curriculum and emphasizes communication (both written and oral), critical thinking, research, and computer skill development.

It is the University’s belief that any student who might benefit from enrollment in its programs is welcome. However, academic standards remain rigorous and require that students come to West prepared for university-level work or seek the preparation they need either before they begin their coursework or during their initial enrollment period.

Learning is a social, and often a sequential, experience. Therefore, it is critical that students enroll with the commitment to attend and actively participate in all classes. It is important to take classes in the recommended order as detailed in the following program descriptions. All course prerequisites must be met prior to enrolling in courses that require them.

Assessment of Student Learning

It is important to West that students leave the University with all the skills and knowledge needed to be successful in the real world and that they graduate with confidence to take the next steps in their continuing education and careers. As a result, West has developed a process for assessing students’ learning throughout the attainment of their degree, from both the program and course levels.

Faculty members assess student learning in each class they teach. Faculty members also lead work groups that collect and analyze information about how well students are learning. This information ranges from assignments in current or past classes, to nationally benchmarked measurements. When work groups examine student learning, they review outcomes of the program as well as Institutional Learning Goals.

West Learning Outcomes

To prepare students for successful employment and advancement in the professional world, West’s degree programs and courses are developed by faculty experts in the field.

Integrated into the curriculum are program and course-based learning outcomes applicable to the course content. Student achievement of these outcomes is assessed by faculty members and through other means, and is reflected in course assignments and grades. Learning Outcomes are provided in each course syllabus.

In support of its Mission, West has established five Institutional Learning Goals that are part of all degree programs. These Goals are designed to ensure that graduates have the necessary knowledge and skills to attain their academic and professional goals, and are the foundation for a life of learning.

Institutional Learning Goals

Communication

Communication is comprised of the ability to communicate effectively through writing, listening, and presentation skills.
Critical Thinking
Critical Thinking includes decision making and problem solving through the ability to read critically, analyze knowledge claims and beliefs, and apply mathematical concepts to real-world situations.

Global Awareness
Global Awareness refers to the ability to recognize the global nature of business, understand global diversity based on geography and culture, and recognize the implications of globalization in business decision making.

Technology Literacy
Technology Literacy includes the ability to select appropriate technology in order to locate, consume, and disseminate information, and to apply technology to solve problems, analyze data, and present information.

Research
Research involves understanding how to use the appropriate inquiry methodology to answer a given research question, solve a problem, and use qualitative and quantitative methods to investigate and analyze information, as well as to interpret and summarize results.

West Writing Intensive Courses
The West Writing Intensive courses support the University’s commitment to develop student mastery of written communication. The purpose of writing intensive courses is to give students in all academic disciplines the opportunity to continuously demonstrate writing skills by submitting a substantial writing assignment in each required course designated as a Writing Intensive Course. Writing assignments submitted in these courses are reviewed to measure progression in writing skills throughout students’ academic programs. These courses are designated with a ✿ in the University Catalog and are found at intervals throughout all undergraduate and graduate degree programs.

West Policy for Graded Group Projects
The individualized learning model is paramount at Western International University. Students are graded on their individual work product, and academic success is achieved through individual initiative. However, an important part of success in the business world is the ability to participate in or lead groups of individuals focused on specific projects. Courses may include small group projects relevant to course content. However, group work is designed in such a way that the contributions of its individual members may be recognized and graded. Class time for group projects will be offered so students will not be required to meet outside the classroom to complete the project.

Integrated Capstone Course
The course focuses on the integration of the General Education, Common Body of Knowledge, and Major course contents, and on the demonstration of mastery of the undergraduate and degree learning outcomes.

Utilizing the skills and knowledge learned at West, students address real-world issues in a collaborative format, and deliver results in a professional presentation at the end of class. Although the process is collaborative in nature, students are individually assessed and graded. The University reserves the right to make course substitutions.

Internship
Bachelor of Science in Business and Master of Business Administration students who are nearing the completion of their degree are eligible to take an internship course. Internship courses are designed to provide business students an opportunity to apply their learning to a workplace setting, and deepen their education with real-world experiences. The student, in collaboration with a faculty instructor, will determine a final paper or project that is intended to synthesize the student’s practical experiences and prior coursework. The benefits of the internship include the opportunity for students to:

- Evaluate, experience, and reflect upon a career field before graduation.
- Engage in career-related experiences that complement and build upon different skills that are learned in the classroom such as critical thinking, writing, presentation, and discussion skills.
- Bridge the gap between school and/or previous work experience and a career field.
- Experience roles, expectations, and behaviors of the job arena.
- Learn about one’s strengths, interests, and problem-solving skills as they may be related to a particular career field.
- Gain networking opportunities that are valuable in shaping future careers.

Bachelor of Science in Business Internship

- Students may choose to complete and pass either the Undergraduate Internship course (ITS 400) or the Integrated Capstone course (CAP 485).
- Students must have completed at least 114 credits prior to taking an internship.
Student internship sites must be different from a student’s current employer.

Students must apply for internship and be approved by West as well as the employer.

Master of Business Administration Internship

Students may take the Graduate Internship course (ITS 600) as one of the 15 selective graduate credits required in their degree.

Students must have completed all core courses before taking an internship.

ITS 600 may only be taken once and may not substitute for any of the required core courses.

ITS 600 will not count toward the maximum of three courses in any one subject area.

Student internship sites must be different from a student’s current employer.

Students must apply for internship and be approved by West as well as the employer.

Attendance Policy for Internship Courses

Students enrolled in an internship course are expected to meet all attendance and course requirements.

Students must post at least one attendance within the first 7 calendar days of the course.

Students will be administratively withdrawn as of the 14th day of non-attendance.

Students must work at the internship site between 12 and 18 hours a week to be eligible for credit.

Students must arrange work hours directly with the internship site. With approval of the on-site supervisor, a student may make up hours, but in no case may the student go more than 2 weeks without working at the site, and the minimum total number of hours worked over the 8 weeks must total a minimum of 96 hours.

For internship courses, attendance activities are defined as the following:

- Submitting the weekly timesheet through MyAssignments on MyWest
- Submitting the log report of the student’s activities at the internship site on a weekly basis through MyAssignments on MyWest
- Responding to any Discussion Questions on MyWest if assigned by the instructor
- Posting a Reflection to MyAssignments if assigned by the instructor
- Submitting the Final Paper or Project through MyAssignments on MyWest
- Submitting any additional assignments (e.g., draft version of Final Paper) through MyAssignments on MyWest

West Interactive Online

Western International University Interactive Online learning offers a unique opportunity for students who wish to pursue their degrees but because of travel, time constraints, or simply preference, do not want to attend classes in an on-campus setting. Unlike most computer or web-based programs, West Interactive Online offers students the best of classroom interactivity while retaining the high level of flexibility that enables working adults to achieve educational goals.

Unlike other online opportunities, West Interactive Online is not merely text and email-based. The curriculum has been carefully designed to meet the needs of all types of learners by utilizing a variety of delivery methods. West Interactive Online combines live and recorded audio- and visual-based courses with web-based support. An easily accessed virtual classroom is created that provides visual presentations, group discussion, lectures, Internet exploration, message board discussions, and informal chats with faculty and other students. To ensure the best user experience, refer to the minimum and recommended computer requirements listed on page 40 of this Catalog.

Information and a demonstration of our virtual classroom can be found on our website at http://www.west.edu/why-west/west-interactive-online
# Academic Program Requirements

For more information about our on-time completion rates, the median loan debt incurred by students who completed their programs, and other important information, please visit our website at [http://www.west.edu/your-education/degree-programs](http://www.west.edu/your-education/degree-programs).

## General Education Requirements

General Education courses provide foundation knowledge for all undergraduate degree programs. The requirements consist of 42 credits in the General Education Core and 18 credits in the General Education Selective block.

Total General Education Requirements – 60 Credits

General Education Core Requirements – 42 Credits

(All courses are 3 credits)

### Student Success – 3 Credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSC 105</td>
<td>Student Success Course</td>
</tr>
</tbody>
</table>

### Writing & Communication – 12 Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101</td>
<td>English Composition I</td>
</tr>
<tr>
<td>ENG 102</td>
<td>English Composition II*</td>
</tr>
<tr>
<td>CRT 201</td>
<td>Critical Thinking</td>
</tr>
<tr>
<td>COM 159</td>
<td>Basic Presentation Skills</td>
</tr>
</tbody>
</table>

### Language & Culture – 6 credits

Select two of the following Language/International Studies courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHI 152</td>
<td>Introduction to Mandarin Chinese</td>
</tr>
<tr>
<td>INS 100</td>
<td>Cultural Geography¹</td>
</tr>
<tr>
<td>SPN 154</td>
<td>Introductory Spanish Conversation for Global Communication</td>
</tr>
<tr>
<td>SPN 252</td>
<td>Beginning Spanish Conversation for Global Communication*</td>
</tr>
<tr>
<td>SPN 253</td>
<td>Intermediate Spanish Conversation for Global Communication*</td>
</tr>
<tr>
<td>INS 320</td>
<td>Cultural and Social Environment: Pacific Rim</td>
</tr>
<tr>
<td>INS 321</td>
<td>Cultural and Social Environment: Europe and Russia</td>
</tr>
</tbody>
</table>

* Indicates courses requiring a prerequisite

** See page 71 for information on SSC 105.

¹ INS 100 can count either as a Social & Behavioral Sciences course or as a Language & Culture.

### Humanities – 6 Credits

Select two of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUM 127</td>
<td>Religions of the World</td>
</tr>
<tr>
<td>HUM 201</td>
<td>World Culture and the Arts</td>
</tr>
<tr>
<td>LIT 205</td>
<td>World Literature</td>
</tr>
<tr>
<td>PHI 101</td>
<td>Introduction to Philosophy</td>
</tr>
</tbody>
</table>

### Social & Behavioral Sciences – 6 Credits

Select one of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ETH 123</td>
<td>Cultural Diversity</td>
</tr>
<tr>
<td>INS 100</td>
<td>Cultural Geography¹</td>
</tr>
</tbody>
</table>

Select one of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEH 221</td>
<td>Introduction to Behavioral Science</td>
</tr>
<tr>
<td>GOV 260</td>
<td>Government Systems of the World</td>
</tr>
<tr>
<td>GOV 380</td>
<td>World Political and Economic Systems</td>
</tr>
<tr>
<td>HIS 268</td>
<td>World History</td>
</tr>
<tr>
<td>HIS 378</td>
<td>History of the World Economies*</td>
</tr>
<tr>
<td>SOC 101</td>
<td>Introduction to Sociology</td>
</tr>
<tr>
<td>SOC 122</td>
<td>Cultures of the Southwest</td>
</tr>
</tbody>
</table>

### Mathematics – 6 Credits

Select one of the following two courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 105</td>
<td>Basic Mathematics - not available to students who completed an equivalent level of mathematics</td>
</tr>
<tr>
<td>MAT 109</td>
<td>Business Mathematics*</td>
</tr>
</tbody>
</table>

Required:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 110</td>
<td>Algebra I*</td>
</tr>
</tbody>
</table>

### Science – 3 Credits

Select one of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT 110</td>
<td>Fundamentals of Computers</td>
</tr>
<tr>
<td>SCI 244</td>
<td>Geology</td>
</tr>
<tr>
<td>SCI 264</td>
<td>General Physics</td>
</tr>
<tr>
<td>SCI 270</td>
<td>Environmental Science</td>
</tr>
</tbody>
</table>

### General Education Selective Requirements – 18 Credits

The General Education Selective credit block offers bachelor’s students the opportunity to pursue a variety of topics of interest and fulfill prerequisites for their major.
Common Body of Knowledge (CBK)

A portion of all associate’s and bachelor’s degree programs are comprised of Common Body of Knowledge (CBK) courses, which represent the fundamental competencies necessary for effective performance in business environments.

Common Body of Knowledge (CBK) Requirements – 18 credits
Courses providing competencies common across all degree programs at West:

- INB 300 International Business
- ECO 301 Economic Theory
- IT 330 Emerging Technologies
- MGT 340 Organization Theory and Behavior
- RES 311 Quantitative Methods for Decision Making*
- MGT 352 Political, Legal, and Ethical Issues in Business

Associate of Arts in Business Degree

General Education Core and Common Body of Knowledge courses provide students with a solid background of general knowledge in addition to a broad-based business foundation.

The AAB degree is designed to prepare students to successfully progress into Core and Major course work.

Total number of credits required - 60

AAB Degree Requirements:
- General Education Core Requirements - 42 credits
- Common Body of Knowledge Requirements - 18 credits

Additional Requirements:
- A minimum of 18 credits must be earned in residence at West.
- Students must maintain a minimum cumulative grade point average of 2.0 (C) or higher for all course-work at West.

Bachelor’s Degree Programs

Each bachelor’s degree program provides students with foundations for life-long learning as well as productive careers. The General Education requirements encompass a breadth of knowledge that offers students an overall understanding of global issues and the basic skills useful in the continual learning process. One hundred twenty-six (126) credits are required to receive a bachelor’s degree from West. Credits are broken into five categories, each of which has a specific set of credit requirements. Because the courses in each category build upon those in the category before (e.g., Common Body of Knowledge courses build on General Education, and Core courses build on Common Body of Knowledge), it is strongly recommended that they be taken in the order listed to achieve the greatest degree of understanding and success throughout the degree program. The degree core and major requirements provide foundational and degree-specific knowledge and skills to prepare students for meaningful employment.

Students with 18 or fewer earned transcripted credits as stated on the admission application, or who have been out of attendance for more than 5 years, are required to complete SSC 105 as their first course. SSC 105 must be successfully completed prior to further enrollment in University courses, although students may be enrolled in concurrent or overlapping courses during SSC 105.

Students with more than 18 earned transcripted credits, as stated on their admission application, may opt to complete SSC 105. Students who transfer in a posted associate’s degree are waived from taking SSC 105. National testing, military, or PLA credits are not eligible to be used in the transcripted credit total. Credit transferability is separately covered under transfer credit policy.

Total numbers of credits required - 126

Bachelor’s Degree Requirements:
- General Education Core - 42 credits
- General Education Selectives - 18 credits
- Common Body of Knowledge (CBK) - 18 credits
- Core Requirements - 15 credits
- Major Requirements - 33 credits

Additional Requirements:
- Students must earn a minimum of 36 credits in residence at West.
- A maximum of 72 lower division (100- and 200-level) credits may be applied to a West bachelor’s degree program.

All courses listed as applicable to specific categories are offered by West. Transfer courses from other institutions that meet the intent of West course requirements may be applied. Transfer courses may be different from those offered by West but still may be applicable to General Education requirements. This is especially true in areas of social and behavioral sciences, mathematics, and natural science. Please refer to the Transfer of Credit section of this Catalog for additional information.

Core Requirements

Because West’s degree programs are specialized, the University is divided into two colleges that provide focus to each degree program. The degree program or major chosen will determine the core requirements.

College of Business and Technology

The College of Business and Technology provides education to equip students for assuming leadership positions in a variety of organizations.
- Accounting (ACC)
- Business (BUS)
- Business Administration (BA)
- Management (MGT)

*Indicates courses requiring a prerequisite
Business Core - 15 credits

Core requirements for ACC, BUS, BA, and MGT are as follows:

- ACC 301  Financial Accounting
- ACC 302  Managerial Accounting*
- FIN 317  Financial Management*
- MGT 370  Operations Management*
- MKT 308  Marketing Management

Technology Core - 15 credits

Core requirements for Informatics are as follows:

- IT 316  Analysis and Design of Information Systems
- IT 318  Information Systems Architecture
- IT 319  Computer Networking
- IT 440  Project Planning and Execution
- IT 317  Fundamentals of Programming in a Web Context

Business Mission Statement

Western International University is committed to providing its domestic and international students with a business education that balances theory and application and is constantly reviewed for relevance and enhanced to meet the needs of today's ever-changing, global marketplace.

Western International University develops within its business students the entrepreneurial mindset, relevant skills, leadership abilities, and multicultural understanding needed for individual achievement and corporate success.

Through faculty who combine advanced academic qualifications with years of ongoing professional experience, as well as development of innovative studies and practices, Western International University is able to provide its business students with a blend of theoretical and experiential learning that can be applied immediately and post-graduation.

College of Liberal Arts

The mission of the Liberal Arts Core at Western International University is to cultivate an intellectually stimulating environment by providing Bachelor of Arts students with a sturdy foundation that allows for critical and creative thinking and cultural acceptance through the specialized programs listed below:

- Behavioral Science
- Criminal Behavior
- Human Resource Management
- Legal Studies
- Professional Communication

Liberal Arts Core – 15 Credits

Core Requirements will enable students to think critically and analytically to obtain personal and professional development and success. The dual intent of the core is to provide foundational value and relevancy to the various degree programs and as they apply to the workplace. Core requirements are as follows:

- BEH 221  Introduction to Behavioral Science
- BEH 304  Ethics and Values in a Free Society
- BEH 331  Human Relationships and Interpersonal Communication
- HRM 335  Human Resource Management
- MGT 337  Supervision and Leadership

State-Specific Curricular Requirements

Arkansas

Students residing in Arkansas are required to complete or transfer in the following General Education in their undergraduate degree program:

- MAT 110 Algebra I or its equivalent is required
- Science:
  - Credits increased to 8 credits.
  - Technology courses do not apply to Science category (such as IT 110).
  - Must include 2 virtual or physical labs.
- Social Sciences:
  - Credits are increased to 9 credits.
  - Must include 3 credits of U.S. History or American Government.
- Humanities:
  - Credits are increased to 9 credits.
- Selectives:
  - Decreases selective credits from 18 to 9 credits.

Minnesota

Students residing in Minnesota at the time of their enrollment are required to complete or transfer in the following General Education in their undergraduate degree program:

- MAT 110 or its equivalent is required.
- Bachelor of Science students only:
  - Science: Credits increased to 6 credits.
  - Technology courses do not apply to Science category (such as IT 110).
  - Selectives: Decreases selective credits from 18 to 15 credits.
- Bachelor of Arts students only:
  - Social Science: Credits increased to 9 credits.
  - Humanities: Credits increased to 9 credits.
  - Selectives: Decreases selective credits from 18 to 12 credits.
Bachelor of Arts in Behavioral Science

The Bachelor of Arts in Behavioral Science degree program offers students a basic foundation in the diverse fields of psychology, social psychology, and human development and behavior. The program is experience-based and emphasizes the reciprocity of knowledge and direct application. Because of the breadth of its offerings, this major can be directly applied in multiple areas of business and corporate operations.

It also has direct and immediate application in human services positions and operations, or can provide a solid base for advanced study in various behavioral science disciplines. Participation in this program will also enhance personal development through the acquisition of new knowledge and insight into group interactions and communication.

For complete program details, please visit our website at:
http://www.west.edu/your-education/degree-programs/bachelor-degrees/behavioral-science-ba

Program Learning Outcomes

1. Differentiate the major concepts and issues in thinking, information processing, concept formation, language, problem solving, creativity, and development of intelligence.

2. Discriminate between normal psychology (e.g., self-actualization or "emotional intelligence") and the etiology of the more common disorders of anxiety, depression, and conduct problems.

3. Demonstrate the principles of effective versus ineffective teams and groups based on collaborative and conflicting interpersonal behaviors.

4. Compare societal, cross-cultural, and gender theories and the practical implications on each within a diverse community structure.

5. Explain the principles and effects of social influence, conformity, social attraction, and social perception on personal development.

6. Describe the theoretical basis for conflict management and interpersonal effectiveness in situations of human conflict and hostility.

7. Discuss differences in moral/ethical behavior in different cultures.

General Education Requirements - 60 credits

Common Body of Knowledge and Liberal Arts Core - 33 credits

Major Requirements - 33 credits

- BEH 311 Social Psychology
- BEH 312 Personality Theories
- BEH 317 Biological Basis of Behavior
- BEH 318 Addictions
- BEH 407 Motivation and Achievement
- BEH 411 Lifespan Development
- COM 423 Group Dynamics: Teambuilding, Negotiation and Conflict Management
- BEH 430 Theories of Counseling*
- BEH 440 Abnormal Psychology*
- RES 321 Behavioral Research Design, Tests and Measurement*
- CAP 485 Integrated Capstone*

Credits Required for Degree: 126

*Indicates courses requiring a prerequisite
**Bachelor of Arts in Criminal Behavior**

The Bachelor of Arts in Criminal Behavior is designed to prepare students for success in a variety of professional settings ranging from law enforcement to social work. The program combines courses that focus on criminology, criminal investigation, juvenile justice, and addictions. By combining courses in criminal justice with courses in behavioral science, graduates will be prepared to focus on crime prevention techniques as well as the administration of justice and rehabilitation.

For complete program details, please visit our website at: [http://www.west.edu/your-education/degree-programs/bachelor-degrees/criminal-behavior-ba](http://www.west.edu/your-education/degree-programs/bachelor-degrees/criminal-behavior-ba)

**Program Learning Outcomes**

1. Apply principles of leadership and team facilitation in the direction and use of human resources to accomplish the goals of a modern criminal justice or social service organization.

2. Demonstrate a commitment to self-directed action, self-discipline, and life-long learning through examinations of criminal justice and social service career paths.

3. Demonstrate an awareness of ethical principles, codes, and standards of conduct within the criminal justice field and integrate ethical, legal, and economic accountability into professional criminal justice or social service practice.

4. Demonstrate basic skills in the application of research methods and statistical tools to criminal justice research and the application of findings to practice.

5. Demonstrate critical thinking strategies—including reasoning, problem solving, analysis, and evaluation—in criminal justice or social service settings.

6. Exhibit global thinking with a concurrent ability to act locally in an effective manner within criminal justice or social service organizational environments.

7. Explain the principles of a pluralistic society in a variety of settings as they uniquely apply to practitioners, victims, and offenders and show respect for the multicultural world.

8. Discuss and explain components of the contemporary criminal justice system inclusive of policing, courts, institutional and community corrections, victim advocacy organizations, and ancillary social service organizations that constitute the entirety of the criminal justice system.

---

**General Education Requirements - 60 credits**

**Common Body of Knowledge and Liberal Arts Core - 33 credits**

**Major Requirements - 33 credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEH 311</td>
<td>Social Psychology</td>
</tr>
<tr>
<td>BEH 317</td>
<td>Biological Basis of Behavior</td>
</tr>
<tr>
<td>BEH 318</td>
<td>Addictions</td>
</tr>
<tr>
<td>BEH 430</td>
<td>Theories of Counseling*</td>
</tr>
<tr>
<td>BEH 440</td>
<td>Abnormal Psychology*</td>
</tr>
<tr>
<td>CRB 300</td>
<td>Foundations of Criminal Behavior</td>
</tr>
<tr>
<td>CRB 320</td>
<td>Criminology</td>
</tr>
<tr>
<td>CRB 340</td>
<td>Juvenile Justice Procedure</td>
</tr>
<tr>
<td>CRB 360</td>
<td>Communication in the Criminal Justice System</td>
</tr>
<tr>
<td>CRB 370</td>
<td>Criminal Investigation</td>
</tr>
<tr>
<td>CAP 485</td>
<td>Integrated Capstone*</td>
</tr>
</tbody>
</table>

**Credits Required for Degree: 126**

*Indicates courses requiring a prerequisite
Bachelor of Arts in Human Resource Management

Human Resource professionals must respond to the challenges of federal, state, and local regulations. In addition, Human Resource professionals must be adept at dealing with behavioral dynamics in the workplace. Designed according to HRCI’s Body of Knowledge recommendations for the Professional in Human Resources (PHR) certification, West’s Bachelor of Arts in Human Resource Management prepares HR professionals to deal with organizational issues, employment practices, compensation and benefits, labor relations, and health, safety, and security programs. The degree prepares students for such positions as HR Generalist, HR Coordinator, Personnel Specialist, Training & Development Manager, Compensation Analyst, and Labor Relations Specialist.

For complete program details, please visit our website at: http://www.west.edu/your-education/degree-programs/bachelor-degrees/hr-management-ba

Program Learning Outcomes

1. Apply the principles of learning and cognition to human motivation.

2. Apply concepts of learning and memory to social and workplace situations to enhance employee motivation and achievement.

3. Effectively manage workplace operations of inventory management, project scheduling, quality assurance, and production.

4. Assure customer satisfaction through delivering high-quality products and service.

5. Design and implement a comprehensive corporate training and development plan consistent with corporate vision, structure, staffing, and employment practices.

6. Analyze corporate personnel practices and recommend appropriate enhancements to increase motivation and productivity.

7. Analyze health and safety issues in the workplace and develop a plan for assuring and maintaining a hazard-free work environment.

8. Employ effective management practices consistent with federal and state requirements for employee rights/protections, compensation, benefits, and labor relations.

9. Develop effective negotiations, mediation, and collective bargaining skills consistent with commonly accepted practices in employee relations and fair treatment.

General Education Requirements - 60 credits

Common Body of Knowledge and Liberal Arts Core - 33 credits

Major Requirements - 33 credits

BEH 311 Social Psychology
BEH 407 Motivation and Achievement
HRM 420 Health and Safety in the Workplace*
HRM 460 Labor/Management Relations*
MGT 445 Corporate Training and Development*
COM 423 Group Dynamics: Teambuilding, Negotiation and Conflict Resolution
HRM 430 Employment Law*
HRM 410 Staffing and Employment Practices*
2 upper division electives
CAP 485 Integrated Capstone*

Credits Required for Degree: 126

*Indicates courses requiring a prerequisite
Bachelor of Arts in Legal Studies

The Bachelor of Arts in Legal Studies degree program takes an interdisciplinary approach in building a basic foundation for students to understand the role of law, justice and governance and the impact it has on society. Students acquire knowledge on a variety of judicial, political, and economic systems as well as laws and policies that can be applied in multiple areas of government and business. Within the framework of a liberal arts education, the program also offers an international and historical perspective on legal issues which can provide a solid base for advanced study in the field of law.

For complete program details, please visit our website at: http://www.west.edu/your-education/degree-programs/bachelor-degrees/legal-studies-ba

Program Learning Outcomes

1. Describe the application of law in a variety of business, governmental, and societal settings.
2. Conduct thorough legal research using a variety of sources.
3. Compare and contrast the United States’ legal system with legal systems in other countries.
4. Identify commonly used alternatives to litigation.
5. Write a variety of legal memoranda.
6. Identify key points in history that contributed to the development of today’s legal system.
7. Explain the relationship between law enforcement and the court system.
8. Outline the steps of a legal process (e.g., lawsuits, trials, etc.) from initiation to resolution.
9. Distinguish between constitutional law, criminal law, and civil law.

General Education Requirements - 60 credits

*Indicates courses requiring a prerequisite

www.west.edu
Bachelor of Arts in Professional Communication

The Bachelor of Arts in Professional Communication is designed to prepare students to communicate effectively in a variety of settings with a variety of individuals. Coursework promotes analysis, synthesis, evaluation of communication contexts, and application of strategies appropriate to specific audiences.

The major is designed to build knowledge of, and enhance skills in, communication. Students will study how differences in gender, culture, and relationship impact the communication process. Students will learn various methods and techniques of problem solving. Graduates of the program will be better prepared for professional success in fields including public relations, marketing, advertising, mass media, technical writing, government, law, and the arts; as well as personal success in their daily relationships.

For complete program details, please visit our website at: http://www.west.edu/your-education/degree-programs/bachelor-degrees/professional-communication-ba

Program Learning Outcomes

1. Describe all elements of the communication process.
2. Evaluate the impact of modern technology on the communication process.
3. Develop and refine effective professional presentations.
4. Analyze the impact of communication in organizational settings.
5. Discuss the effective use of persuasion in communication.
6. Propose solutions to common communication problems.
7. Analyze historical and current communication for effectiveness and impact.
8. Discuss impact of gender, culture, and relationships on the communication process.
9. Identify important milestones and contributors to the field of communication research.
10. Propose new directions for communication research and analysis.
11. Apply effective communication strategies and techniques to improve relationships.

General Education Requirements - 60 credits

Common Body of Knowledge and Liberal Arts Core - 33 credits

Major Requirements - 33 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 330</td>
<td>Communication Technology and Media</td>
</tr>
<tr>
<td>COM 340</td>
<td>Business and Professional Communication</td>
</tr>
<tr>
<td>COM 359</td>
<td>Advanced Presentation and Persuasion*</td>
</tr>
<tr>
<td>COM 423</td>
<td>Group Dynamics: Teambuilding, Negotiation, and Conflict Management</td>
</tr>
<tr>
<td>COM 440</td>
<td>Leadership and Managerial Communication*</td>
</tr>
<tr>
<td>COM 310</td>
<td>Practical Application of Communication Theory</td>
</tr>
<tr>
<td>COM 321</td>
<td>Gender Communication</td>
</tr>
<tr>
<td>COM 323</td>
<td>International and Intercultural Communication*</td>
</tr>
<tr>
<td>COM 325</td>
<td>Rhetoric and Analysis*</td>
</tr>
<tr>
<td>COM 490</td>
<td>Communication Research and Strategy*</td>
</tr>
<tr>
<td>CAP 485</td>
<td>Integrated Capstone*</td>
</tr>
</tbody>
</table>

Credits Required for Degree: 126

*Indicates courses requiring a prerequisite
Bachelor of Science in Accounting

The Bachelor of Science degree in Accounting is designed to provide students with the education necessary for a rewarding and challenging professional career in public, private, or governmental accounting. The curriculum includes foundation courses at a level needed for professional certification (U.S. CPA examination).

Keeping pace with trends towards international convergence of accounting standards (and CPA examination test trends), students will learn IFRS (International Financial Reporting Standards) by comparing and contrasting them with U.S. GAAP (Generally Accepted Accounting Principles). Students will learn to apply these principles to record accounting events and prepare financial statements. To enhance students’ expertise, courses in cost accounting, individual and multinational taxation, as well as auditing and forensic accounting are offered.

Students planning to take the CPA or CMA examinations should check with their State Board of Accountancy or the Institute of Management Accountants (IMA®) respectively, to verify requirements.

For more information about our on-time completion rates, the median loan debt incurred by students who completed their programs, and other important information, please visit our website at:

http://www.west.edu/your-education/degree-programs/bachelor-degrees/accounting-bs

Program Learning Outcomes

1. Apply a broad base of professional accounting skills effectively in business.
2. Solve broad business problems by interpreting financial results.
3. Apply current knowledge of accounting trends to address emerging business issues.
4. Construct cost analyses for management for product pricing, cost management, profitability decisions, and control.
5. Use cost analyses for management for decision making and control purposes.
6. Apply tax regulations for individual, personal, and corporate tax compliance.
7. Apply governmental accounting policies and procedures.
8. Assess current accounting information system requirements and determine implementation strategies and issues.
9. Maintain high ethical standards by utilizing Generally Accepted Accounting Principles (GAAP) and abiding by the American Institute of Certified Public Accountants (AICPA) and Institute of Management Accountants (IMA) ethical codes of conduct.
10. Balance corporate commitments to stakeholders and commitment to the community.

General Education Requirements - 60 Credits

Common Body of Knowledge and Business Core - 33 credits

Major Requirements - 33 credits

ACC 304 Intermediate Accounting I*
ACC 306 Intermediate Accounting II*
ACC 316 Intermediate Accounting III*
ACC 311 Cost Management*
ACC 317 Auditing*
ACC 319 Federal Income Taxation*
ACC 450 Corporate Taxation*
ACC 406 Governmental Fund Accounting*
ACC 460 Advanced Accounting*
ACC 413 Forensic Accounting and Theory*
CAP 485 Integrated Capstone*

Credits Required for Degree: 126

*Indicates courses requiring a prerequisite
**Bachelor of Science in Business**

The Bachelor of Science in Business program is designed for students who want to acquire a solid foundation in general business, but have not yet decided in which area of business to specialize, or for those who wish to individualize their program. Students have the option to combine general business studies with a distinctive and rigorous minor in a selected discipline. Minor courses provide excellent preparation for further graduate study. Students may choose 300- and 400-level courses (prerequisites must be met) in any discipline or combination of disciplines to fulfill 30 credits of major requirements.

Minor in Public Administration is offered to organizations that wish to provide site-based instruction to their employees. This program requires a minimum enrollment and is open only to employees of the sponsoring organization.

For complete program details, please visit our website at: [http://www.west.edu/your-education/degree-programs/bachelor-degrees/business-bs](http://www.west.edu/your-education/degree-programs/bachelor-degrees/business-bs)

**Program Learning Outcomes**

1. Systematically collect, analyze, and select information from multiple business disciplines.
2. Apply logical reasoning and analysis to anticipate and recognize business problems and opportunities.
3. Make sound business decisions from among competing choices based on the selection of an optimal solution.
4. Analyze business decisions and make appropriate strategic adjustments.
5. Demonstrate techniques for successful project management.

*Note: How students choose to complete their Major and/or Minor Requirements will determine additional Program Learning Outcomes specific to the course(s) of study chosen.*

**General Education Requirements - 60 credits**

**Common Body of Knowledge and Business Core - 33 credits**

**Major Requirements - 33 credits**

- 10 upper division electives from: ACC, COM, CRB, FIN, GOV, HIS, HRM, IT, LGS, MGT, or MKT. No more than 3 total from BEH / INS or
- Students may also declare one or two minors as part of this program by concentrating 5 of the major courses in one discipline.

[Note: Minors carry specific requirements.]

- Students must take one of the following two courses:
  - CAP 485 Integrated Capstone*
  - ITS 400 Undergraduate Internship²

**Credits Required for Degree: 126**

**Minors for the BS in Business all require 15 credits**

**Accounting Minor Requirements**

The Bachelor of Science in Business Accounting Minor is designed to provide students with both a theoretical understanding, as well as hands-on learning opportunities. Intermediate courses focus on theory and techniques for preparing financial statements, as well as further study of corporate financial statements and GAAP and IFRS requirements. The student will also be exposed to cost accounting concepts and federal income taxation for individuals, partnerships and corporations.

- ACC 304 Intermediate Accounting I*
- ACC 306 Intermediate Accounting II*
- ACC 316 Intermediate Accounting III*
- ACC 311 Cost Management*
- ACC 319 Federal Income Taxation*

**Program Learning Outcomes**

1. Apply a broad base of professional accounting skills effectively in business.
2. Solve broad business problems by interpreting financial results.
3. Apply current knowledge of accounting trends to address emerging business issues.
4. Construct cost analyses for management for product pricing, cost management, profitability decisions, and control.
5. Use cost analyses for management for decision making and control purposes.
6. Apply tax regulations for individual, personal, and corporate tax compliance.
7. Maintain high ethical standards by utilizing Generally Accepted Accounting Principles (GAAP) and abiding by the American Institute of Certified Public Accountants (AICPA) and Institute of Management Accountants (IMA) ethical codes of conduct.
8. Balance corporate commitments to stakeholders and commitment to the community.

² Internships are currently only available in Arizona
*Indicates courses requiring a prerequisite
Minors for the BS in Business all require 15 credits

Business Communication Minor Requirements
The minor in Business Communication will provide a broad base of knowledge for students employed in a variety of business fields. In addition, students looking to change careers may find that, with enhanced skills in media use, presentation, business writing, and organizational communication, they may be more qualified for positions in advertising, training, public relations, and even the media.

Program Learning Outcomes
1. Describe all elements of the communication process.
2. Evaluate the impact of modern technology on the communication process.
3. Develop and refine effective professional presentations.
4. Analyze the impact of communication in organizational settings.
5. Discuss the effective use of persuasion in communication.
6. Propose solutions to common communication problems.
7. Propose new directions for communication research and analysis.
8. Apply effective communication strategies and techniques to improve relationships.

Criminal Behavior Minor Requirements
The Criminal Behavior minor is designed to provide the knowledge needed to be successful in a law enforcement or criminal justice environment. Courses in criminology, communication, juvenile justice and criminal investigation provide a foundation for anyone aspiring to a management position within a law enforcement, justice, or social services agency. In addition, a new foundation course provides a link between behavioral science and criminal justice principles.

Program Learning Outcomes
1. Apply principles of leadership and team facilitation in the direction and use of human resources to accomplish the goals of a modern criminal justice or social service organization.
2. Demonstrate a commitment to self-directed action, self-discipline, and life-long learning through examinations of criminal justice and social service career paths.
3. Demonstrate an awareness of ethical principles, codes, and standards of conduct within the criminal justice field and integrate ethical, legal, and economic accountability into professional criminal justice or social service practice.
4. Demonstrate basic skills in the application of research methods and statistical tools to criminal justice research and the application of findings to practice.
5. Demonstrate critical thinking strategies—including reasoning, problem solving, analysis, and evaluation—in criminal justice or social service settings.
6. Demonstrate skill in the use and the application of current and emerging computer-based and related technologies in criminal justice or social service settings.
7. Exhibit global thinking with a concurrent ability to act locally in an effective manner within criminal justice or social service organizational environments.
8. Explain the principles of a pluralistic society in a variety of settings as they uniquely apply to practitioners, victims, and offenders and show respect for the multicultural world.
9. Discuss and explain components of the contemporary criminal justice system inclusive of policing, courts, institutional and community corrections, victim advocacy organizations, and ancillary social service organizations that constitute the entirety of the criminal justice system.

Finance Minor Requirements
Finance professionals are equipped to track and predict the flow of capital for individual entities as well as for national and global markets. The finance minor offers foundational skills needed for personal and professional investing. Students also learn about the workings of capital markets and various actors that influence the flow of capital.

Program Learning Outcomes
1. Analyze the profitability, liquidity, structural, and short-term and long-term decisions of a firm.
2. Evaluate high-quality decisions that incorporate comprehensive business intelligence to predict growth projections, and measure qualitative outcomes through financial models.
3. Determine how financial markets operate and how security prices are determined in the design and implementation of financing and investment decisions.
4. Consider the economic, social, and regulatory developments that influence the financial management environment.
5. Relate the linkages between the firm and capital markets, their institutions, and the ways in which they can intervene in the work of corporate executives.

*Indicates courses requiring a prerequisite
Minors for the BS in Business all require 15 credits

Human Resource Management Minor Requirements

Human resource professionals are responsible for recruiting and cultivating talent to contribute to successful establishments. In the Human Resource Management minor, students gain a solid understanding of human resource processes and functions. Courses also explore contemporary human resource issues such as health and safety, and labor relations.

HRM 335 Human Resource Management
HRM 410 Staffing and Employment Practices*
HRM 420 Health and Safety in the Workplace*
HRM 430 Employment Law*
HRM 460 Labor/Management Relations*

Program Learning Outcomes
1. Analyze major concepts and issues that face human resource professionals in an ever-changing work environment.
2. Discuss the differences in hiring/staffing practices between public and private sector organizations.
3. Compare the OSHA requirements to those of an organization and identify any gaps that must be resolved to ensure a hazard-free work environment.
4. Discuss the differences between federal and state laws that could impact the fair treatment of employees.
5. Evaluate the principles necessary to achieve a successful negotiation or collective bargaining agreement.

Informatics Minor Requirements

The minor in Informatics is designed to introduce undergraduate business students to the role of IT in a successful business environment. Through exposure to the basic concepts of systems analysis, programming, project management, database design, and networking, students will be better equipped to work collaboratively with their organizations’ IT staff to tackle complex business intelligence issues. Furthermore, students who successfully complete the required coursework in the Informatics minor will have satisfied the majority of the undergraduate prerequisites needed to enroll in West’s MSISE program at a later date.

IT 316 Analysis and Design of Information Systems
IT 317 Fundamentals of Programming in a Web Context
IT 319 Computer Networking
IT 440 Project Planning and Execution
IT 422 Database Systems*

Program Learning Outcomes
1. Evaluate the use of technology to solve business opportunities and problems.
2. Develop a general IT competency.
3. Develop IT policies that have a positive impact on the organization’s bottom line.

Legal Studies Minor Requirements

The Legal Studies minor is designed to provide undergraduate business students with the basic knowledge that will help them understand the role of law in business and commerce. Courses focus on topics ranging from legal research and writing to civil law. Students whose jobs require them to conduct legal research or interface with corporate legal departments will find this minor to be of particular benefit to their success.

Courses in the Legal Studies minor are interdisciplinary and build a basic foundation for students to understand the role of law, justice and governance and the impact it has on society, government and business. The knowledge gained in these courses can also provide a solid base for advanced study in the field of law.

LGS 300 Legal Research and Writing*
LGS 310 Justice System in America
LGS 320 Alternative Dispute Resolution
LGS 400 Comparative Law*
LGS 430 Civil Procedure

Program Learning Outcomes
1. Describe the application of law in a variety of business, governmental, and societal settings.
2. Conduct thorough legal research using a variety of sources.
3. Compare and contrast the United States’ legal system with legal systems in other countries.
4. Identify commonly used alternatives to litigation.
5. Write a variety of legal memoranda.
6. Identify key points in history that contributed to the development of today’s legal system.
7. Explain the relationship between law enforcement and the court system.
8. Outline the steps of a legal process (e.g., lawsuits, trials, etc.) from initiation to resolution.
9. Distinguish between constitutional law, criminal law, and civil law.

*Indicates courses requiring a prerequisite
Minors for the BS in Business all require 15 credits

Management Minor Requirements
The Management Minor is designed to prepare students for further graduate study. Students completing the minor are expected to demonstrate effective personal and professional communication skills, maximize creative thinking for organizational change management, innovation and process improvement, and demonstrate techniques for successful management of operations, process control, project management and quality initiatives.

- COM 423 Group Dynamics: Teambuilding, Negotiation and Conflict Resolution
- HRM 335 Human Resource Management

Select three from the following seven courses:
- HRM 460 Labor/Management Relations*
- MGT 429 Digital Business Strategies and Applications
- MGT 445 Corporate Training and Development*
- MGT 452 Managerial Communication
- MGT 461 Project Management
- MGT 463 Management of Small Business
- MGT 466 Organizational Change*

Program Learning Outcomes
1. Incorporate effective personal and professional communication skills.
2. Maximize creative thinking for organizational change management, innovation, and process improvement.
3. Incorporate techniques for the successful management of operations, process controls, project management, and quality initiatives.
4. Evaluate the key management principles, issues, and trends that have major significance and impact on competitive strategy.
5. Employ essential human resource management functions to achieve desired business results.

Marketing Minor Requirements
The Marketing minor is an excellent choice: Marketers have the skills to select and satisfy profitable worldwide customers, set and sell strategic plans internally, and execute tactics externally to meet plan goals, with high expectations and ethical standards. Marketing becomes the company’s engine for success and long term survival. New, sophisticated tools to succeed in and manage a global/computer-driven/ Internet/social network business environment will be explored as students advance through the degree program.

Select five of the following courses:
- MKT 415 Buyer Behavior Issues and Analysis
- MKT 423 Business Development in the Digital Economy
- MKT 434 Consumer Communications and Sales Management
- MKT 452 International Marketing*
- MKT 454 Marketing Research Methods
- MKT 470 Strategic Issues in Marketing

Program Learning Outcomes
1. Create a marketing plan suitable for a company’s goals, resources, and target market.
2. Analyze specific segments of the target market to determine key demographic and psychographic factors influencing buyer behavior.
3. Design effective advertising and other marketing messages for a variety of new and traditional media.
4. Plan and conduct effective quantitative and qualitative market research.
5. Evaluate relevant financial information to determine price points, marketing budgets, and other relevant metrics, including a break-even analysis.

*Indicates courses requiring a prerequisite
**Bachelor of Science in Business Administration**

Many organizations are interested in employees who have general business-related skills. Broad-based business skills are obtained by taking courses in the Common Body of Knowledge area and at least one course in each of the other business-related major areas.

For complete program details, please visit our website at: http://www.west.edu/your-education/degree-programs/bachelor-degrees/business-administration-bs

**Program Learning Outcomes**

1. Develop a business plan for a new or existing venture that demonstrates entrepreneurial perspective.
2. Identify steps to lead an organization and its members through a transition from present state to desired future state.
3. Describe the interdependence of all organizational roles and processes.
4. Apply a personal ethical theory to business principles.
5. Analyze the skills needed in negotiating for resources, time, and organizational position power.
6. Make sound business decisions from among competing choices based on the selection of an optimal solution.
7. Demonstrate techniques for successful project management.

**General Education Requirements - 60 credits**

**Common Body of Knowledge and Business Core - 33 credits**

**Major Requirements - 33 credits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 413</td>
<td>Forensic Accounting and Theory*</td>
</tr>
<tr>
<td>FIN 344</td>
<td>Foundations of Financial Markets and Institutions*</td>
</tr>
<tr>
<td>IT 316</td>
<td>Analysis &amp; Design of Information Systems</td>
</tr>
<tr>
<td>HRM 335</td>
<td>Human Resource Management</td>
</tr>
<tr>
<td>MGT 429</td>
<td>Digital Business Strategies and Applications</td>
</tr>
<tr>
<td>MGT 466</td>
<td>Organizational Change*</td>
</tr>
<tr>
<td>MGT 434</td>
<td>Consumer Communications and Sales Management</td>
</tr>
<tr>
<td>CAP 485</td>
<td>Integrated Capstone*</td>
</tr>
</tbody>
</table>

3 upper division electives

**Credits Required for Degree: 126**

**Bachelor of Science in Management**

Today’s dynamic business environment requires business professionals skilled in decision-making and equipped with a broad-based, inter-disciplinary understanding of business processes. Such highly equipped professionals achieve bottom-line results today, while meeting the challenges of the future with creative and innovative approaches that ensure success. The Management degree curriculum provides graduates with the qualitative and quantitative capabilities they need to be effective leaders.

For complete program details, please visit our website at: http://www.west.edu/your-education/degree-programs/bachelor-degrees/management-bs

**Program Learning Outcomes**

1. Identify the factors that drive an organization’s choice of actions and implement the actions based on sound strategies and systems.
2. Analyze the environmental/cultural considerations on domestic/international business and incorporate those considerations into effective actions to achieve desired results.
3. Identify and apply essential human resource management functions (planning, recruiting, selecting, training, and appraising) to achieve desired results.
4. Evaluate the key management principles, issues, and trends that have major significance and impact on competitive strategy.
5. Maximize advantages of ongoing employee training and development. Incorporate the impact of technological advances in management business decision making and application of strategies.
6. Apply techniques for personal interaction in business relationships to achieve management success.
7. Demonstrate techniques for successful project management.

**General Education Requirements - 60 credits**

**Common Body of Knowledge and Business Core - 33 credits**

**Major Requirements - 33 credits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRM 335</td>
<td>Human Resources Management</td>
</tr>
<tr>
<td>COM 423</td>
<td>Group Dynamics: Teambuilding, Negotiation and Conflict Management</td>
</tr>
<tr>
<td>MGT 461</td>
<td>Project Management</td>
</tr>
<tr>
<td>MGT 463</td>
<td>Management of Small Business</td>
</tr>
<tr>
<td>MGT 466</td>
<td>Organizational Change*</td>
</tr>
<tr>
<td>MGT 429</td>
<td>Digital Business Strategies and Applications</td>
</tr>
<tr>
<td>MGT 452</td>
<td>Managerial Communication</td>
</tr>
<tr>
<td>HRM 460</td>
<td>Labor/Management Relations*</td>
</tr>
<tr>
<td>MGT 445</td>
<td>Corporate Training and Development*</td>
</tr>
<tr>
<td>1 upper division elective (3 credits)</td>
<td></td>
</tr>
<tr>
<td>CAP 485</td>
<td>Integrated Capstone*</td>
</tr>
</tbody>
</table>

**Credits Required for Degree: 126**

*Indicates courses requiring a prerequisite
Bachelor of Science in Informatics

The Bachelor of Science in Informatics degree program provides a solid foundation for students who wish to pursue careers as information technology professionals, or for those who desire a more concrete understanding of the integral ways in which technology impacts the business environment globally. Graduates are well prepared for entry-level positions in specialized areas such as systems analysts, business applications programming, business database design, decision support systems, networking technologies, and are also well prepared to advance from those positions.

The CBK component of the BSI program provides students with the knowledge of principles and practices required to achieve success in any of West’s degree programs. The Technology Core enables students to understand and integrate the basic components in the technology environment, while building the logic skills necessary for system development. The major requirements introduce the most current and relevant topics affecting technology usage in business.

For complete program details, please visit our website at: http://www.west.edu/your-education/degree-programs/bachelor-degrees/informatics-it-bs

Program Learning Outcomes

1. Analyze the role of the IT professional in a changing business environment.
2. Identify information technology challenges faced by decision makers in an industry undergoing change.
3. Evaluate the role that information technology undertakes to compensate changes in global demand.
4. Assess the value of information technology when addressing global, national, and local industry needs.
5. Examine the impact of IT policies on an organization’s infrastructure.
6. Examine the financial impact of IT policies on the organization’s bottom line.
7. Illustrate the growing role IT professionals have on an organization’s decision structure.
8. Lead projects to implement IT tools and services that satisfy the needs of various organizational structures.
9. Conduct hands-on development and maintenance on computer programs using various programming languages.
10. Explain strategic IT initiatives used to obtain a competitive advantage in a global economy.

*Indicates courses requiring a prerequisite
Master Degree Programs
Each Master Degree Program is comprised of Core and Major course requirements. The undergraduate prerequisites provide foundation for the theoretical concepts and analytical techniques critical to understanding graduate level coursework. The Core builds on the prerequisite courses, extending the application of the concepts and techniques of business functions.

Core courses are to be completed after the prerequisites and prior to taking major courses. Core courses also build upon each other; therefore it is strongly recommended that they be taken in the order listed to achieve the greatest degree of understanding and success throughout the degree program. Also, since courses are scheduled in rotations, taking them in order will prevent students from missing courses that may not be offered for another year.

Major course requirements provide students with the opportunity to build competence in a specific discipline.

A maximum of 6 graduate level transfer credits may be applied to the managerial core and/or major requirements.

39 credits are required to receive a Master Degree from West exclusive of prerequisites. Credits are broken into three categories, each with a specific set of course requirements.

Non-degree seeking students, who wish to take Graduate level courses, must have a Bachelors degree substantiated by official or unofficial documentation.

Undergraduate Prerequisite Requirement
Students must earn a C or better in coursework to be applied to undergraduate prerequisite requirements. Students may utilize the Pass/No Pass option if they do not want these courses factored into their overall graduate GPA. Prior Learning Assessment and credit-by-examination options also may be pursued in fulfillment of these requirements. Students are encouraged to fulfill these courses prior to enrolling in graduate courses. At a minimum, prerequisites must be completed prior to enrollment in any major courses. Failure to complete prerequisite requirements prior to completion of related graduate courses will not waive or remove this requirement.

Core Requirements
As part of the Core Requirements, all new and reentry graduate students must complete or transfer in RES 600, COM 623, and LDR 620.

Major Requirements
Students must achieve a cumulative grade point average of at least 3.0 for all graduate work at West. The University reserves the right to make course substitutions.
Master of Arts in Human Dynamics

No Undergraduate Prerequisites Required

The Master of Arts in Human Dynamics is designed to prepare students of all professional and educational backgrounds to understand, function within, and effect change in organizations of many types. Students will receive a foundation in sociology, human resources, and psychology topics which will prepare them to critically analyze the structure and behavior of organized groups and identify changes that would enhance effectiveness on a macro level.

Instruction in the major will focus on organizational structure, relationship dynamics, organizational psychology, strategy, and social psychology. Participation in this program will also enhance an understanding of diversity at both national and international levels. This program is designed to provide the graduate with skills and knowledge that can be applied in a variety of human services, business, and industrial settings. Graduates will be better prepared to function successfully within organizations and propose structural and personnel changes that will enhance the effectiveness of a variety of organization types.

For complete program details, please visit our website at:

http://www.west.edu/your-education/degree-programs/master-degrees/human-dynamics-ma

Program Learning Outcomes

1. Design, evaluate, and recommend organization structures and processes.
2. Identify ideal employee types based on organizational structures and functions.
3. Establish and implement strategies to enhance organizational efficiency.
4. Establish and implement strategies to enhance employee relationships for optimal effectiveness.
5. Establish organizational objectives based on the structure type and employee base.
6. Identify key constituents necessary to make key organizational decisions.
7. Strategize negotiation and resolution strategies to be used in specific organization types.
8. Identify decision-making strategies to enhance organizational success.

*Indicates courses requiring a prerequisite

Core Requirements - 24 Credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 623</td>
<td>Global Communication for Professionals</td>
</tr>
<tr>
<td>LDR 620</td>
<td>Ethical Leadership and Corporate Social Responsibility</td>
</tr>
<tr>
<td>LDR 625</td>
<td>Leading Organizational Change</td>
</tr>
<tr>
<td>RES 600</td>
<td>Graduate Research Methods</td>
</tr>
<tr>
<td>LDR 610</td>
<td>Leadership Styles</td>
</tr>
<tr>
<td>LDR 615</td>
<td>Interpersonal Communication Skills</td>
</tr>
<tr>
<td>ORG 610</td>
<td>Organizational Culture and Style</td>
</tr>
<tr>
<td>ORG 620</td>
<td>Behavior in International Organizations</td>
</tr>
</tbody>
</table>

Major Requirements - 15 Credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ORG 630</td>
<td>Diversity in Organizational Settings</td>
</tr>
<tr>
<td>ORG 640</td>
<td>Human Relationships in Organizations</td>
</tr>
<tr>
<td>ORG 650</td>
<td>Negotiation and Resolution Strategies</td>
</tr>
<tr>
<td>ORG 660</td>
<td>Dynamics of Decision-Making</td>
</tr>
<tr>
<td>ORG 670</td>
<td>Organizational Learning</td>
</tr>
</tbody>
</table>

Program Total - 39 Credits
**Master of Arts in Innovative Leadership**

*No Undergraduate Prerequisites Required*

Western International University established this degree program to prepare students to fill leadership roles in their professions and communities. The increasingly complex and dynamic business environment requires innovative leaders able to function within the diversity of perspectives being shared globally at wireless speeds. The program is built upon the understanding that knowledge can be taught, skills can be acquired, and attitudes can be developed. Innovative leadership techniques related to gathering and communicating information, business intelligence, climate and culture, as well as the impact of leadership styles on different stakeholder groups are highlighted. The importance of ethical character for building the trust needed to practice cross-functional, cross-disciplinary communication, collaboration and teaming both within the organization and with external partners is emphasized.

For complete program details, please visit our website at:

http://www.west.edu/your-education/degree-programs/master-degrees/innovative-leadership-ma

**Program Learning Outcomes**

1. Evaluate the impact of organizational change on an organization in a fast-changing environment.
2. Apply and practice those leadership skills that influence others to perform ethically at a high level through motivational strategies, mentoring, and coaching.
3. Apply the various leadership styles to different business environments and analyze the critical nature of power sources that affect leadership behavior.
4. Synthesize the strategies needed to create an organization that is adaptable to the future culture and environment that influence improvement in productivity and overall performance.
5. Analyze the challenges in leadership related to the global marketplace with a focus on technological innovations.
6. Develop leadership skills.
7. Access individual leadership skills and styles.
8. Recognize diversity and leadership.
9. Recognize skills required to lead teams
10. Examine trends in leadership effectiveness based on changing environment variables.
11. Lead others.
12. Exhibit personal effectiveness.
13. Demonstrate professional knowledge.
14. Lead change.

**Core Requirements - 24 Credits**

- **COM 623** Global Communication for Professionals
- **LDR 620** Ethical Leadership and Corporate Social Responsibility
- **LDR 625** Leading Organizational Change
- **RES 600** Graduate Research Methods
- **LDR 610** Leadership Styles
- **LDR 615** Interpersonal Communication Skills
- **ORG 610** Organizational Culture and Style
- **ORG 620** Behavior in International Organizations

**Major Requirements - 15 Credits**

- **LDR 635** Leadership, Organizational Climate and Culture
- **LDR 640** Building Stakeholder Relationships
- **LDR 645** Innovative Leadership in a Global Context
- **LDR 650** Leadership Intelligence
- **LDR 655** Critical Issues for Innovative Leaders*

**Program Total - 39 Credits**

*Indicates courses requiring a prerequisite
**Master of Business Administration Degrees**

For business professionals interested in moving into higher management, an MBA is an important prerequisite. Many professionals currently working as managers also pursue MBA degrees to update their business skills. West’s Master of Business Administration degree programs prepare students for responsible leadership positions in the fields of finance, information technology, international business, management or marketing by focusing on the application of up-to-date business theories and principles to real world situations.

All MBA degree-seeking students are strongly encouraged to subscribe to an industry journal (such as Barron’s, Wall Street Journal, etc.) to keep abreast of current issues in business. Some individual courses will require extensive use of these resources in addition to the required text. Students can also access industry journals via the West Online Library and/or industry websites.

**MBA Undergraduate Prerequisites - 9 Credits**

The following undergraduate courses or their equivalents are required prior to taking any of the major courses. If knowledge has been gained through means other than completion of courses, students should contact their Academic Advisor for information on the Prior Learning Assessment program.

- ACC 305 Financial and Managerial Accounting
- FIN 317 Financial Management*
- MGT 340 Organization Theory and Behavior

**Managerial Core Requirements - 24 credits**

The Managerial Core courses are uniquely designed to provide the MBA degree candidate with a broad perspective of the global business environment prior to entering into a major area of concentration. The Managerial Core allows students to examine the current trends and concepts that provide the foundation for effective managerial skill-development and decision-making.

The Managerial Core is a prerequisite to the major and must be completed before taking major courses.

- COM 623 Global Communication for Professionals
- LDR 620 Ethical Leadership and Corporate Social Responsibility
- IT 620 Information Resource Management
- INB 601 International Business Environment
- MKT 646 Strategic Concepts in Marketing
- RES 600 Graduate Research Methods
- MGT 625 Strategic Management
- FIN 645 Corporate Finance*

**Major Requirements - 15 credits**

Students may take no more than 3 courses in any one subject area.

Students may also count ITS 600 Graduate Internship† towards their Major Requirements.

**Total number of graduate credits required - 39**

† Internships are only available in Arizona

* Indicates courses requiring a prerequisite

** Credits now applied towards degree requirement

---

**Master of Business Administration**

The MBA degree offers students the opportunity to customize their learning experiences by selecting courses for their majors based on a particular interest or scheduling convenience. The program combines the diverse MBA Managerial Core with five graduate courses that may be drawn from a variety of subject areas that impact current social, environmental and technological issues.

For complete program details, please visit our website at:

http://www.west.edu/your-education/degree-programs/master-degrees/business-administration-mba

**Program Learning Outcomes**

1. Effectively use analytic, research, and decision-making processes to make reasoned, economically efficient, and ethical choices from available alternatives.

2. Individually and in groups, communicate clearly, effectively, and concisely in writing, non-verbally, orally, and via presentation in a manner appropriate to the situation; use active listening and self-disclosure.

3. Use information technologies to appraise accurately the value/impact on and to enhance the structure, processes, management and decision making of organizations.

4. Apply leadership skills throughout the planning, implementation, and assessment phases of organizational activities.

5. Identify, plan, organize, and evaluate available resources for specific purposes and within specific contexts.

6. Analyze the ethical, legal, and social challenges and responsibilities of organizations to ensure sound stewardship of organizational resources.

7. Apply the skills and knowledge of the major field of study, properly and creatively, under uncertain and partial and asymmetric informational conditions.

8. In interdisciplinary teams, solve problems and create value for all stakeholders.

9. Evaluate the impact of differences in global markets, political-economic conditions, and diverse cultures on organizational business plans, strategy, and program execution.

10. Understand the decision making and functional roles in the process from idea generation to product or service commercialization.

**MBA Undergraduate Prerequisites - 9 Credits**

**Managerial Core Requirements - 24 Credits**

**Major Requirements - 15 Credits**

- 15 selective (MBA) graduate credits - Students may take no more than 3 courses in any one subject area.

- Students may also count ITS 600 Graduate Internship† towards their Major Requirements.

**Credits Required for Degree: 39**
Master of Business Administration (MBA) in Accounting

Professionals today are expected to leverage a broad range of skill sets while demonstrating expertise in specialized roles. This program offers accounting professionals practice in advanced management and decision-making skills. It also allows students to focus on in-depth accounting topics and developments ranging from the implementation of International Financial Reporting Standards (IFRS) to ethics and advanced applications.

This program is designed for the student with an accounting background and/or an undergraduate degree in accounting. Although students in the MBA in Accounting program would greatly benefit from having an undergraduate degree in a business discipline, it is not required.

Each state sets forth standards required to be eligible to take the CPA exam and apply for licensure or certification as a CPA. The Certified Management Accountant (CMA) certification requires membership in the Institute of Management Accountants (IMA) as well as education, work experience, and examination requirements. While Western International University (West) programs are designed with consideration for the standards proposed by the National Association of State Boards of Accounting (NASBA) and the American Institute of Certified Public Accountants (AICPA) and the IMA, Western International University cannot assure that successful graduates will meet their states’ or IMA’s specific eligibility requirements to take the CPA or CMA exams or apply for licensure or certification as a CPA or CMA. Applicants should check with their appropriate state organization and/or the IMA to determine if the West program, combined with their undergraduate degree, work experience, and any other specific criteria, meets examination and licensing eligibility requirements for the CPA and/or CMA designations.

State and/or IMA requirements may vary from the time of admission to program completion. There is no assurance at the time of program completion that the specific jurisdiction’s requirements will be consistent with the requirements at the time of admission.

Program Learning Outcomes

1. Analyze problems specific to the business environment through interpretation of financial results.
2. Apply finance tools in conjunction with accounting methodologies that are necessary to maintain a corporate perspective of the international and domestic business environments and the financial management of a corporation.
3. Apply current knowledge of accounting trends to address emerging business issues.

Undergraduate Prerequisites- 15-18 credits**

The following undergraduate courses or their equivalents are required prior to taking any of the major courses. If knowledge has been gained through means, other than completion of courses, students should contact their Academic Advisor for information on the Prior Learning Assessment program.

- ACC 301 Financial Accounting and
- ACC 302 Managerial Accounting
- OR
- ACC 305 Financial and Managerial Accounting

AND

- MGT 340 Organization Theory and Behavior
- ACC 304 Intermediate Accounting I*
- ACC 306 Intermediate Accounting II*
- FIN 317 Financial Management*

MBA core requirements- 24 credits

Major Requirements- 15 Credits

Select five of the following selection of courses:

- ACC 617 Accounting Theory & Research
- ACC 621 Legal and Ethical Environment of Accounting
- ACC 641 International Accounting*
- ACC 610 Advanced Cost Accounting*
- ACC 618 Advanced Auditing*
- ACC 623 Forensic Auditing*
- ACC 622 Federal Taxation*
- ACC 642 Multinational Taxation*
- ACC 675 Advanced Consolidation Accounting*

Credits Required for Degree: 39

---

3 This program is not available to MN residents
*Indicates courses requiring prerequisite
** Credits not applied toward degree requirements
Master of Business Administration in Finance

Financial analysis and decision-making is central to the corporate environment. Because business conditions continue to be unpredictable, there will be a greater need for highly educated yet practical financial managers. The MBA in Finance is designed to provide a quantitative and qualitative concentration of courses leading to a corporate-related finance position.

For complete program details, please visit our website at:

http://www.west.edu/your-education/degree-programs/master-degrees/finance-mba

Program Learning Outcomes

1. Analyze the profitability, liquidity, structural, and short-term and long-term decisions of a firm.
2. Integrate knowledge of the institutional structure and analytical tools to understand the financial innovation that will occur in the future and affect the financial management environment.
3. Develop global finance tools that are necessary to maintain a corporate perspective of the international business environment and the financial management of a multinational corporation.
4. Assess the technological advances resulting in new financial products, delivery systems, and access to information for improved financial decision making.
5. Evaluate high-quality decisions that incorporate comprehensive business intelligence to predict growth projections, and measure qualitative outcomes through financial models.
6. Critique complex financial analyses to clarify ethical conflicts and assist in determining ethical outcomes.
7. Determine how financial markets operate and security prices are determined in the design and implementation of financing and investment decisions.
8. Interpret the wrenching changes in the worldwide financial services marketplace as competition between financial institutions continues to intensify.
9. Consider the economic, social, and regulatory developments that influence the financial management environment.
10. Relate the linkages between the firm and capital markets, their institutions, and the ways in which they can intervene in the work of corporate executives.

MBA Undergraduate Prerequisites - 9 Credits **
Managerial Core Requirements - 24 Credits
Major Requirements - 15 Credits

FIN 660       Security Analysis*
FIN 665       Money and Capital Markets*
FIN 670       Mergers and Acquisitions*
FIN 675       Multinational Financial Management*
FIN 680       Financial Modeling*

Credits Required for Degree: 39

*Indicates courses requiring a prerequisite
**Credits not applied toward degree requirements
Master of Business Administration in International Business

The evolving global economy is increasing demand for highly skilled managers with knowledge of international business practices, foreign cultures, finance, marketing, economics, and information technology. West’s MBA in International Business prepares students to assume major responsibilities within international, multinational, and global organizations. Students learn to evaluate risk and adapt business practices to conform to different cultural and political environments.

For complete program details, please visit our website at:
http://www.west.edu/your-education/degree-programs/master-degrees/international-business-mba

Program Learning Outcomes
1. Evaluate potential opportunities for a corporation's ability to compete in global trade.
2. Consider the role of governments and the importance of political power in the development of international trade.
3. Organize information about critical factors and variables in foreign environments that have either direct or indirect influence on the organization.
4. Manage resources within complex and diverse national and economic environments to implement and achieve corporate goals and objectives.
5. Explain monetary systems and organizational structures in the international environment.
6. Assess the international trade environments to identify the strategic behavior of governments, as well as firms and industries in the global marketplace.

MBA Undergraduate Prerequisites - 9 Credits**

Language/International Studies
Course Prerequisites - 6 Credits**
The following undergraduate courses or equivalent foreign language/international studies courses are required prior to taking any of the major courses. If knowledge has been gained through means other than completion of courses, students should contact their Academic Advisor for information on the Prior Learning Assessment Program.

Choose two from the following:

- CHI 152: Introduction to Mandarin Chinese
- INS 320: Cultural and Social Environment: Pacific Rim
- INS 321: Cultural and Social Environment: Europe and Russia
- INS 323: Cultural and Social Environment: Latin America
- INS 330: Cultural and Social Environment: Contemporary Middle East and North Africa
- INS 331: Cultural and Social Environment: Sub-Saharan Africa
- SPN 154: Introductory Spanish Conversation for Global Communication
- SPN 252: Beginning Spanish Conversation for Global Communication*
- SPN 253: Intermediate Spanish Conversation for Global Communication*

Managerial Core Requirements - 24 Credits

Major Requirements - 15 Credits

- INB 641: Managing in the Global Cross-Cultural Environment*
- INB 643: International Business Policy and Strategy
- INB 650: Structure of the Global Economy*
- INB 670: Legal Environment of International Business

Choose one graduate elective

Credits Required for Degree: 39

*Indicates courses requiring a prerequisite
**Credits not applied toward degree requirements
**Master of Business Administration in Management**

Key leaders in organizations of all types must be able to think critically, plan strategically, communicate effectively, and act decisively in an ever-changing, global marketplace. These qualities are essential for implementing business solutions that create competitive advantage—the difference between mediocre results and outstanding performance. The MBA in Management program equips graduates with the insight and the foresight to excel.

For complete program details, please visit our website at:


**Program Learning Outcomes**

1. Conduct and interpret research in support of strategic decisions in an organization.
2. Relate the ideas, concepts, and proficiencies acquired in the MBA program to practical applications required in the competitive business environment.
3. Assess financial results for the purpose of strategic decision making and organizational planning.
4. Evaluate, reconstruct, and resolve complex business problems.
5. Formulate information systems to support an effective enterprise.

**MBA Undergraduate Prerequisites - 9 Credits**

**Managerial Core Requirements - 24 Credits**

**Major Requirements - 18 Credits**

- MGT 634 Entrepreneurship and Intrapreneurship
- LDR 625 Leading Organizational Change
- MGT 665 Corporate Power, Politics and Negotiation*
- MGT 675 Management of Innovation and Creativity*
- MGT 671 Executive Strategy

**Credits Required for Degree: 39**

---

**Master of Business Administration in Marketing**

Modern business faces numerous challenges: ethical concerns, globalization, increased competition, and rapid changes in technology. The strategy development to meet these challenges, and the focusing of the company’s efforts to overcome them, are led by the marketing function. The MBA Marketing student is prepared for the increased responsibility of business leadership, and the graduate is armed with modern tools to execute profitable strategies and perform professionally.

A Marketing Degree prepares students for a wide range of careers in any industry or business, large or small, new or traditional, including product development, advertising, public relations, business analysis, and market research as well as, marketing and business management.

For complete program details, please visit our website at:

[http://www.west.edu/your-education/degree-programs/master-degrees/marketing-mba](http://www.west.edu/your-education/degree-programs/master-degrees/marketing-mba)

**Program Learning Outcomes**

1. Develop a comprehensive industry analysis.
2. Create a strategic marketing plan that capitalizes on market opportunities while accounting for the impact on profits.
3. Build and manage product mix and product lines.
4. Evaluate the stages of marketing evolution and possible strategies to be used during each stage.
5. Select an effective position in the market.
6. Assess the strategic implications of a global society and the complexities of international marketing.
7. Contrast competitive advantages of specific firms in the marketplace.
8. Evaluate the marketers’ social responsibility in analyzing and using consumer behavior to develop marketing strategies.
9. Analyze the environmental factors that impact and affect marketing decisions.
10. Plan, organize, and control marketing and sales efforts.

**MBA Undergraduate Prerequisites - 9 Credits**

**Managerial Core Requirements - 24 Credits**

**Major Requirements - 15 Credits**

- MKT 610 International Marketing
- MKT 636 Supply Chain Management
- MKT 642 Buyer Behavior and Sales Promotion
- MKT 654 Marketing Research and Intelligence
- MKT 660 E-Commerce Marketing

**Credits Required for Degree: 39**

---

*Indicates courses requiring a prerequisite

**Credits not applied toward degree requirements**
**Master of Public Administration Program**

The goal of West’s Master Degree Program in Public Administration is to furnish students with the ability to exercise responsible leadership in a public service setting. It is designed to provide the theoretical, professional, and practical skills and knowledge needed to ethically implement public policies, projects and programs in government agencies (local, state, federal), non-profits, tribal governments, non-governmental organizations, research and advocacy groups.

For complete program details, please visit our website at:

http://www.west.edu/your-education/degree-programs/master-degrees/public-administration-mpa

**Program Learning Outcomes**

1. Demonstrate professional behaviors and skills through effective communication, leadership, and innovative decision making.
2. Assess the competitive forces in public management environment and develop an effective approach for managing public resources.
3. Evaluate the boundaries of administrative discretion and the conflicting interest groups and judicial constraints evident in public management on the local, state, and federal levels.
4. Identify alternative approaches for achieving competitive advantage based on vision and purpose.
5. Develop and use a personal framework for understanding the complexity of public administration in a changing, unstable public sector environment.
6. Select optimizing solutions to address the uncertainty of limited resources, cutback management, reduction in force, cost savings, and service reduction in both local and national governments.
7. Describe how budgets are formulated, the major constituencies in the budgetary process and the impact of public budgets at the local, state, and federal levels.
8. Analyze the process of public policy agenda implementation and evaluation in the changing national and global environment.
9. Articulate trends in administrative law, analyze case histories, and formulate personal opinions regarding the variety of structural, legal, political, and policy settings in which government agencies operate.
10. Develop and implement an effective procurement operation based on ethical and legal confines and measure performance in terms of customer service and organizational profit.
11. Identify security concerns and counter measures reflecting the current world environment, including emergency planning and response imperatives.

**MPA Undergraduate Prerequisites - 9 Credits**

The following undergraduate courses are required prior to taking major courses:

- ACC 305 Financial and Managerial Accounting**
- MGT 340 Organization Theory and Behavior**
- MGT 352 Political, Legal and Ethical Issues in Business**

**MPA Core Requirements - 24 Credits**

- COM 623 Global Communication for Professionals
- LDR 620 Ethical Leadership and Corporate Social Responsibility
- IT 620 Information Resource Management
- RES 600 Graduate Research Methods
- MPA 610 Strategic Planning and Implementation in Public Administration
- MPA 625 Strategic Management in the Public Sector*
- MGT 665 Corporate Power, Politics and Negotiation*
- MPA 630 Managing Public Policy

**Major Requirements - 15 Credits**

- MPA 642 Public Finance: Government Accounting and Control*
- MPA 646 Procurement and Contract Administration
- MPA 650 Human Behavior and Resource Administration
- MPA 667 Public Finance: Politics of the Budgetary Process
- MPA 670 Public Administrator and the Law*

**Credits Required for Degree: 39**

*Indicates courses requiring a prerequisite

**Credits not applied toward degree requirements
Master of Science (MS) in Accounting

The Master of Science degree in Accounting is designed to provide students with the academic background necessary to seek advanced positions in industry, government, and non-profit organizations, including companies doing business internationally. To ensure appropriate technical expertise, students will be exposed to courses such as: International Accounting, Advanced Auditing, Advanced Consolidation Accounting, Legal and Ethical Environment of Accounting, Multinational Taxation, Forensic Accounting, and Accounting Theory and Research.

The Master of Science in Accounting will also address the planned change from Generally Accepted Accounting Principles (GAAP) to International Financial Reporting Standards (IFRS). The program provides the knowledge needed for the business accounting function, as well as a foundation to take the Certified Public Accountant (CPA) and Certified Management Accountant (CMA) exams. Each state sets forth standards required to be eligible to take the CPA exam and apply for licensure or certification as a CPA. The Certified Management Accountant (CMA) certification requires membership in the Institute of Management Accountants (IMA) as well as education, work experience, and examination requirements.

While Western International University (West) programs are designed with consideration for the standards proposed by the National Association of State Boards of Accountancy (NASBA) and the American Institute of Certified Public Accountants (AICPA) and the IMA, Western International University cannot assure that successful graduates will meet their states’ or IMA’s specific eligibility requirements to take the CPA or CMA exams or apply for licensure or certification as a CPA. The Certified Management Accountant (CMA) certification requires membership in the Institute of Management Accountants (IMA) as well as education, work experience, and examination requirements.

Academic Program Requirements

1. Evaluate the appropriateness of the internal control environment and recommend changes necessary for audit compliance.
2. Utilize current accounting information tools to assist with auditing and to make sound business decisions.
3. Identify legal and ethical issues in accounting as they pertain to both domestic and international businesses.
4. Distinguish among the various types of financial statement fraud and make recommendations for how to detect and prevent fraud within the organization.
5. Apply federal, state, and payroll tax regulations for individual and corporate tax compliance.
6. Demonstrate technical competencies of partnership accounting and the accounting treatment for consolidations, including those taking place in the international business setting.
7. Apply global finance tools in conjunction with accounting methodologies that are necessary to maintain a corporate perspective of the international and domestic business environments and the financial management of a multinational corporation.
8. Identify current tools used in accounting research and demonstrate how they aid effective problem solving.

Undergraduate Prerequisites - 15-18 credits**

The following undergraduate courses or their equivalents are required prior to taking any of the major courses. If knowledge has been gained through means other than completion of courses, students should contact their Academic Advisor for information on the Prior Learning Assessment program.

ACC 301 Financial Accounting
ACC 302 Managerial Accounting
ACC 305 Financial and Managerial Accounting
ACC 306 Intermediate Accounting I*
ACC 307 Intermediate Accounting II*
FIN 317 Financial Management*

MS Accounting Core Requirements - 24 Credits

COM 623 Global Communication for Professionals
LDR 620 Ethical Leadership and Corporate Social Responsibility
RES 600 Graduate Research Methods
ACC 617 Accounting Theory and Research
ACC 621 Legal and Ethical Environment of Accounting
ACC 641 International Accounting*
FIN 645 Corporate Finance*
ACC 610 Advanced Cost Accounting*

Major Requirements - 15 Credits

ACC 618 Advanced Auditing*
ACC 623 Forensic Auditing*
ACC 622 Federal Taxation*
ACC 642 Multinational Taxation*
ACC 675 Advanced Consolidation Accounting*

Credits Required for Degree: 39

---

4 This program is not available to MN residents
* Indicates courses requiring prerequisite
** Credits not applied toward degree requirements

www.west.edu
Master of Science Program

The Master of Science (MS) Degree Program offers coursework to prepare IT professionals for advanced information technology design and engineering. The Information Systems Engineering degree positions graduates for maximum marketability in a rapidly changing and growing technical arena.

MS IT Undergraduate Prerequisites - 9 Credits**

The IT undergraduate prerequisites provide the principles and concepts necessary for success in the Master of Science degree programs and are required prior to taking any of the major courses:

- IT 316 Analysis and Design of Information Systems
- IT 317 Fundamentals of Programming in a Web Context*
- IT 307 JAVA Programming*

MS IT Core - 24 Credits

The IT Core provides advanced knowledge of software engineering, integrated data resource management, and e-business strategies.

- COM 623 Global Communication for Professionals
- LDR 620 Ethical Leadership and Corporate Social Responsibility
- IT 620 Information Resource Management
- RES 600 Graduate Research Methods
- IT 630 Technology Project Management
- IT 638 Economics of Information Systems and Proposal Management
- IT 645 Internet Business Strategy
- IT 654 Integrated Data Resource Management

Total number of graduate credits required – 39

Master of Science in Information Systems Engineering

Preparing students for leadership roles in design, development and implementation of information systems, the MSISE degree focuses on the theory, methods and practices of building effective systems. Prior to beginning the MSISE, students must demonstrate fundamental knowledge of information technology principles, either through a technical baccalaureate degree or through successful completion of the undergraduate prerequisites. The MSISE major extends students’ knowledge from the IT Core through coursework in topics specifically related to engineering and building information systems.

For complete program details, please visit our website at:
http://www.west.edu/your-education/degree-programs/master-degrees/information-systems-engineering-ms

Program Learning Outcomes

1. Evaluate the role of the information systems professional in an information-driven society.
2. Create appropriate solutions to management issues within an industry that is continually redesigned.
3. Organize team and partner relationships that effectively meet the enterprise’s mission, objectives, and goals.
4. Develop and implement new and innovative technologies to meet the expanding demands of the global marketplace.
5. Measure the effectiveness of diverse technologies in meeting individual and organizational needs.
6. Appraise the value of technology within the context of global, national, and local realities.
7. Evaluate the role of malicious technology in the current organizational environment.
8. Evaluate the role of enabling technology in the current organizational environment.
9. Evaluate the use of technology to solve business opportunities and problems.
10. Introduce advanced technology into the technology and business environments.

Information Systems

Undergraduate Prerequisites - 9 Credits**

IT Core Requirements - 24 Credits

Major Requirements - 15 Credits

- IT 643 Telecommunication/Satellite Systems Engineering
- IT 650 Software Engineering Methodology
- IT 660 Security Systems Engineering
- IT 670 Project Verification and Validation*
- IT 680 Intrusion Detection and Analysis: Security Beyond the Firewall*

Credits Required for Degree: 39

*Indicates courses requiring a prerequisite
**Credits not applied toward degree requirements
Professional Studies
West’s Certificate Program has been specifically designed to provide the functional knowledge required for effectiveness in accountancy and financial planning and to prepare students to sit for state board exams.

- Certificates are awarded upon successful completion of the program with an overall GPA of 2.0.
- Certificate program course syllabi are available to professional organizations for continuing educational units (CEUs)

Enrollment Process:
Applicants for admission into the Certificate program must:
- Complete and sign West Application for Admission form
- Pay a non-refundable application fee
- Provide documentation of eligibility for enrollment in selected program

Accountancy Certificate
The West Certificate is designed to prepare students from any discipline for the CPA exam. Students who wish to take the CPA examination should check with their State Board of Accountancy to verify requirements. However, the certificate is also a valuable professional credential for students who do not wish to take the CPA exam. The West Certificate requires 54 credits in accounting and related areas. Students may transfer any or all prerequisites as well as a maximum of 24 credits in accounting and related course requirements for the West Certificate.

For complete program details, please visit our website at:
http://www.west.edu/your-education/degree-programs/certificate-programs

Certificate Program Prerequisites
MAT 109 Business Mathematics* or
MAT 110 Algebra I* and
ECO 301 Economic Theory
RES 311 Quantitative Methods for Decision Making*

Certificate Requirements
ACC 301 Financial Accounting
ACC 302 Managerial Accounting*
ACC 304 Intermediate Accounting I*
ACC 306 Intermediate Accounting II*
ACC 311 Cost Management*
ACC 317 Auditing*
ACC 319 Federal Income Taxation*
ACC 316 Intermediate Accounting III*
ACC 406 Governmental Fund Accounting*
ACC 413 Forensic Accounting and Theory*
ACC 450 Corporate Taxation*
ACC 460 Advanced Accounting*
MGT 352 Political, Legal and Ethical Issues in Business

Any 15-credit combination of the following:
FIN 317 Financial Management*
FIN 325 Portfolio Management*
FIN 333 Personal Financial Planning
FIN 344 Foundations of Financial Markets and Institutions*
FIN 455 International Finance*
FIN 480 Introductory Financial Modeling*
HRM 335 Human Resources Management
MGT 337 Supervision and Leadership
MGT 340 Organization Theory and Behavior
MGT 370 Operations Management*
MGT 445 Corporate Training and Development*
MGT 463 Management of Small Business
HRM 460 Labor/Management Relations*
MGT 466 Organizational Change*
MKT 308 Marketing Management
MKT 415 Consumer Behavior Issues and Analysis
MKT 434 Consumer Communications and Sales Management
MKT 452 International Marketing*
MKT 423 Business Development in the Digital Economy
MKT 470 Strategic Issues in Marketing

*Indicates courses requiring a prerequisite
Course Descriptions

Western International University courses listed below are offered as part of current programs or former programs still in progress.

- ☐ indicates courses taught in a computer classroom
- 🔌 indicates courses that require a laptop
- ⬕ indicates writing intensive courses

ACC 301 Financial Accounting
This course introduces the basic concepts of the financial accounting process, as well as the role of governmental and regulatory agencies. Students receive hands-on experience in the accounting cycle by preparing and recording financial data and statements. Topics include Generally Accepted Accounting Principles (GAAP), inventory methods, and the double entry system.
(3 credits)

ACC 302 Managerial Accounting
This course covers the fundamental concepts of managerial accounting and its role in the decision making process. Students compare the accounting needs of various business organizations and discover different methods of cost allocation. Themes include for-profit organization accounting, cost accounting, cash flow, and long-term liabilities.
(3 credits) Prerequisite: ACC 301

ACC 304 Intermediate Accounting I
This course provides a detailed discussion of the theory and techniques necessary for financial statement preparation. Students learn the intricacies of the accounting cycle and measurement process, with special emphasis on the Generally Accepted Accounting Principles (GAAP). GAAP is compared with International Financial Standards (IFRS) and issues of convergence are addressed. Subjects include time assets, liabilities, and revenue calculation. Students are also introduced to accounting information systems and software programs.
(3 credits) Prerequisite: ACC 302

ACC 305 Financial and Managerial Accounting
This course illustrates the role of accounting in making key business decisions. Students gain experience in the preparation and analysis of financial statements in order to determine the financial health of an organization. Subjects include accrual accounting, differential and capital investment analysis, budgeting, and assets.
(3 credits) Prerequisite for MBA and MPA degrees

ACC 306 Intermediate Accounting II
This course provides an in-depth discussion and analysis of significant accounting principles, as well as a comprehensive study of corporate financial statements. Students focus on the tenets for recording transactions and developing financial statements under both Generally Accepted Accounting Principles (GAAP) and International Financial Reporting Standards (IFRS). Topics are based primarily on the balance sheet and include cash, receivables, inventories, long term assets, current liabilities, long-term liabilities, and equity. Students are also introduced to time value of money.
(3 credits) Prerequisite: ACC 304

ACC 311 Cost Management
This course introduces the use of internally generated information for decision making, control, and motivation. Students gain an understanding of cost behavior and responsibility in accounting for proper cost management. Subjects include budgeting, cost control, and product costing.
(3 credits) Prerequisite: ACC 316

ACC 316 Intermediate Accounting III
This course provides a comprehensive discussion and analysis of significant accounting principles and issues relative to the proper recording of financial transactions under both Generally Accepted Accounting Principles (GAAP) and International Financial Reporting Standards (IFRS). Topics include dilutive securities, investments, income taxes, leases, post-retirement benefits, statement of cash flows, disclosure and analysis of financial statements prepared using international standards.
(3 Credits) Prerequisite: ACC 306

ACC 317 Auditing
This course investigates the role audits play in modern business and their importance to good corporate governance. Students learn the process of both internal and external auditing while adhering to Generally Accepted Auditing Standards (GAAS) with consideration for current convergence of GAAS with International Auditing Standards (IAS). Topics include corporate ethics, legal liability, statistical sampling techniques, and risk assessment.
(3 credits) Prerequisite: ACC 316

ACC 319 Federal Income Taxation
This course focuses on the current federal tax structure, highlighting individual tax issues. Students integrate techniques for tax preparation, planning, and management. Subjects include gross income calculations including treatment of foreign-earned income, deductions and losses, depreciation, and property transactions.
(3 credits) Prerequisite: ACC 316
ACC 406 Governmental Fund Accounting
This course introduces the basic accounting procedures for governmental and non-profit entities. Students apply contemporary financial and compliance auditing standards using a simulation model for a small city government. Themes include developing account groups, major fund accounts, budgets, and financial statements.
(3 credits) Prerequisite: ACC 302 or ACC 305

ACC 413 Forensic Accounting and Theory
This course concentrates on accounting issues that arise from potential or current litigation. Students evaluate the forces that have contributed to Generally Accepted Accounting Principles (GAAP) and International Financial Reporting Standards (IFRS) and address contemporary accounting concerns. Subjects include accounting theory and conceptual framework, financial reporting. The course also explores several topics in forensic accounting including cause and types of fraud, fraud detection, and investigation.
(3 credits) Prerequisite: ACC 302

ACC 450 Corporate Taxation
This course investigates corporate income taxation as it relates to current federal laws. Students learn to differentiate between accounting income and taxable income and are also exposed to the taxation of partnerships, estates, limited liability companies, and trusts. Topics include corporate tax returns, multinational taxation issues, partnership formation and operation, S corporations, and corporate liquidation.
(3 credits) Prerequisite: ACC 319

ACC 460 Advanced Accounting
This course presents the fundamental concepts required for advanced accounting procedures. Students gain hands-on experience in the preparation of partnership allocations for ownership, profit, and losses. Subjects include mergers, acquisitions, consolidated financial statements, foreign currency transactions, convergence with International Financial Reporting Standards, and derivative financial instruments.
(3 credits) Prerequisite: ACC 316

ACC 461 Advanced Cost Accounting
This course is designed to introduce the student to concepts dealing with cost accounting. The course addresses general business concern of cost management and control. Managers use cost accounting information to make decisions on strategy formulation, research and development, budgeting, production planning and pricing. Students will gain hands-on experience in the application of cost accounting concepts.
(3 credits) Prerequisites: ACC 302 or ACC 305

ACC 467 Accounting Theory & Research
This course is designed to introduce the student to the concepts of accounting theory. The course will cover accounting principles and relationships that explain observed practices and predict unobserved practices. Accounting theory strives to explain why companies elect certain accounting methods over others. In addition, the student will learn and understand how accounting theory can be verified through accounting research.
(3 credits)

ACC 468 Advanced Auditing
This course serves as a graduate-level introduction to auditing and assurance services. The course focuses on professional responsibilities of the auditor, ethics, the audit plan, evidence gathering and evaluation of internal controls. The course also addresses the responsibilities of corporate executives under the Sarbanes-Oxley Act. Auditing of non-public company financial statements will also be addressed.
(3 credits) Prerequisites: ACC 302 or ACC 305

ACC 470 Federal Taxation
This course is designed to give the student an overview of Federal Taxation laws and forms. The student will obtain a basic understanding of issues related to tax laws, the origin of tax laws and their application. Other course topics include the determination of income, deductions, exclusion and deferrals. The student will work with the individual 1040 form and related schedules A, B, and C. In addition, the course covers business taxation including that of partnerships, corporations and subchapter S corporations using forms 1120, 1120S and 1065.
(3 Credits) Prerequisites: ACC 302 or ACC 305

ACC 617 Accounting Theory & Research
This course is designed to introduce the student to the concepts of accounting theory. The course will cover accounting principles and relationships that explain observed practices and predict unobserved practices. Accounting theory strives to explain why companies elect certain accounting methods over others. In addition, the student will learn and understand how accounting theory can be verified through accounting research.
(3 credits)

ACC 618 Advanced Auditing
This course serves as a graduate-level introduction to auditing and assurance services. The course focuses on professional responsibilities of the auditor, ethics, the audit plan, evidence gathering and evaluation of internal controls. The course also addresses the responsibilities of corporate executives under the Sarbanes-Oxley Act. Auditing of non-public company financial statements will also be addressed.
(3 credits) Prerequisites: ACC 302 or ACC 305

ACC 621 Legal and Ethical Environment of Accounting
This course exposes the student to current legal and ethical issues facing the accounting profession, including issues that organizations confront when doing business internationally. By analyzing real-world cases, students will apply an understanding of values, ethical dilemmas, knowledge of applicable codes of conduct, and sound reasoning to a variety of situations. Students will develop skills that allow them to make beneficial business decisions for an organization, as well as society as a whole. The course will culminate with students conducting an ethics audit at their current place of employment or at another organization.
(3 credits)

ACC 622 Federal Taxation
This course is designed to give the student an overview of Federal Taxation laws and forms. The student will obtain a basic understanding of issues related to tax laws, the origin of tax laws and their application. Other course topics include the determination of income, deductions, exclusion and deferrals. The student will work with the individual 1040 form and related schedules A, B, and C. In addition, the course covers business taxation including that of partnerships, corporations and subchapter S corporations using forms 1120, 1120S and 1065.
(3 Credits) Prerequisites: ACC 302 or ACC 305

www.west.edu
ACC 623 Forensic Accounting
This course serves as an introduction to forensic accounting and focuses on the detection and deterrence of fraud. Students will be exposed to the major fraud schemes, including skimming, cash larceny, billing schemes, check tampering and payroll schemes, as well as the most common fraudulent financial statement schemes. Students will also learn the techniques associated with gathering and preserving evidence, interviewing witnesses and writing reports. Resources available to the fraud investigator will be discussed, and the student will have an opportunity to examine various components of a corporate code of conduct to analyze how it can be used in fraud investigation.
(3 credits) Prerequisites: ACC 302 or ACC 305

ACC 641 International Accounting
This course is designed to introduce the student to the basic concepts in international accounting, financial reporting, and financial control. The course will compare International Financial Reporting Standards (IFRS) and Generally Accepted Accounting Principles (GAAP). It will explain international accounting terminology, application, and how important the international dimensions of accounting are for today's international accounting professionals. It will also provide the student with hands-on experience in the preparation of international financial statements.
(3 credits) Prerequisites: ACC 302 or ACC 305

ACC 642 Multinational Taxation
This course presents a broad survey of the U.S. federal income taxation rules relating to international transactions. It addresses both "inbound" transactions - the treatment of non-resident aliens and foreign corporations investing and/or doing business in the United States, as well as "outbound" transactions - the treatment of U.S. citizens and residents investing and/or doing business outside the U.S. It emphasizes the reading and application of original source authorities. The objective of this course is to provide the student with an introduction to the complex rules of international taxation. Upon the successful completion of this course; the student will have a working knowledge of international taxation enabling them to discuss mid-range international tax issues.
(3 credits) Prerequisite: ACC 622

ACC 675 Advanced Consolidation Accounting
This course is designed to introduce the student to concepts dealing with financial accounting and reporting in the following areas: business combinations, consolidated financial statements, foreign currency translation, international accounting and translation of financial statements of foreign affiliates. The course addresses how convergence with international accounting standards plays an important role in virtually every aspect of financial reporting. It will also provide the student with hands on experience in the process of business combination and financial statement preparation. Throughout the course, the International Financial Reporting Standards are emphasized.
(3 credits) Prerequisite: ACC 641

BEH 221 Introduction to Behavioral Science
This course provides a solid foundation in the basic principles of psychology and an overview of its subfields. Students discuss major concepts of cognitive psychology and discover how psychological, social, and biological factors interact to impact human behavior. Topics include human development, personality theory, and psychological disorders.
(3 credits)

BEH 304 Ethics and Values in a Free Society
This course examines core social and cultural values, norms, and ethics in a free and democratic society. Students compare modern and traditional value systems and explore contemporary ethical issues. Themes include consequentialist and non-consequentialist theories of morality, absolutism versus relativism, and social conflict theory.
(3 credits)

BEH 311 Social Psychology
This course surveys topics involved in social psychology that shape interpersonal relationships. Students determine the impact of social influences on self-concept and behavior, as well as strategies for promoting healthy relationships. Subjects include social attraction and perception, discrimination, assertiveness, and aggression.
(3 credits)

BEH 312 Personality Theories
This course explores concepts of behavioral genetics as they relate to major theories and approaches to understanding human personality. Students develop a composite personality theory based on readings, lectures, and other information sources. Topics include social learning theories, psychodynamic theories, humanistic theories, behaviorist models, and sociobiology.
(3 credits)

BEH 317 Biological Basis of Behavior
This course introduces theories regarding the biological basis of behavior and explores the role of genetics and technology in behavioral research. Students discover the basic structures and functions of the nervous and endocrine systems, as well as their contributions to human functions and behavior. Topics include brain development, cognition, sensory systems, common neurological disorders, and destructive behaviors.
(3 credits)

BEH 318 Addictions
This course addresses issues that exist due to the ongoing problem of chemical dependency and other addictions. Students discover methods for identifying addictions and gain an understanding of interventions and treatment methods. Themes include addiction models, the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-TR®), 12-step programs, and recovery.
(3 credits)
BEH 331 Human Relationships and Interpersonal Communication
This course analyzes communication within interpersonal relationships. Students learn distinctions between effective and ineffective communication, as well as the differences between functional and dysfunctional relationships. Subjects include interpersonal relationship theories, conflict management, verbal and non-verbal communication, listening skills, and cross-cultural exchanges.

（3 credits）

BEH 407 Motivation and Achievement
This course explores evolutionary, sociobiological, environmental, and cognitive influences on human motivation and achievement. Students examine attributes, attitudes, and abilities that increase personal effectiveness and facilitate achievement. Themes include positive and negative emotions, assertiveness, creativity, and effective goal setting.

（3 credits）

BEH 411 Lifespan Development
This course introduces the principles of human development from prenatal period through advanced years. Students investigate case studies to discover the effect of environmental continuities and changes on the psychosocial, cognitive, and physical aspects of human development. Topics include cross-cultural and gender theories, life stages, and nature versus nurture.

（3 credits）

BEH 430 Theories of Counseling
This course explores various theoretical approaches to counseling and psychotherapy. Students examine case studies to discover the legal and ethical issues that guide counselors. Topics include fundamental counseling theories, assessment and diagnosis, person-centered approaches, and major psychological disorders.

（3 credits）Prerequisite: BEH 312 or BEH 411

BEH 440 Abnormal Psychology
This course examines major categories of emotional, psychological, and mental disorders using both the textbook and the Diagnostic and Statistical Manual of Mental Disorders (DSM). Students study psychological influences, lifespan development, cultural factors, and societal change as they pertain to the manifestation and treatment of psychopathology. Subjects include abnormal behavior, self-actualization, emotional intelligence, and suicide.

（3 credits）Prerequisites: BEH 221 or BEH 312

CAP 485 Integrated Capstone
This course combines the knowledge and skills learned in the General Education and Common Body of Knowledge classes, with the functional, theoretical, and technical skills acquired in the Core and Major classes. Students demonstrate mastery of university and program competencies, as well as the ability to succeed in individual, collaborative, and leadership roles. Subjects include management, communication, problem solving, technology, marketing, globalization, and ethics.

（3 credits）Prerequisite: Student must have completed at least 114 credits prior to taking.

CHI 152 Introduction to Mandarin Chinese
This course provides a foundation in Mandarin Chinese and prepares students to communicate at a basic level. Students learn basic pronunciation and tones, as well as how to use their computers to type characters. Topics include listening skills, syntax, vocabulary, and cultural awareness.

（3 credits）

COM 159 Basic Presentation Skills
This course introduces the foundational skills crucial for presenting information to diverse audiences. Students learn strategies for dealing with and overcoming presentation anxiety, as well as techniques for designing, developing, and delivering successful presentations to targeted audiences. Themes include listening effectively, analyzing audiences, locating and organizing content, developing appropriate audiovisual aids, delivering the presentation, and building confidence.

（3 credits）

COM 310 Practical Application of Communication Theory
This course presents a practical approach to the study of contemporary human communication and communication theories. Students study the evolutionary nature of communication and its connection to survival and social needs. Subjects include interpersonal, small group, intercultural, business, family, gender, public, and mass communications.

（3 credits）

COM 321 Gender Communication
This course examines the impact of gender on communication in personal and professional circles. Students formulate strategies in which communication differences related to gender can be leveraged in a positive manner. Themes include the effect of gender on verbal and nonverbal communication, group dynamics, decision making, and conflict management.

（3 credits）
COM 323 International and Intercultural Communication
This course explores the impact of national origin and cultural identity on the communication process, both domestically and abroad. Students examine the general concept of culture and how it relates to different communication strategies. Topics include the intercultural communication spectrum, universal cultural systems, and cultural patterns. (3 credits) Prerequisite: ETH 123

COM 325 Rhetoric and Analysis
This course examines communication delivered in various settings through the use of assorted media. Students learn to communicate effectively, as well as analyze, interpret, and evaluate messages. Topics include rhetorical theories, critiquing messages, and visual communication. (3 credits) Prerequisite: CRT 201

COM 330 Communication Technology and Media
This course investigates the historical and contemporary use of communication technologies, with special emphasis on the interrelationships among technology, economics, policy, society, and culture. Students assess the power of the media in maintaining social order and facilitating social change. Subjects include the Internet, legal and ethical issues in domestic and international media, and media research techniques. (3 credits)

COM 340 Business and Professional Communication
This course focuses on communication strategies for business and professional settings. Students practice effective communication and apply their new knowledge in their daily lives. Themes include dyadic communication, presentations for small and large groups, interviewing, and written forms of business communication. (3 credits)

COM 359 Advanced Presentation and Persuasion
This course further develops presentation skills and provides advanced techniques for communicating with audiences of various sizes. Students analyze the role of persuasion in sales, marketing, advertising, and labor relations. Topics include audience persuasion, motivation, and the effective use of technology and visual aids for presentation enhancement. (3 credits) Prerequisite: COM 159

COM 423 Group Dynamics: Teambuilding, Negotiation and Conflict Management
This course explores effective versus ineffective communication in groups and how leaders emerge. Students participate in role-playing activities in order to enhance problem solving skills and encourage trust in team development. Themes include the principles of interpersonal and group dynamics, experiential learning, and conflict resolution. (3 credits)

COM 440 Leadership and Managerial Communication
This course focuses on the changing role of communication within organizations and its role in the development of leadership skills. Students improve decision making skills and acquire a system for meeting communicative challenges. Subjects include theories of organizational communication, current topics in leadership and managerial communication, and organizational change. (3 credits) Prerequisite: COM 340

COM 490 Advanced Communication Seminar
This course assesses the student’s ability to apply their acquired knowledge to solve a variety of communication challenges at the individual, social, and organizational levels. Students review, refine, and update research techniques in order to evaluate existing communication theories and media influence. Topics include communication research development, content analysis, participant observation, and research presentation. (3 credits) Prerequisite: RES 311

COM 623 Global Communication for Professionals
This course provides an overview of critical topics related to professional communication and develops techniques for successful intercultural exchanges. Students analyze global communication differences in relation to organizational decision making and labor relations. Themes include communication models, research methods, proxemics, and negotiation processes. (3 credits)

CRB 300 Foundations of Criminal Behavior
This course introduces the behavioral aspects of crime and explores the structure of the criminal justice system in the United States. Students investigate contemporary issues in domestic social policy, as well as global crime statistics, justice administration, and rehabilitation methods. Topics include policing, juvenile and drug-related crimes, trial and sentencing activities, and the prison system. (3 credits)

CRB 320 Criminology
This course examines the psychological and societal causes of criminal behavior. Students assess society’s influence and reaction to crime while learning criminological methods of inquiry. Subjects include theories of criminality and the economic, social, and psychological impacts of crime. (3 credits)

CRB 340 Juvenile Justice Procedure
This course introduces the unique nature of the juvenile justice system and the complexities of working with juvenile offenders. Students learn appropriate practices for handling, detaining, and processing juveniles. Themes include the causes of juvenile delinquency, juvenile justice procedure, and rehabilitation methods. (3 credits)
CRB 360 Communication in the Criminal Justice System
This course develops the written and verbal communication skills necessary for working in the criminal justice system. Students explore strategies for effective communication using a variety of channels. Topics include communicating with diverse populations, the proper use of investigative reporting forms, interviews, and interpersonal communication within the criminal justice system.
(3 credits)

CRB 370 Criminal Investigation
This course explores the investigative principles of criminal investigation. Students discover the proper techniques for collecting, classifying, and preserving evidence. Subjects include accident scenes, research methods, information sources, and questioning techniques.
(3 credits)

CRT 201 Critical Thinking
This course is designed to help students become critical consumers of information by developing the ability to think clearly and critically and to apply logical reasoning to evaluate information. Students focus on the foundations of arguments, assumptions, inductive and deductive reasoning as well as other types of reasoning, and recognition of manipulative techniques used in various forms of communication.
(Effective date for this course description is August 1, 2012).
(3 credits)

ECO 301 Economic Theory
This course introduces fundamental economic theory in both microeconomics and macroeconomics. Students apply mathematical concepts to real-world concerns in order to collect and analyze data efficiently, build effective business models, and explain issues in quantitative terms. Topics include supply and demand, inflation, interest rates, labor markets, and economic growth.
(3 credits)

ENG 101 English Composition I
This course provides the foundation for academic writing and promotes standard reading and writing skills. Students use all steps in the writing process to create clear, concise, and unified essays in different modes. Topics include the guidelines in the West Writing Style Handbook, grammatical usage, literary devices, and the research-paper process.
(Effective date for this course description is August 1, 2012).
(3 credits)

ENG 102 English Composition II
This course builds upon the knowledge acquired in ENG 101 and enhances research writing skills. Students explore strategies for organizing, writing, and documenting a research paper using the guidelines in the West Writing Style Handbook. Themes include gathering resources, grammar, parallel structure, rhetorical devices, and citations.
(Effective date for this course description is August 1, 2012).
(3 credits) Prerequisite: ENG 101

ETH 123 Cultural Diversity
This course provides insight regarding issues of cultural diversity and promotes a more respectful and inclusive society. Students develop a deeper understanding of the human experience by exploring cultural distinctions and similarities. Subjects include race/ethnicity, gender, sexual orientation, age, disabilities, and class.
(3 credits)

FIN 317 Financial Management
This course introduces students to the theories and concepts of financial management and the role of financial managers. Students gain insight into the effects of financial decisions on cash flow and franchise value as well as how choices are influenced by risk analysis. Topics include financial statements, asset management, capital markets, and interest rates.
(3 credits) Prerequisites: ACC 301 and ACC 302 (or ACC 305 for MBA prerequisites)

FIN 325 Portfolio Management
This course presents an overview of the information required for making successful investments. Students study the effects of national and international government policies on portfolio management. Themes include portfolio theory, risk and return analysis, stock and bond management, and market efficiency.
(3 credits) Prerequisite: FIN 317

FIN 333 Personal Financial Planning
This course introduces the concepts of the personal financial planning process. Students apply theory to the development and review of their own individual financial plans. Topics include establishing financial goals, money management, investment alternatives, taxation, and retirement planning.
(3 credits)

FIN 344 Foundations of Financial Markets and Institutions
This course covers individual and institutional participants in national and global financial markets, as well as their principal economic functions. Students evaluate how markets and institutions are affected by financial innovation, information technology, and regulatory environment. Themes include primary and secondary markets, interest rates, bank obligations, and corporate securities.
(3 credits) Prerequisite: ECO 301
FIN 455 International Finance
This course examines the fundamental aspects of major and emerging international markets. Students explore international financing alternatives and the effects of government actions. Subjects include international business and financial environments, currency, fluctuation sources, international lending policies, and balance sheet effects.
(3 credits) Prerequisite: FIN 317

FIN 480 Introductory Financial Modeling
This course introduces quantitative models in corporate finance and bridges the gap between theory and practice. Students use Microsoft Excel to build financial models and explore its use as a tool to solve financial problems. Topics include financial statements, forecasting, valuation, and capital budgeting.
(3 credits) Prerequisite: FIN 317

FIN 645 Corporate Finance
This course focuses on the analytical methods required for corporate financial management in domestic and international firms. Students interpret financial statements and perform stock, bond, project, and firm valuations using various methodologies. Subjects include dividend theoretical models, risk and return valuation, capital budgeting, and short-term financing.
(3 credits) Prerequisite: ACC 305 and FIN 317

FIN 660 Security Analysis
This course provides the methodology for analyzing, constructing, and managing investment portfolios and individual securities. Students develop an analytical framework for the valuation of risk and return relationships among investments. Topics include portfolio management, derivatives, insurance, and the global financial environment.
(3 credits) Prerequisite: FIN 645

FIN 665 Money and Capital Markets
This course examines national and international monetary and fiscal policy, as well as their effects on global capital markets. Students review the functions of the U.S. Federal Reserve, World Bank, International Monetary Fund, and other governmental agencies. Themes include interest rates, inflation, currencies, futures markets, and the economic growth of individual countries.
(3 credits) Prerequisite: FIN 645

FIN 670 Mergers and Acquisitions
This course analyzes the planning, structure, development, and eventual execution of mergers and acquisitions. Students evaluate rationale and strategies for the successful completion of a merger or acquisition. Subjects include asset valuation, leverage, debt, interest rates, tax and agency effects, divestiture, and restructuring.
(3 credits) Prerequisite: FIN 645

FIN 675 Multinational Financial Management
This course describes the financial management of multinational enterprises. Students analyze the key financial decisions of multinational businesses and the impact of global events on the decision making process. Subjects include international monetary relationships, international financial institutions, international capital markets, and currency implications.
(3 credits) Prerequisite: FIN 645

FIN 680 Financial Modeling
This course focuses on the use of spreadsheet functions to perform financial analyses and produce complex interactive financial models. Students develop the financial modeling skills applicable to various subspecialties in the field of financial management. Topics include basic financial calculations, efficient portfolio creation, option strategies, and financial risk assessment.
(3 credits) Prerequisite: FIN 645

GOV 260 Government Systems of the World
This course examines world political systems. Students focus on political philosophy and comparative government. Themes include democratic, authoritarian, and developing government systems.
(3 credits)

GOV 380 World Political and Economic Systems
This course surveys the political and economic structures of various countries. Students explore the differences between North American, Asian, and European free enterprise systems. Topics include political and economic systems, socialism, social democracy, and authoritarian regimes.
(3 credits)

HIS 268 World History
This course provides a basic overview of world history. Students acquire a solid knowledge base regarding major developments in global history. Subjects include art, economics, literature, politics, and science.
(3 credits)

HIS 378 History of the World Economies
This course focuses on the competition for world markets and the struggle for economic empires. Students trace the history of world economies to discover how conflict, trade, and colonial interests have influenced modern history. Topics include global economic systems, natural and cultural resources, colonialism, agriculture, and industrialism.
(3 credits) Prerequisite: ECO 301
HRM 335 Human Resources Management
This course provides a general overview of the key employment practices necessary to effectively manage human resources within an organization. Students learn the process of planning, recruiting, selecting, training, and evaluating employees. Topics include federal and state regulation compliance, company policies and procedures, and contemporary trends in human resources.
(3 credits)

HRM 410 Staffing and Employment Practices
This course evaluates current issues affecting staffing and employment practices and their impact on an organization’s ability to compete in the marketplace. Students learn to develop and maintain a successful work force while complying with labor laws and regulations. Themes include labor markets, organizational models, staffing procedures, and the role of public policy.
(3 credits) Prerequisite: HRM 335

HRM 420 Health and Safety in the Workplace
This course increases awareness of the internal and external factors that negatively affect occupational safety. Students learn how to maintain and improve health and safety in the workplace, with emphasis on organizational commitment and involvement. Topics include the Occupational Safety and Health Administration (OSHA), hazards, exposures, injuries, illnesses, and fatalities.
(3 credits) Prerequisite: HRM 335

HRM 430 Employment Law
This course provides an overview of the key legislation that impacts employer and employee rights. Students discover the importance of effective management practices to ensure federal and state regulatory compliance. Themes include training, consumer protection, compensation, benefits, labor relations, workplace behavior, and safety.
(3 credits) Prerequisite: HRM 335

HRM 460 Labor/Management Relations
This course analyzes historical and modern labor relations in the United States, as well as their impact on the strategies of an organization. Students discover the importance of selecting organizational benefits that will attract and maintain a quality labor pool. Subjects include labor unions, contract negotiations, the National Labor Relations Board (NLRB), and arbitration procedures.
(3 credits) Prerequisite: HRM 335

HUM 201 World Culture and the Arts
This course emphasizes the complex role of culture and the arts in enriching and influencing the human experience. Students analyze the function of art in various civilizations and search for universal themes. Subjects include cultural systems and values, architecture, literature, music, and contemporary alternative media.
(3 credits)

INB 300 International Business
This course surveys the financial, socioeconomic, legal, and political factors involved in expanding a business outside national borders. Students analyze the interrelationships between people and cultures in making business decisions and completing transactions. Topics include international trade theories, operational strategies, domestic and foreign economies, and foreign market analysis.
(3 credits)

INB 601 International Business Environment
This course develops an understanding of the economic, political, social and technological issues of many nations as they relate to the global business environment. Also covered are strategic plans and logistical systems of the multinational firm and how they are adjusted to meet the corporation’s goals. Alternative structures of overall corporate policies and strategies as related to the global operation are also examined.
(3 credits)

INB 641 Managing in the Global Cross-Cultural Environment
This course provides an in-depth study of current conditions existing in the global economy and business world. Students develop effective management strategies for the cross-cultural environment and analyze how cultural barriers impact operations. Themes include the global workplace, cultural synergy, business in specific global regions, and management systems.
(3 credits) Prerequisite: INB 601

INB 643 International Business Policy and Strategy
This course focuses on strategic planning for organizing, financing, and managing international operations. Students assess the international trade environment to identify the strategic behavior of governments, firms, and industries in the global marketplace. Subjects include ethics, financing, licensing, and managing export operations.
(3 credits)
INB 650 Structure of the Global Economy
This course is a survey of world populations, resources, and patterns of economic development. Students explore the changing nature of agricultural and industrial production, with an emphasis on newly developed and emerging nations. Topics include global trade, global trade financing, lending practices, and debt.
(3 credits) Prerequisite: INB 601

INB 670 Legal Environment of International Business
This course examines the legal environment of international business. Students study the interrelationships among laws of various countries and inter- and non-governmental organizations, as they affect individuals and businesses attempting to operate internationally. Subjects include transborder contracts, liabilities, and the role of attorneys.
(3 credits)

INS 100 Cultural Geography
This course offers an introduction to cultural geography with a focus on cultural categories. The course surveys major world cultural patterns, resources, population, and the changing relationships of human groups and the physical environment. Students will explore the complexity of places and regions to gain a sense of their own cultural identity within the context of the larger world cultures as well as the interconnections between their lives and those of people in different parts of the world.
(3 credits)

INS 320 Cultural and Social Environment: Pacific Rim
This course examines how religious, philosophical, historical, and cultural aspects of Pacific Rim civilizations impact modern problems, processes, and outcomes. Students evaluate the growing importance and strength of China’s economy and describe the competitive advantages of the region. Topics include geography, development trends, the impact of colonization, and prevalent Asian religions.
(3 credits)

INS 330 Cultural and Social Environment: Contemporary Middle East and North Africa
This course investigates the impact of religious, philosophical, historical, and cultural aspects of the Middle East and North Africa on modern problems, processes, and outcomes. Students explore the diversity of human thought and behavior that characterize various cultures in the region. Subjects include traditional values and practices, Islam, and Western interventions.
(3 credits)

INS 331 Cultural and Social Environment: Sub-Saharan Africa
This course investigates the cultural, social, and political traditions of historical and contemporary Sub-Saharan Africa. Students explore the diversity of human thought and behavior that characterizes different cultures in the region. Topics include conflicting world views, ethnic and religious conflicts, Western and Islamic influences, and the post-apartheid legacy.
(3 credits)

IT 110 Fundamentals of Computers
This course covers the basic knowledge needed to successfully utilize personal computers. Students focus on the primary software tools for everyday business operations, as well as the use of the Internet for e-mail and research. Subjects include Netscape and Explorer Internet browsers, Microsoft Word, Excel, Access, and PowerPoint.
(3 credits)

IT 307 JAVA Programming
This course provides a general introduction to programming, with an emphasis on object-oriented programming. Students explore the syntax and semantics of the Java language and the role of the information technology (IT) professional in a changing business environment. Topics include repetition and switch structures, methods and arrays, graphical user interfaces, and common programming errors.
(3 credits) Prerequisite: IT 317
IT 316 Analysis and Design of Information Systems
This course explores various methodologies for the development of information systems. Students gain an understanding of principles and concepts as they walk through hypothetical cases that emphasize each phase of the development process. Topics include the analysis, design, programming, implementation, and maintenance of information systems.

(3 credits)

IT 317 Fundamentals of Programming in a Web Context
This course covers the programming fundamentals underlying software development. Topics include algorithms, programmatic logic, flowcharts, pseudo-code methods, data structures, and object-oriented concepts. These fundamentals will be illustrated by designing and building simple software programs.

(3 credits)

IT 318 Information Systems Architecture
This course covers the major components of computer hardware, operating systems, software applications, and utilities. Students identify computer architecture and hardware operation, as well as how the computer understands different data formats. Themes include memory, number systems, input/output devices, and functionality.

(3 credits)

IT 319 Computer Networking
This course introduces information technology (IT) networking and focuses on functional details rather than broad-based theory. Students gain a thorough understanding of contemporary networking schemas and industry practices. Subjects include network topologies, telecommunication techniques, and security.

(3 credits)

IT 330 Emerging Technologies
This course examines emergent technologies and their impact on communications, employee relations, and the global economy. Students gain an understanding of best practices and how organizations of all types align, partner, and communicate through the use of technology. Topics include nanotechnology, biotechnology, media technology, disruptive technologies, and security.

(3 credits)

IT 322 Database Systems
This course offers an overview of the simple, hierarchical, XML, relational and object-oriented structure models of data storage and management. Students create and manipulate simple databases using SQL. Topics include the roles and duties of a database administrator (DBA), relational database management systems (RDBMS), entity-relationship models (ERM), data normalization, and the various uses of the SQL language.

Prerequisites: IT 316

IT 323 Software Engineering Methodologies
This course presents the significant features of software engineering and how the analysis, synthesis, and implementation of these combined features determine the success or failure of software intensive systems. Students investigate modern approaches to software development that utilize Unified Modeling Language (UML). Themes include project management, process models, user interfaces, and software testing.

(3 credits) Prerequisites: IT 316

IT 421 Advanced Networking Concepts
This course provides an overview of advanced networking configurations. Topics include Voice-Over-Internet Protocol (VOIP), video tele-conferencing over IP networks, web conferencing, and firewall security. The course will consider quality-of-service (QoS) requirements, voice and video protocols, ports and services (PPS), multi-point bridging, cloud computing, and virtualization.

Prerequisite: IT 319

IT 420 Project Planning and Execution
This course concentrates on the planning and execution phases of project management. Students become familiar with project management software and learn the importance of team member participation. Subjects include specifications, project schedule development, project plan implementation, and business process modeling.

(3 credits)

IT 445 IT Security and Information Assurance
This course examines the concepts of information systems and network availability, integrity, and confidentiality. Students evaluate security disciplines to understand how each is critical to the creation of effective security controls and processes. Topics include IT security and information assurance methodologies, security models and architectures, access control systems, ethics, and legal implications.

Prerequisites: IT 319 and IT 431
IT 450 Evaluation, Selection and Implementation of Application Software
This course focuses on the interrelationship between information technology (IT) and business functions in the process of selecting, acquiring, and implementing new software applications. Students prepare a request for proposal (RFP), evaluate potential vendors, and appraise the future impact of their chosen software on IT organizations. Subjects include in-house, outsourced, and prepackaged software solutions, risk analysis, and contract negotiations. 
(3 credits)

IT 510 Advanced Database Systems
This course expands on the relational database model and introduces the design and construction of a native XML database. Students apply SQL to implement and query relational databases, and apply XPath/XQuery to implement and query native XML databases. Topics include database constraints, stored procedures, triggers, and XML languages. Additional topics include data warehousing and data mining. 
(3 credits) Prerequisite: IT 422

IT 515 Mobile Application Design and Development
This course examines the concepts and tools to design and develop simple mobile applications. Topics include distributed computing with an emphasis on wireless technologies and web service architectures. Framework details for both mobile and web services will be explored, as will deployment and security strategies. 
(3 credits) Prerequisite: IT 407

IT 519 Emerging/Disruptive Technologies
This course, taken towards the end of a student’s program, focuses on currently emerging technologies, how they may impact or are impacting businesses, and how they might be integrated with existing information systems. Specific technology topics will vary with each offering to update students on changes that may have occurred since starting the program. Students will be expected to research an emerging technology to produce a final paper or project. 
(3 credits) Prerequisite: Students must have completed at least 114 credits prior to taking

IT 619 Principles of Information Technology Outsourcing
This course presents the major principles that govern the successful outsourcing of an enterprise’s business activities, with an emphasis on information technology support and services. Students consider the political, social, and ethical dimensions associated with outsourcing, as well as its effect on organizational roles and planning.
Subjects include the history and evolution of outsourcing, IT outsourcing, the identification and selection of outsourcing opportunities, relationship management, and service provider engagement.  
(3 credits)

IT 620 Information Resource Management
This course includes the techniques and methodology of managing data, information, and knowledge at all levels of an organization. Students describe the business environment within the structures of the information age and how information management informs organizational strategies. Themes include information systems planning, systems development, outsourcing, and leadership. 
(3 credits)

IT 630 Technology Project Management
This course highlights the importance of project management skills in the delivery of complex information technology projects. Students learn the process of project management at all levels, from defining requirements to successfully closing out projects. Themes include time and cost management, quality management, human resources and communications management, and risk management. 
(3 credits)

IT 638 Economics of Information Systems and Proposal Management
This course develops the skills needed to manage IT cost within an organization and acquire resources from prospective providers. Students focus on the planning and implementation of information systems using internal/external human resources for improved performance at the functional level. Topics include proposal development, interpretation of requirements, cost information, and financial presentations. 
(3 credits)

IT 643 Telecommunications/Satellite Systems Engineering
This course provides a global perspective on telecommunications technologies and standards. Students create a business/technology network-oriented plan to support a particular organizational strategy. Themes include wireless, broadband, and optical networking, mobile technology, and competing services. 
(3 credits)

IT 645 Internet Business Strategy
This course explores how new technology enables a competitive advantage by transforming relationships with customers, suppliers, and business partners. Students demonstrate the transition from current business approaches to e-business strategies with the preparation of an e-business plan. Subjects include e-commerce, supply chain management (SCM), Enterprise Application Integration (EAI), and customer relationship management (CRM). 
(3 credits)
IT 650 Software Engineering Methodology
This course explores the formal methods and principles of modern software engineering. Students design and implement medium-sized software projects from specifications while applying key principles to ensure that the software is accurate, efficient, modular, reusable, structured, and well documented. Topics include software tools, object-oriented design, object-oriented programming, and project management.

(3 credits)

IT 654 Integrated Data Resource Management
This course analyzes the organizational needs, technology, and management necessary to store and manipulate data with an emphasis on using databases in client/server, distributed, and service-oriented environments. Students compare common database architectures and demonstrate their efficient management. Topics include Internet Protocol (IP), intrapenet detection system tools to recognize normal vs. abnormal network behavior. Topics include Internet Protocol, intrusion detection, network traffic analysis, internet attacks, network intelligence procedures, and future trends in network security and intrusion detection.

(3 credits)

IT 660 Security Systems Engineering
This course concentrates on the engineering of security tools that can be integrated into systems software, applications software, and communications software. Students discover the importance of engineering defenses that meet the various levels of confidentiality and physical security required for business data. Subjects include cryptography, database and data mining security, privacy in computing, and legal and ethical issues in computer security.

(3 credits)

IT 670 Project Verification and Validation
This course demonstrates the process taken to verify and validate a product. Students gain knowledge of how to plan and execute the project process and explore future trends in the use of independent verification and validation. Topics include test system architecture, bug tracking databases, staffing, and organizational challenges for test managers.

(3 credits) Prerequisite: IT 650

IT 680 Intrusion Detection and Analysis: Security Beyond the Fire Wall
This course examines enterprise security needs and suggests necessary security procedures. Students explore the use of intrusion detection system tools to recognize normal vs. abnormal network behavior. Topics include Internet Protocol, network traffic analysis, internet attacks, network intelligence procedures, and future trends in network security and intrusion detection.

(3 credits) Prerequisite: IT 660

IT 699 Seminar on Issues and Trends in Information Technology
This course predicts the evolution of information technology (IT) issues and trends based on current and projected environments. Students analyze developing concerns in ethics, security, and privacy issues related to IT. Themes rotate on a regular basis with a consistent focus on the impact of IT on enterprise resource planning (ERP), supply chain management (SCM), and customer relationship management (CRM).

(3 credits) Prerequisite: All IT major courses

ITS 400 Undergraduate Internship
This course is designed to provide undergraduate students who are nearing the completion of their program with an opportunity to apply their learning to a workplace setting. Students work at the internship site will be directed and evaluated by an on-site supervisor. The student will also work with a faculty member to determine a final paper or project intended to synthesize the student’s practical experiences and prior coursework.

This course requires the student to meet minimum attendance requirements of the internship site, to keep a daily log of activities, and to maintain weekly contact with the designated instructor.

Prerequisite(s): Student must have completed at least 114 credits prior to taking.

ITS 600 Graduate Internship
This course is designed to provide graduate students who are nearing the completion of their program with an opportunity to apply their learning to a workplace setting. Students work at the internship site will be directed and evaluated by an on-site supervisor. The student will also work with a faculty member to determine a comprehensive final project or paper intended to synthesize the student’s practical experiences and prior coursework. This course requires the student to meet minimum attendance requirements of the internship site, to keep a daily log of activities, and to maintain weekly contact with the designated instructor.

Prerequisite(s): Must have completed all core courses within their graduate program. Note: this course may only be taken once and may not substitute for any specifically required major courses.

LDR 610 Leadership Styles
This course is intended for those in, or actively seeking, a leadership position and focuses on traits and strategies for successful leaders. Students explore leadership theories and apply them to their personal leadership style in order to increase effectiveness. Topics include the personality of leaders, assessment tools, testing for leadership, and the evolution of leadership.

(3 credits)
LDR 615 Interpersonal Communication Skills for Leaders
This course explores the complex process of communication in the workplace and how to develop relationships that make for powerful and successful human interactions. Students participate in experiential learning in order to gain an understanding and mastery of the communication skills necessary for maximum leadership effectiveness. Topics include listening skills, communication customs for the global workplace, cultural interpretations, communication challenges, negotiations, and conflict resolution.
(3 credits)

LDR 620 Ethical Leadership and Corporate Social Responsibility
This course examines ethical systems and how corporate ideals are reflected in individual and organizational behavior. Students investigate ethical dilemmas to discover how congruence between individual and corporate values is developed and maintained. Themes include the nature of morality, disparate legal systems, and business ethics.
(3 credits)

LDR 625 Leading Organizational Change
This course emphasizes the importance of leadership in times of organizational change. Students learn to assess internal and external forces, communicate the change vision, and develop strategies to deal with resistance. Subjects include philosophies of change, the open systems model, stakeholders, and fostering high performance organizations.
(3 credits)

LDR 635 Leadership, Organizational Climate, and Culture
This course presents the importance of organizational climate and culture for success in contemporary global business. Students learn how to define organizational climate and culture, as well as assess the assumptions, values, and norms of different organizations. Topics include cultural bias, productivity, customer service, and competitiveness.
(3 credits)

LDR 640 Building Stakeholder Relationships
This course provides a foundation for creating business value through stakeholder relationships. Students discover the significance of stakeholder dynamics when it comes to achieving organizational objectives. Subjects include the global business environment, the identification and engagement of stakeholders, and future stakeholder relationships.
(3 credits)

LDR 645 Innovative Leadership in a Global Context
This course focuses on the rapidly changing global environment that places high premiums on leadership competencies. Students investigate the underlying forces driving globalization, as well as the adjustments it requires in order to remain competitive. Topics include the international context, leadership strategies, transnational organizational development, and cross-border collaboration.
(3 credits)

LDR 650 Leadership Intelligence
This course defines leadership intelligence and demonstrates the impact of both intelligence quotient (IQ) and emotional quotient (EQ) on organizational behavior. Students learn how to use critical and analytical thinking to make rational choices in uncertain or chaotic circumstances. Themes include decision making, risk management, the value of change, and operational intelligence.
(3 credits)

LDR 655 Critical Issues for Innovative Leaders
This course expands upon traditional leadership theories in order to address the complex and dynamic challenges facing modern leaders. Students explore different philosophical frameworks for understanding innovative leadership within the current global environment. Topics rotate on a regular basis with a consistent focus on emerging leadership issues.
(3 credits) Prerequisites: LDR 610, 615, 620, and 625

LGS 300 Legal Research and Writing
This course introduces the basic skills required for legal analysis, research, and writing. Students research and write legal memoranda and other documents of increasing length and complexity. Subjects include legal ethics, legal research, editing, drafting, and revising.
(3 credits) Prerequisites: ENG 101, ENG 102, and CRT 201

LGS 310 Justice System in America
This course examines the criminal justice system, as well as the underlying structure of law in the United States. Students analyze the criminal justice process and identify the roles of law enforcement, adjudication, and corrections. Topics include law enforcement agencies, the adversarial system, plea bargaining, punishment, rehabilitation, and correctional institutions.
(3 credits)

LGS 320 Alternative Dispute Resolution
This course surveys the variety of techniques and processes that are often used in lieu of traditional judicial processes. Students explore a variety of scenarios in which alternative dispute resolution may be preferable to litigation. Themes include negotiation, mediation, and arbitration.
(3 credits)
LGS 330 Ethics and the Administration of Justice
This course explores the standards, ethics, and responsibilities of professional organizations and agencies in the criminal justice and legal systems. Students analyze the impact of ethics in the modern justice setting, as well as the development of individual morals and behaviors. Topics include ethical theories, morality, distributive and retributive justice systems, and criminal justice policy.

(3 credits)

LGS 370 Criminal Procedure
This course explores the role of the legal team in the investigative process. Students study prosecution and defense activities, with an emphasis on arguing for or against the admission of evidence. Subjects include the presumption of innocence, evidence collection, burden of proof, and expert witnesses.

(3 credits)

LGS 400 Comparative Law
This course examines the role of law in different nations and provides a foundation for further study. Students investigate the differences and similarities of various legal systems throughout the world. Topics include constitutional, criminal, and civil law, foreign legal systems, and the global economy.

(3 credits) Prerequisites: LGS 300

LGS 410 American Constitutional Law and History
This course introduces the fundamental laws of the United States as determined by the Constitution. Students explore the historical and theoretical foundations of constitutional law and the role of the Supreme Court in American government. Themes include federalism, separation of powers, due process, Supreme Court review, and constitutional interpretation.

(3 credits)

LGS 420 Criminal Law
This course introduces substantive and procedural criminal law through the study of its foundations, practices, and limitations. Students examine case studies to gain a practical understanding of the topic. Subjects include offense classifications, jurisdiction, punishment, rehabilitation, and criminal law legislation.

(3 credits) Prerequisite: LGS 370

LGS 430 Civil Procedure
This course covers both substantive civil law and civil procedure, with special emphasis on federal civil procedure. Students explore the distinctions between criminal and civil procedure and the role of participants in civil litigation. Topics include service of process, pretrial discovery, trial procedure, and judgment.

(3 credits)

LIT 205 World Literature
This course explores prose and poetry by major world authors. Students evaluate universal literary themes and values, as well as the creative techniques that appear in great works. Subjects include social, cultural, and philosophical viewpoints, reading comprehension, literary elements, and literary critique.

(3 credits)

MAT 105 Basic Mathematics
This course introduces the principles of mathematics while developing mathematical reasoning and skills. Students perform basic operations as they relate to whole numbers, fractions, decimals, and polynomials. Topics include graphs, exponents, linear equations, simple geometry, and algebraic concepts.

(3 credits) Students must complete MAT 105 before taking MAT 109 or 110.

MAT 109 Business Mathematics
This course expands upon mathematical principles with an emphasis on business applications. Students evaluate formulas used in business operations and solve basic accounting, retail, and finance equations. Themes include banking, taxes, interest, depreciation, financial reports, and business statistics.

(3 credits) Prerequisite: MAT 105

MAT 110 Algebra I
This course focuses on introductory college algebra concepts and applying these concepts to solve problems. This course covers linear and quadratic equations, inequalities, polynomials, graphing, factoring, and systems of equations.

(3 credits) Prerequisite: MAT 105

MGT 337 Supervision and Leadership
This course demonstrates the difference between being a manager and being a transformational leader. Students engage in self-analysis to identify and implement leadership strengths, as well as overcome weaknesses. Topics include effective management styles, communication strategies, motivation techniques, and labor relations.

(3 credits)

MGT 340 Organization Theory and Behavior
This course introduces the principles, philosophies, and theories of management and organizational behavior as used in both public and private organizations. Students explore these ideas through realistic case studies, group exercises, and self-assessment. Themes include organization theory, individual and group dynamics, conflict resolution, and decision making.

(3 credits)
MGT 352 Political, Legal and Ethical Issues in Business
This course explores how government policies and regulations impact business structure, management, and personnel activities. Students discover how to balance corporate and community commitments while maintaining a successful business model. Subjects include the key functions of the law, ethical business practices, contracts, and labor relations.

(3 credits)

MGT 370 Operations Management
This course provides a thorough investigation of how an organization manages its activities, decisions, and responsibilities. Students learn quantitative methods for achieving success as an operations manager, as well as within an operating department. Topics include corporate and operational strategies, scheduling, forecasting, logistics, and customer satisfaction.

(3 credits) Prerequisite: RES 311

MGT 429 Digital Business Strategies and Applications
This course examines digital business strategies and applications from a nontechnical perspective and provides an overview of the digital business environment. Students familiarize themselves with the methods, challenges, benefits, and risks of digital business. Subjects include electronic communication systems, software applications, operational and financial objectives, customer service, and competitive advantage.

(3 credits)

MGT 445 Corporate Training and Development
This course explores corporate training and development methodologies, technologies, and best practices. Students learn how to analyze, design, and develop training programs that align with corporate goals. Topics include training program development, monitoring and evaluation, behavior issues, and performance management.

(3 credits) Prerequisite: MGT 340

MGT 452 Managerial Communication
This course addresses basic communication theories and examines the key concepts that contribute to effective managerial and organizational communication. Students engage in hands-on exercises and activities designed to improve professional writing, speaking, and presentation skills. Subjects include effective communication strategies, professional writing, and labor relations.

(3 credits)

MGT 461 Project Management
This course focuses on implementing strategies to successfully achieve an objective. Students discover how to efficiently manage projects in order to establish authority, assign responsibility, and allocate resources. Themes include a project’s task hierarchy and life cycle, schedule requirements, budget adherence, and performance measurement.

(3 credits)

MGT 463 Management of Small Business
This course explores topics and issues unique to the small business environment. Students focus on the business planning process and apply their knowledge by completing a formal business plan. Topics include ownership forms, managerial policies, working capital, financing, product/service selection, marketing, inventory, and technology.

(3 credits)

MGT 466 Organizational Change
This course concentrates on the necessity of change within an organization, as well as the impact of that change on organizational systems and personnel. Students determine how to successfully identify the need for change, as well as develop an appropriate plan for its implementation. Subjects include internal and external assessment, creating and sustaining a competitive advantage, and negotiation processes.

(3 credits) Prerequisite: MGT 340

MGT 625 Strategic Management
This course presents the process for developing and implementing a strategic plan in order to gain a competitive advantage. Students focus on case studies to reinforce the application of theory to contemporary business realities. Topics include microeconomic foundations of competitive strategy, mission statement development and analysis, and strategy evaluation.

(3 credits) Prerequisite: MGT 340

MGT 634 Entrepreneurship and Intrapreneurship
This course explores the distinctions between entrepreneurship and intrapreneurship, as well as their advantages and disadvantages. Students demonstrate their understanding through the development of a comprehensive business plan. Themes include types of business ownership, feasibility assessment, financing, and valuation.

(3 credits)
MGT 665 Corporate Power, Politics and Negotiations
This course investigates various forms of power, politics, and negotiations in the corporate realm and how they affect the decision making process. Students evaluate the interpersonal skills and political strategies of successful managers and organizations in order to develop personal strengths. Themes include strategic power planning, management styles, and conflict resolution strategies.

(3 credits) Prerequisite: MGT 625 or MPA 625 (MPA Majors)

MGT 671 Executive Strategy
This course is intended to be taken at the end of the management program as it reinforces the skills learned in lower division courses. Students concentrate on quantitative data by conducting business and competitive analyses of realistic environments. Topics include competitive dynamics, corporate strategy, and the legal environment of business.

(3 credits)

MGT 675 Management of Innovation and Creativity
This course examines the use of innovative and creative strategies within an organization in order to ensure its long-term sustainability. Students discover how to generate, manage, and adopt new products and technologies that are compatible with organizational objectives. Subjects include business intelligence, marketplace positioning, strategic alliances, life cycles, and disruptive technology.

(3 credits) Prerequisites: RES 600 and MGT 625

MKT 308 Marketing Management
This course illustrates the importance of marketing in modern global business and introduces critical strategies for success. Students learn to manage internal resources while fostering external relationships with vendors, partners, and customers. Topics include marketing plan components, product introduction and promotion, market segmentation, pricing, and distribution channels.

(3 credits)

MKT 423 Business Development in the Digital Economy
This course provides the skills and knowledge needed to generate viable business via the internet. Students learn the importance of online customer data and how to use a website to create customer value. Topics include online consumer psychology, branding, product development, life cycle product management, website integration, and competition strategies in industries with both online and traditional channels.

(3 credits)

MKT 434 Consumer Communications and Sales Management
This course covers a wide variety of communication methods that reach and influence customers. Students investigate how public relations can manage and enhance marketing campaigns. Subjects include advertising, sales promotion, direct marketing, individual selling, and the Internet.

(3 credits)

MKT 452 International Marketing
This course focuses on the design of global marketing strategies. Students analyze cultural, economic, and political settings in order to create successful international marketing campaigns. Themes include decision making, cultural awareness, market research, and competitive advantage.

(3 credits) Prerequisite: MKT 308

MKT 454 Marketing Research Methods
This course concentrates on research methods that will lead to timely and accurate analysis in consumer, industrial, and international markets. Students explore marketing research techniques, as well as the collection, analysis, and interpretation of data. Subjects include strategic planning, marketing research design, and database development.

(3 credits)

MKT 470 Strategic Issues in Marketing
This course concentrates on the social, cultural, technological, economic, and legal issues that impact product and service marketing. Students explore ethics and social responsibility in marketing practices, as well as major marketing issues effecting modern organizations. Topics include consumer behavior, promotion, packaging, pricing, positioning, and distribution strategies.

(3 credits)

MKT 610 International Marketing
This course provides an advanced exploration of the concepts and practices of marketing in the global environment. Students build upon their understanding of international marketing and assess the modifications and adaptations necessary to compete in the global marketplace. Subjects include decision making, intercultural communication, global marketing strategies, technology, and strategic management.

(3 credits)
MKT 636 Supply Chain Management
This course provides a comprehensive analysis of the strategic design process central to effective supply chain management. Students explore the role of supply chain management in the overall product/service marketing continuum. Themes include the distribution channel network, vertical marketing systems, manufacturing, wholesaling, retailing, JIT inventory, logistics, and technology. (3 credits)

MKT 642 Buyer Behavior and Sales Promotion
This course provides management strategies that align with consumer behavior and business-to-business buying. Students examine the key factors that influence consumers and affect sales promotion. Topics include advertising, direct marketing, public relations, and the Internet. (3 credits)

MKT 646 Strategic Concepts in Marketing
This course analyzes the role of marketing in modern, cross-cultural businesses. Students formulate strategies that segment markets, analyze the competition, distribute products, and successfully generate profits. Topics include environmental analysis, creating customer value, branding, and marketing communications. (3 credits)

MKT 654 Marketing Research and Intelligence
This course addresses the new technologies that have revolutionized the methods and techniques of information gathering, strategic thinking, and marketing research. Students focus on methods that make competitive market information more accessible to analyze and interpret, leading to more timely and accurate decision making. Topics include consumer, industrial, and international markets, research designs, sampling, and measurement. (3 credits)

MKT 660 E-Commerce Marketing
This course presents strategies for e-commerce marketing. Students develop a comprehensive marketing plan for an e-commerce business or software/multimedia product whose main marketing channel is the Internet. Subjects include partnerships, co-branding, customer service, and traditional marketing integration. (3 credits)

MPA 625 Strategic Management in the Public Sector
This course highlights the role of strategy formulation in the development and sustainment of agency competitive advantage. Students demonstrate an ability to design analytic methodologies to deal with changes in the public policy landscape. Topics include public sector management, stakeholders, organizational strategy, benchmarking, mission statements, and global influences. (3 credits) Prerequisite: MGT 340

MPA 630 Managing Public Policy
This course focuses on the theoretical, conceptual, and practical understanding of public policy management. Students develop the insight and skills necessary to plan, organize, implement, and manage policy programs and operations. Topics include public policy planning, policy evaluation, and management strategies. (3 credits)

MPA 642 Public Finance: Government Accounting and Control
This course examines the finance and accounting principles and procedures used by public administration professionals. Students learn the importance of sound accounting practices as they pertain to the management of public organizations. Subjects include financial reporting, budget and control issues, revenue and expense recognition, auditing, and governmental performance measures. (3 credits) Prerequisite: ACC 305

MPA 646 Procurement and Contract Administration
This course presents the skills necessary to develop the interoffice policies and procedures used to procure goods in the public sector. Students explore the rules, regulations, and laws that are critical to the development, negotiation, and administration of contracts at all levels of government. Themes include the procurement planning process, contracting methods and phases, and management strategies. (3 credits)

MPA 650 Human Behavior and Resource Administration
This course provides a realistic approach to the organizational theories and behaviors found within the public sector. Students analyze the economic, political, and social factors that affect human resource management. Topics include management strategies, individual and group behavior, organizational behavior, and conflict management. (3 credits)
MPA 667 Public Finance: Politics of the Budgetary Process
This course explores fundamental political issues in public finance, as well as the creation and management of public budgets. Students identify the key elements of the budget process in federal, state, and local governments and critique budget justifications. Themes include budget cycles, revenues, horizontal and vertical equity standards, expenditures, and budget reforms.
(3 credits)

MPA 670 Public Administrator and the Law
This course analyzes the public administrator’s role in relation to the law. Students explore how legal and moral forces guide decision making within the public sector. Subjects include the Administrative Procedures Act, legislative and judicial processes, and regulatory review.
(3 credits) Prerequisite: MGT 352

ORG 610 Organizational Culture and Style
This course is intended for those in, or actively seeking, a leadership position and introduces the concept of organizations as social organisms. Students assess their own leadership styles and discover the interrelationship between an organization’s culture and the individuals who work for the organization. Themes include organizational stratification, worker behavior, leadership personalities, and testing for leadership.
(3 credits)

ORG 620 Behavior in International Organizations
This course explores organizational theories and their relation to international organizational behavior. Students examine the effect of globalization on management theories and practices. Topics include motivation, leadership, cultural diversity, management strategies, and virtual teams.
(3 credits)

ORG 630 Diversity in Organizational Settings
This course introduces management functions and principles within an atmosphere of increasing globalization and workforce diversity. Students explore the necessity of implementing organizational programs for diversity awareness in order to plan, lead, and manage personnel and operations. Subjects include communication strategies, motivation, appraisal and discipline, labor relations, and unions.
(3 credits)

ORG 640 Human Relationships in Organizational Settings
This course focuses on the development of human relationships within organizational settings. Students learn how to build effective relationships based on the individual and collective attributes of their respective organizations. Themes include peer, client, and supervisor-subordinate relationships, work-life balance, workplace romance, and the impact of globalization on workplace relationships.
(3 credits)

ORG 650 Negotiation and Resolution Strategies
This course explores major concepts and theories of negotiation and resolution. Students develop skills to manage relationships and develop negotiation and resolution strategies. Topics include techniques for dealing with difficult negotiations and methods for identifying the impact of gender, culture, and personality on negotiation and resolution styles.
(3 credits)

ORG 660 Dynamics of Decision Making
This course addresses how organizational structures affect social influence and decision making. Students investigate the psychological principles associated with decision making and develop their personal decision making skills. Subjects include individual and group behavior, organizational structure and culture, decision making processes, and decision analysis.
(3 credits)

ORG 670 Organizational Learning
This course focuses on implementing or improving organizational training and education programs. Students explore learning program proposal procedures and evaluate existing programs in multinational corporations. Themes include the Multi-Facet Model, organizational culture, learning styles, and motivation.
(3 credits)

PHI 101 Introduction to Philosophy
This course examines the significance of philosophical issues as they pertain to the understanding of daily life. Students explore the nature of reality, enhance critical thinking skills, and develop personal philosophy of life statements. Subjects include Greek, European, and non-Western philosophers, postmodern philosophy, and the relationship between philosophy and history.
(3 credits)

RES 311 Quantitative Methods for Decision Making
This course explores the quantitative methods vital to organizational decision making. Students select the most appropriate techniques to analyze, summarize, and interpret information. Topics include statistics, sampling methods, normal distribution, probability, and hypothesis testing.
(3 credits) Prerequisite: MAT 110

RES 321 Behavioral Research Design, Tests and Measurement
This course concentrates on research methods and research design in behavioral science. Students explore systematic methodology for behavioral research to enable them to make better decisions when designing research projects, and to become more discerning consumers of research results. Topics include research tools, statistical concepts, and problem analysis.
3 credits Prerequisite: RES 311
RES 600 Graduate Research Methods
This course provides graduate students with the tools necessary for completing the in-depth research, reading, writing, and speaking activities central to all coursework at West. Students advance their studies of research design and methodology and apply these skills to their personal studies. Subjects include primary and secondary research, descriptive and inferential statistics, regression and correlation analysis, and research presentation.
(3 credits)

SCI 244 Geology
This course explores two billion years of geological history on earth. Students experience hands-on learning while visiting unique geological environments and participating in laboratory activities. Themes include the geologic time scale, rocks and minerals, weathering and erosion, stratigraphic principles, plate tectonics, volcanism, and economic geology.
[A lab fee may be required.]
(3 credits)

SCI 264 General Physics
This course presents a general introduction to the principles of Newtonian and modern physics. Students concentrate on concepts rather than computations, building a strong foundation for further study and a widely applicable knowledge base. Topics include energy, mechanics, properties of matter, atomic and nuclear physics, and the theory of relativity.
(3 credits)

SCI 270 Environmental Science
This course presents scientific principles for the analysis of current and future issues facing the global environment. The course examines the interrelationship of life on earth and the environment, including land, water, and atmospheric systems. Human activity and population trends are analyzed for their potential impact on the global environment. Utilizing scientific methods of inquiry, students have the opportunity to investigate biological diversity, environmental sustainability, human health and waste management through a series of online and home-based laboratory exercises.
(3 credits)

SOC 101 Introduction to Sociology
This course introduces the principles of collective human behavior and the origins, functions, and dynamics of social institutions. Students explore sociological theories, identify a variety of social research techniques, and describe the power of media to transform social thinking. Themes include culture, group behavior, social stratification, and contemporary issues in social change.
(3 credits)

SOC 122 Cultures of the Southwest
This course highlights Hispanic, Native American, and other cultures of the American Southwest. Students investigate the Southwest’s environmental history and the impact of civilization on its ecology. Topics include historical development, social structures, religious beliefs, art forms, and the impact of Southwestern cultures on contemporary society.
(3 credits)

SPN 154 Introductory Spanish Conversation for Global Communication
This course is designed for individuals with minimal or no previous Spanish instruction and develops skills for global communication. Students learn basic pronunciation, vocabulary, and sentence structure in order to become effective Spanish speakers. Subjects include listening skills, grammar, and cultural awareness.
(3 credits)

SPN 252 Beginning Spanish Conversation for Global Communication
This course is intended for individuals with a fundamental understanding of Spanish and builds upon the skills learned in SPN 154. Students continue to develop their Spanish language proficiency while exploring the intricacies of cross-cultural communication. Topics include communicative goals, language functions, and cultural awareness.
(3 credits) Prerequisite: SPN 154

SPN 253 Intermediate Spanish Conversation for Global Communication
This course is designed for students who have successfully completed at least two years of high school Spanish, one year of university-level Spanish, or SPN 252. Students continue to advance their Spanish language proficiency and focus on intermediate level conversation skills. Themes include comparatives and superlatives, commands, future tense, present subjunctive tense, and Spanish speaking cultures.
(3 credits) Prerequisite: SPN 252

SSC 105 Student Success Course
This course provides incoming undergraduate students with an overview of West and the services available to the adult learner. Students’ current skill levels in English, math, and information technology are assessed in order to focus improvement in required areas. Themes include learning tools, technology, and strategies for academic success.
(3 credits)
FACULTY

Mr. Jihad Y. Abbas
BS, American University College of Science & Technology
MS, University of North Carolina Charlotte

Dr. Innocent Abiaka
BA, University of Hawaii at Manoa
BA, Thunderbird School of Global Management
MS, University of Hawaii at Manoa
MIM, Thunderbird School of Global Management
MPA, Arizona State University
DPA, Arizona State University

Dr. Peggy L. Allen
BS, University of Maryland College Park
MC, Arizona State University
PhD, Walden University

Mr. Rares I. Almasan
BS, Babes-Bolyai University
MPA, Western International University

Dr. Christina M. Anastasia
BBA, Baker University
MA, University of Phoenix
PhD, Capella University

Ms. Kathrym M. Armstrong
BS, Northwood University
MSA, Central Michigan University

Mr. Edgar F. Arnold
BS, Park University
MBA, University of Phoenix

Mr. Stephen A. Babcock
BA, Western International University
MS, Ottawa University

Dr. Joe Bacchus
BA, University of Arizona
MBA, Western International University
PhD, Capella University

Mr. Frank V. Balogh
BA, University College
MBA, University of Maryland

Dr. Stephen J. Baranowski
BBA, Pace University Pleasantville
MBA, University of Phoenix

Mr. Gary D. Barden
BA, University of North Dakota
MS, Keller Graduate School of Management

Dr. Howard Bashinski
BA, University of Nebraska Omaha
MA, Acadia University
PhD, University of Colorado At Boulder

Ms. Christina L. Bates
BBA, Langston University
MBA, University of Phoenix

Mr. Jeremi R. Bauer
BS, University of Phoenix
MBA, University of Phoenix

Ms. Lisa F. Bell
BS, Southern New Hampshire University
MBA, University of Phoenix

Ms. Abbie Beller
BA, Elmira College
MBA, Western International University

Mr. Jonathan Beller
BS, Northern Arizona University
MEd, Northern Arizona University
MA, Arizona State University

Mr. Fernando A. Bello
BS, Western International University
BA, Western International University

Ms. Gilat Ben-Dor
BA, Brandeis University
MBA, University of Phoenix
Ms. Latrice M. Benson-Raeburn  
BS, Southern University  
MA, Pacific Oaks College  
MAE, University of Phoenix  

Mr. Andrew N. Beran  
BA, Dartmouth College  
MM, Northwestern University  

Ms. Antonia J. Berg  
BA, University of Arizona  
MA, California State University Northridge  

Mr. Greg C. Binder  
BS, United States Military Academy  
MS, University of Arizona  

Ms. Joanna E. Binsfield  
BS, University of Wisconsin-Lacrosse  
MA, Ohio University  

Ms. Lisa B. Birman  
BA, Point Loma Nazarene University  
MA, San Diego State University  

Mr. Richard C. Bjornholm, Jr.  
BS, Arizona State University  
MBA, University of Phoenix  

Mr. James P. Blinn  
BS, University of Phoenix  
MBA, University of Phoenix  

Ms. Jessica L. Boardman  
BS, University of Phoenix  
MBA, Western International University  

Ms. Jo Anne M. Bolivar  
BS, Northern Arizona University  
MEd, Arizona State University  

Ms. Alison K. Bonham  
BS, Indiana University- Purdue  
MA, University of Indianapolis  

Ms. Adrienne M. Booker  
BA, Colgate University  
ME, Harvard University  

Mrs. Tracey L. Booth  
BS, University of Phoenix  
MA, University of Phoenix  

Dr. Terry J. Bovinet  
BA, Taylor University Fort Wayne Campus  
MDiv, Trinity Evangelical Divinity School  
DMin, United Theological Seminary  

Dr. Nanette R. Bowles  
BS, Northern Arizona University  
ME, Northern Arizona University  
DED, Nova Southeastern University  

Mr. George F. Brackman  
BA, Campbell University  
MEd, Campbell University  

Mr. James D. Briggs  
BS, Arizona State University  
MBA, Arizona State University  
Mrs. Sylvia G. Brinkmoeller  
BS, Arizona State University  
MEd, Northern Arizona University  

Dr. Aalt Brouwer, Jr.  
BA, Chaminade University  
MA, Northern Arizona University  
DM, University of Phoenix  

Dr. Jennifer R. Brown  
BA, University of Illinois at Urbana  
MA, Institute of Transpersonal Psychology  
Ph.D/Institute of Transpersonal Psychology  

Mr. Neil A. Brown  
BSBA, University of South Carolina- Columbia  
MACC, University of South Carolina- Columbia
Ms. Susan L. Brown  
BA, California State University-Fullerton  
MS, California Baptist University

Ms. Kimela L. Bryant  
BS, Valdosta State University  
MA, University of Phoenix

Mrs. Lisa M. Buccigrosse  
BA, Rutgers University-Camden  
MS, Saint Joseph’s University

Mrs. Deborah Burgesser  
BSBA, Creighton University  
MBA, Regis University

Ms. Rouzanna P. Burton  
BS, Yerevan State University  
MS, Yerevan State University  
MS, University of Missouri Columbia

Mr. Mark Busby  
BS, University of Phoenix  
MIM, Thunderbird School of Global Management

Mr. Charles M. Butler  
BS, Western International University  
MBA, University of Phoenix

Mr. Ahmet R. Cagin  
BS, Bogazici University  
MBA, University of California Berkeley

Mr. Robert Cannon  
BS, University of Idaho  
MBA, California State University Long Beach

Ms. Ofelia M. Cardenas  
BS, Barry University  
MS, Western International University

Mr. Michael T. Casper  
BS, The University of Texas At Austin  
MBA, Southern Methodist University School of Law

Ms. Lisa Cave  
BS, Arizona State University  
MBA, University of Phoenix

Mr. Jonas C. Cavileer  
BS, Wheeling Jesuit University  
MA, Indiana University of Pennsylvania

Ms. Nissa C. Chadwick  
BA, Colorado State University-Fort Collins  
MA, University of Northern Colorado

Mr. Cammen Chan  
BS, Wentworth Institute of Technology  
MS, Boston University

Ms. Patty Charles  
BS, University of Phoenix  
MBA, University of Phoenix

Mr. Aram Chomina-Chavez  
BS, University of Phoenix  
MBA, Thunderbird School of Global Management

Mr. Asif J. Choudhery  
BS, Arizona State University  
MS, Arizona State University  
MBA, University of Phoenix

Mr. Irfan J. Choudhery  
BS, Arizona State University  
MS, Western International University

Mr. Mark A. Clark  
BS, Glasgow Caledonian University  
MS, Walsh College of Acc & Bus Admin

Ms. Michelle L. Clemons  
BS, Ball State University  
MPA, Indiana University Purdue University Indianapolis

Dr. John Y. Cleveland  
BA, Butler University  
MPA, University of North Dakota  
DPA, Arizona State University
Mr. Aubrey L. Clinch
BS, Western International University
MS, Western International University

Mr. Gary W. Clinton
BS, University of Florida
MBA, University of Phoenix

Mr. Nye A. Clinton, Jr.
BA, State University of New York Buffalo
MA, State University of New York Buffalo
MBA, University of Phoenix

Mrs. Sharon M. Coffee
BA, Arizona State University
MA, University of Phoenix

Mr. Scott B. Cohen
BA, University of California- San Diego
MBA, Temple University
MPA, Pepperdine University

Ms. Gabriela M. Cojanu
BS, Romanian American University of Bucharest
MBA, Xavier University

Dr. Steven A. Coleman
BS, Excelsior College
MS, New York Institute of Technology
MS, George Washington University
DMN, University of Phoenix

Ms. Melissa S. Connors
BS, University of Rhode Island
MBA, University of Massachusetts Dartmouth
JD, Southern New England School of Law

Mr. Karin S. Conradson
BA, Philander Smith College
MBA, Regis University

Mr. Paul D. Corrington
BS, Arizona State University
MPA, Arizona State University

Mr. Mark D. Cox
BA, The University of Texas At Austin
MA, Syracuse University

Dr. Alice H. Crawford
BS, Ilions Institute of Technology
MA, Loyola University
PhD, Argosy University-Main

Ms. Barbara L. Crews
BA, Texas A & M University
MBA, Western International University

Ms. Patricia J. Curtis
BS, Arizona State University
MBA, Arizona State University

Dr. Brian E. Daenzer
BS, Oakland University
MBA, Wayne State University
DM, University of Phoenix

Ms. Swapan Das
BS, Jadavpur University
MBA, Western International University

Ms. Lola A. O. Davis
BS, University of Lagos
BA, University of Ibadan
MA, University of Arizona

Ms. Vaunda Davis
BBA, Baker College of Flint
MBA, Baker College of Flint

Mr. Edward D’Avola
BS, Arizona State University
MA, Arizona State University

Mr. Michael Denson
BBA, University of West Georgia,
MBA, Keller Graduate School of Mgmt
Ms. Cheryl Y. Devose  
BS, Saint Joseph’s University  
MBA, Drexel University

Ms. Sharon Donnelly  
BA, Eckerd College  
MBA, Florida Institute of Technology

Mr. Robert K. Doolin  
BS, Ball State University  
MPA, Indiana University Purdue University Fort Wayne

Ms. Dolores Dorsainvil  
BA, Boston University  
JD, American University

Ms. Sheree N. Dove  
BS, Northern Arizona University  
MPA, Northern Arizona University

Mr. Stephen J. Downey  
BS, Lehigh University  
MS, Lehigh University

Mrs. Trina A. Eaddy  
BA, Xavier University of Louisiana  
JD, Southern University Law Center

Ms. Joanne G. Early  
BS, University of San Francisco  
MHR, University of San Francisco

Mr. Kurt Earnhart  
BBA, University of Memphis  
MBA, Belhaven College

Mr. Ernesto L. Ebratt  
BA, Universidad del Atlantico  
MA, University of Arkansas- Lafayette

Ms. Janice J. Eggers  
BS, Western International University  
MBA, Western International University

Mrs. Mary F. Ehler-Kleinoeder  
BA, University of North Dakota  
MS, University of Denver

Dr. Mohamed A. Elseifi  
BACC, Cairo University  
MS, University of Cincinnati  
PhD, Virginia Tech

Ms. Colleen A. Engineer  
BA, University of Arizona  
JD, University of Montana

Mr. Daniel A. Erbe  
BS, York College of Pennsylvania  
MBA, York College of Pennsylvania

Ms. Christine M. Erwin  
BA, Governors State University  
ME, Northern Arizona University

Mr. John Famolaro  
BS, Marquette University  
MS, Western International University

Ms. Carol S. Farabee  
BA, University of North Florida  
MBA, Western International University  
MS, Western International University

Dr. Dorothy S. Farrel  
BA, Colorado State University- Fort Collins  
MSW, Colorado State University-Fort Collins  
PhD, University of Phoenix

Ms. Darla K. Fast  
BS, Western International University  
MBA, University of Phoenix

Mr. Brent M. Ferns  
BBA, Northwood University  
MS, Central Michigan University
Mr. Christopher A. Filandro  
BS, Western International University  
MBA, Western International University

Ms. Rikkisha L. Gilmore-Byrd  
BS, Clark Atlanta University  
MS, Capella University  
MPH, Kaplan University

Mr. Richard Fiori  
BA, Clarion University of Pennsylvania  
MA, Clarion University of Pennsylvania

Mr. Donald G. Godfrey  
BS, Purdue University - South Bend  
MS, Indiana Wesleyan University

Mr. Theodore Flatt  
BBA, South University,  
MIB, Nova Southeastern University

Ms. Christine D. Goehner  
BA, Ottawa University  
MEd, Northern Arizona University

Mr. Theodore Frederick  
BE, University of Nebraska Omaha  
MA, Western Michigan University  
MS, Georgetown University

Dr. Lester Goldstein  
BA, Hofstra University  
MS, Polytechnic Institute of Brooklyn  
PhD, Polytechnic Institute of Brooklyn

Mr. Eric H. Freeman  
BS, Portland State University  
MBA, University of Portland

Mr. William R. Goodwin  
BS, Liberty University  
MA, Liberty University  
MBA, Amberton University

Mr. Francis R. Fritz  
BS, University of Phoenix  
MBA, University of Phoenix

Ms. Kimberly L. Gordon  
BA, Alabama State University  
MSW, The University of Alabama

Mr. John Gakopoulos  
BS, University of Phoenix  
MBA, University of Phoenix

Ms. Janet L. Gould  
BA, University of Arizona  
MEd, Arizona State University

Mr. Anthony R. Garcia  
BS, University of Phoenix  
MBA, University of Phoenix

Mr. Don D. Grant, III  
BBA, University of South Carolina-Columbia  
MACC, University of South Carolina-Columbia

Ms. Beth A. Garcia  
BS, Bowling Green State University  
JD, University of Toledo

Mr. Michael S. Green  
BS, McGill University  
MBA, McGill University  
JD, University of Arizona

Ms. Barbara Gast  
BA, Arizona State University  
MS, Arizona State University  
MA, University of Phoenix

Ms. Elaine M. Groppenbacher  
BS, Santa Clara University  
MSW, Arizona State University  
MD, Claremont School of Theology

Mr. David J. Gedlinske  
BS, Park University  
MS, Central Michigan University
Mr. David L. Grosvenor  
BS, New Mexico State University Main  
MBA, Pepperdine University

Mr. Terry J. Gustafson  
BA, Baldwin Wallace College  
MBA, Kent State University

Mr. Michael E. Gutierrez  
BS, Arizona State University  
ME, Northern Arizona University

Mrs. Tina K. Hackbarth-Bossen  
BS, University of Nebraska Omaha  
MBA, University of Phoenix

Dr. Norma Hackney  
BS, Jacksonville University  
MS, The United States Naval Postgraduate School  
PhD, Capella University

Mr. Laurence P. Hagan  
BS, Northwestern University  
MBA, Depaul University

Mr. Sam S. Haider  
BS, Southern Illinois University-Carbondale  
MBA, Lake Forest School of Grad Mgmt

Mr. Jonathan D. Hall  
BS, University of Phoenix  
MS, Western International University

Ms. Jeanne Hardy-Miller  
BA, Northeastern Illinois University  
MS, Northern Illinois University

Mr. Robert J. Harmon  
BA, Birmingham-Southern College  
MS, Florida State University

Mrs. Nichole A. Harris  
BS, Western Michigan University  
MA, Western Michigan University  
MBA, Keller Graduate School of Mgmt

Ms. Sherrri D. Hartzell  
BS, Arizona State University  
MBA, University of Phoenix

Ms. Sherlyn Hatch  
BA, Grand Canyon University  
MBA, Grand Canyon University

Mr. Daniel D. Haws  
BA, Arizona State University  
JD, University of Arizona

Ms. Kelly Hebb-Campbell  
BA, American University  
MPA, The Ohio State University

Mr. Laurence P. Hagan  
BS, Northwestern University  
MBA, Depaul University

Ms. Tammie Hertel  
BA, University of Phoenix  
MA, University of Phoenix

Dr. Linda S Hildebrant  
BBA, National University  
MBA, University of Phoenix  
DoCPH, Capella University

Ms. Eboni L. Hill  
BBA, Cleary University  
MS, Central Michigan University

Ms. Jessica D. Hill  
BS, Western International University  
MA, University of Phoenix
Dr. Michael C. Hitson  
BS, Ball State University  
MS, Indiana University-Purdue  
MBA, University Indianapolis  
DMN, University of Phoenix  

Mr. Kenneth E. Hjelmstad  
BS, Mayville State University  
MBA, University of Phoenix  

Mr. Ellis Hodgdon  
BA, The University of Tennessee at Chattanooga  
MA, Georgia Institute of Technology  

Mr. Michael J. Hogan  
BS, Houston Baptist University  
MBA, University of Phoenix  

Mrs. Judith L. Horgash  
BA, Arizona State University  
MC, University of Phoenix  

Mr. Craig D. Horrocks  
BS, Arizona State University  
MPA, Arizona State University  

Mr. Paul W. Hubble  
BS, University of Arizona  
MBA, University of Arizona  

Ms. Allison Hubley  
BA, Oakland University  
MBA, Wayne State University  
MS, Central Michigan University  

Mr. Jamal B. Ibrahim  
BS, University of Mosul  
MS, University of Arizona  
MBA, Western International University  

Mr. Jake M. Jacobs  
BA, College of Marin  
MA, Northern Arizona University  

Mr. John D. Jacobs  
BS, Arizona State University  
MBA, Arizona State University  

Ms. Charity N. James  
BA, Hampton University  
MS, University of Phoenix  

Ms. Jevaun N. Jefferson  
BBA, Kent State University  
MBA, University of Phoenix  

Mr. Dexter T. Jennings  
BS, South Carolina State University  
MBA, Webster University  

Mr. Kenneth C. Jeremiah  
BA, University of Rhode Island  

Mrs. Samantha L. Jeter  
BA, University of Florida  
MS, Nova Southeastern University  

Mrs. Fang Jiang  
BS, Chongqing Institute of Technology  
MBA, Western International University  

Dr. John S. Johnson  
BA, Bible Missionary Institute  
MA, Azusa Pacific University  
PhD, Biola University  

Dr. Deborah M. Jones  
BS, Excelsior College  
MA, Webster University  
DED, University of Phoenix  

Mr. James W. Jones  
BS, Johnson & Wales University  
MS, University of Phoenix  

Ms. Vaundle C. Jones  
BS, Florida Agricultural & Mechanical University  
MS, Rensselaer Polytechnic Institute  

Dr. Joan Jorgensen  
BA, Western International University  
MA, Chapman University  
PhD, Capella University
Mr. Dennis P. Keegan  
BS, Arizona State University  
BS, DeVry University  
MBA, University of Phoenix  

Ms. Clare A. Kelly  
BA, University of Illinois  
MA, University of Illinois  

Ms. Nicole D. Kelly  
BBA, Robert Morris University  
MS, Robert Morris University  
MBA, Saint Xavier University  

Mr. Kevin Khalili  
BS, University of Tulsa  
MS, University of Phoenix  

Mr. Mohammad Y. Khosti  
BS, The Ohio State University  
MA, University of Phoenix  

Ms. Bibbiam M. Kipp  
BA, Loyola University  
MA, University of Phoenix  

Ms. Sandra L. Kirkland  
BS, University of Phoenix  
MBA, Arizona State University  

Mr. Ed Klemm  
BA, Bloomfield College  
MBA, Western International University  

Mr. Rob Koonce  
BA, Ouachita Baptist University  
MBA, Jones International University  
MA, The University of New Mexico Albuquerque  

Dr. Raghu Kowshik  
BS, Bangalore University  
BSEE, University of Mysore  
MBA, Texas Christian University  
PhD, Walden University  

Mrs. Brandy W. Kreisler  
BA, The University of Texas at Austin  
MLS, University of Washington  
JD, Texas Tech University  

Mr. Douglas Krieg  
BS, Arizona State University  
MBA, University of Phoenix  

Ms. Patricia A. Krogh  
BS, University of Florida  
MBA, University of Phoenix  

Ms. Jennifer L. Krou  
BA, Concordia University  
MA, University of Phoenix  

Mr. Michael T. Krum  
BS, Northern Arizona University  
MBA, University of Phoenix  

Ms. Jasmine D. Kuylen  
BBA, Gonzaga University  
MBA, Gonzaga University  

Ms. Christine K. Kyselka  
BS, Arizona State University  
MPA, Arizona State University  

Mr. Christopher M. Lafata  
BS, Kutztown University of Pennsylvania  
MBA, University of Phoenix  

Mr. Robert B. Lambert  
BS, Western International University  
MBA, Regis University  

Dr. Denise Land  
BS, California State University Sacramento  
MSW, California State University Sacramento  
DM, University of Phoenix  
Ms. Debra S. Langdon  
BA, Loretto Heights College  
MBA, University of Denver
<table>
<thead>
<tr>
<th>Name</th>
<th>Degree(s)</th>
<th>School(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Paul W. Larson</td>
<td>BA, Alfred University</td>
<td>MBA, University of Bridgeport</td>
</tr>
<tr>
<td>Mr. Christopher C. Laurent</td>
<td>BS, Christian Brothers University</td>
<td>MA, University of California</td>
</tr>
<tr>
<td>Mrs. Tracey M. Lauterborn</td>
<td>BA, University of Southern California</td>
<td>MIM, Thunderbird School of Global Management</td>
</tr>
<tr>
<td>Mrs. Tracey M. Lauterborn</td>
<td>MBA, Arizona State University</td>
<td>MBA, Arizona State University</td>
</tr>
<tr>
<td>Ms. Doreen G. Lawrence</td>
<td>BS, Anna Maria College</td>
<td>MBA, Anna Maria College</td>
</tr>
<tr>
<td>Ms. Donna C. Leak</td>
<td>BA, Bradley University</td>
<td>JD, Illinois Institute of Technology</td>
</tr>
<tr>
<td>Ms. Sherry K. Leckrone</td>
<td>BS, Western Illinois University</td>
<td>JD, Illinois Institute of Technology</td>
</tr>
<tr>
<td>Mr. Michael E. Leeman</td>
<td>BS, Georgia Institute of Technology</td>
<td>MA, San Francisco State University</td>
</tr>
<tr>
<td>Mrs. Wetanah L. Lenardson</td>
<td>BS, Aquinas College</td>
<td>MA, Grand Canyon University</td>
</tr>
<tr>
<td>Mr. Efrem Lieber</td>
<td>BS, University of Maryland College Park</td>
<td>MBA, University of Delaware</td>
</tr>
<tr>
<td>Mr. Matthew A. Lins</td>
<td>BS, California State Polytechnic University</td>
<td>MBA, California State Polytechnic University</td>
</tr>
<tr>
<td>Mr. Matthew A. Lins</td>
<td>MBA, California State Polytechnic University</td>
<td>MA, Arizona State University</td>
</tr>
<tr>
<td>Dr. Ernest E. Littler</td>
<td>BS, University of Dayton</td>
<td>MEd, University of Dayton</td>
</tr>
<tr>
<td>Mr. Christopher C. Laurent</td>
<td>BS, Tunghai University</td>
<td>MS, University of Maryland College Park</td>
</tr>
<tr>
<td>Mr. Jeremy D. Lucabaugh</td>
<td>BA, Pennsylvania State University</td>
<td>MS, Capella University</td>
</tr>
<tr>
<td>Mr. Fred D. Lumpkin</td>
<td>BS, The College of Wooster</td>
<td>MS, University of Detroit-Mercy</td>
</tr>
<tr>
<td>Dr. Marietta S. Luster</td>
<td>BS, Illinois State University</td>
<td>MA, University of Phoenix</td>
</tr>
<tr>
<td>Mr. Terry Lynch</td>
<td>BS, University of Phoenix</td>
<td>MA, University of Phoenix</td>
</tr>
<tr>
<td>Ms. Jolanta Macek</td>
<td>BS, Michigan State University</td>
<td>MA, Wayne State University</td>
</tr>
<tr>
<td>Mr. Scott A. MacLeod</td>
<td>BA, Arizona State University</td>
<td>ME, Northern Arizona University</td>
</tr>
<tr>
<td>Dr. Sancho J. Manzano, Jr.</td>
<td>BS, Western International University</td>
<td>BS, Western International University</td>
</tr>
<tr>
<td>Mr. Matthew A. Lins</td>
<td>BS, California State Polytechnic University</td>
<td>MS, Western International University</td>
</tr>
<tr>
<td>Dr. Juan J. Marquez</td>
<td>BA, Ottawa University</td>
<td>ME, Northern Arizona University</td>
</tr>
<tr>
<td>Mr. Matthew A. Lins</td>
<td>MBA, California State Polytechnic University</td>
<td>ME, Arizona State University</td>
</tr>
<tr>
<td>Dr. Juan J. Marquez</td>
<td>MBA, California State Polytechnic University</td>
<td>ME, Arizona State University</td>
</tr>
<tr>
<td>Dr. Juan J. Marquez</td>
<td>MBA, California State Polytechnic University</td>
<td>ME, Arizona State University</td>
</tr>
<tr>
<td>Name</td>
<td>Degree Details</td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Mr. Clifford B. Marsh</td>
<td>BA, University of South Carolina- Columbia</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MS, Capella University</td>
<td></td>
</tr>
<tr>
<td>Mr. James Massey</td>
<td>BA, Combs College of Music</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MBA, Webster University</td>
<td></td>
</tr>
<tr>
<td>Ms. Tresha A. Matthews</td>
<td>BBA, Monroe College</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MBA, University of Phoenix</td>
<td></td>
</tr>
<tr>
<td>Ms. Lizabeth Mattheiseng-Jones</td>
<td>BA, Scripps College</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MIM, Thunderbird School of Global Management</td>
<td></td>
</tr>
<tr>
<td>Mr. Kevin M. McCullough</td>
<td>BSBA, University of Arizona</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MBA, Pepperdine University</td>
<td></td>
</tr>
<tr>
<td>Mr. Jon P. McDaniel</td>
<td>BS, University of Phoenix</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MBA, Arizona State University</td>
<td></td>
</tr>
<tr>
<td>Ms. Amy L. McDevitt</td>
<td>BS, University of Phoenix</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MA, University of Phoenix</td>
<td></td>
</tr>
<tr>
<td>Ms. Susan M. Meyer</td>
<td>BS, Arizona State University</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MA, University of Phoenix</td>
<td></td>
</tr>
<tr>
<td>Mr. Steven E. Michael</td>
<td>BS, Arizona State University</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MBA, University of Phoenix</td>
<td></td>
</tr>
<tr>
<td>Dr. Louis Michalski</td>
<td>BA, Our Lady of the Lake University</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MS, University of North Texas</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PhD, The University of Texas at Arlington</td>
<td></td>
</tr>
<tr>
<td>Dr. Dawn T. Michaux</td>
<td>BA, Our Lady of the Lake University</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MS, University of North Texas</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PhD, The University of Texas- Arlington</td>
<td></td>
</tr>
<tr>
<td>Dr. Michael J. Miller</td>
<td>BA, Purdue University</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MS, Texas A &amp; M University Commerce</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PhD, Texas A &amp; M University Commerce</td>
<td></td>
</tr>
<tr>
<td>Dr. Robert A. Miller</td>
<td>BS, University of Central Florida</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MA, University of Phoenix</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PhD, Nova Southeastern University</td>
<td></td>
</tr>
<tr>
<td>Mrs. Cyndy L. Minto</td>
<td>BA, Oberlin College</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MA, Webster University</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MS, Walden University</td>
<td></td>
</tr>
<tr>
<td>Mr. Dave Mitchell</td>
<td>BA, University of Phoenix</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MBA, University of Phoenix</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MA, Ottawa University</td>
<td></td>
</tr>
<tr>
<td>Ms. Laura-Ann J. Mitchell</td>
<td>BS, Lincoln University</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MBA, Depaul University</td>
<td></td>
</tr>
<tr>
<td>Mr. Gabriel A. Molieri</td>
<td>BA, University of California- Berkley</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MA, Stanford University</td>
<td></td>
</tr>
<tr>
<td>Ms. Julia R. Montoya</td>
<td>BBA, The University of New Mexico Alpineque</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MA, New Mexico State University Main</td>
<td></td>
</tr>
<tr>
<td>Mr. Tony G. Moon</td>
<td>BA, University of California Irvine</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MPA, Arizona State University</td>
<td></td>
</tr>
<tr>
<td>Mr. Allen H. Moore</td>
<td>BA, University of North Carolina</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MBA, University of North Carolina-Charlotte</td>
<td></td>
</tr>
<tr>
<td>Mr. Jack K. Moore</td>
<td>BA, Arizona State University</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MBA, University of Phoenix</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Degree(s)</td>
<td>University/Institution</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>------------------------------------------------</td>
<td>------------------------------------------------</td>
</tr>
<tr>
<td>Ms. Mary Anne F. Moore</td>
<td>BA, Rutgers University New Brunswick</td>
<td>MBA, Webster University</td>
</tr>
<tr>
<td>Mr. Bobby G. Morris, III</td>
<td>BA, Widener University</td>
<td>MA, Central Michigan University</td>
</tr>
<tr>
<td>Mr. Robert E. Morris</td>
<td>BS, Excelsior College</td>
<td>MBA, University of North Florida</td>
</tr>
<tr>
<td>Dr. Robert E. Morse</td>
<td>BA, Brown University</td>
<td>MA, University of Michigan Ann Arbor</td>
</tr>
<tr>
<td>Ms. Shalanda L. Moten</td>
<td>BA, Spelman College</td>
<td>MA, Argosy University Main</td>
</tr>
<tr>
<td>Mr. Russell T. Mueller</td>
<td>BA, Arizona State University</td>
<td>MBA, Arizona State University</td>
</tr>
<tr>
<td>Mr. Khalif Muhammad</td>
<td>BS, University of Phoenix</td>
<td>MBA, University of Phoenix</td>
</tr>
<tr>
<td>Ms. Tasha M. Muhammad</td>
<td>BS, Langston University</td>
<td>MBA, University of Phoenix</td>
</tr>
<tr>
<td>Mr. Wali Naibi</td>
<td>BA, University of Hawaii at Manoa</td>
<td>MA, University of Hawaii at Manoa</td>
</tr>
<tr>
<td>Dr. Ibrahim A. Naim</td>
<td>BS, University of Arizona</td>
<td>MA, University of Arizona</td>
</tr>
<tr>
<td>Ms. Lisa M. Nave</td>
<td>BA, University of California Davis</td>
<td>MA, J. F. Kennedy University</td>
</tr>
<tr>
<td>Mr. Scott W. Norman</td>
<td>BS, California Baptist University</td>
<td>MA, University of Phoenix</td>
</tr>
<tr>
<td>Mr. Terry L. Norris</td>
<td>BS, Lesley University</td>
<td>MBA, Western New England College</td>
</tr>
<tr>
<td>Mr. James L. Nova</td>
<td>BA, Dartmouth College</td>
<td>MBA, The Amos Tuck School of Business Administration</td>
</tr>
<tr>
<td>Mr. Raymond R. November</td>
<td>BBA, Case Western Reserve University</td>
<td>JD, Case Western Reserve University</td>
</tr>
<tr>
<td>Dr. Robert W. Olding</td>
<td>BS, Western Michigan University</td>
<td>MA, University of Notre Dame</td>
</tr>
<tr>
<td>Dr. Susan B. Orenstein</td>
<td>BA, Finch College</td>
<td>PhD, Hofstra University</td>
</tr>
<tr>
<td>Mr. Stephen A. Onu</td>
<td>BBA, Howard University</td>
<td>MBA, University of Phoenix</td>
</tr>
<tr>
<td>Dr. Denise M. Orme</td>
<td>BA, University of California Davis</td>
<td>MA, University of La Verne</td>
</tr>
<tr>
<td>Mr. Jeffrey J. Overdorf</td>
<td>BA, Indiana University Bloomington</td>
<td>MIM, Thunderbird School of Global Management</td>
</tr>
<tr>
<td>Mr. Daniel Overton</td>
<td>BA, Eastern Washington University</td>
<td>MA, University of Phoenix</td>
</tr>
<tr>
<td>Mr. Joel B. Packman</td>
<td>BS, Towson State University</td>
<td>MS, Towson State University</td>
</tr>
<tr>
<td>Name</td>
<td>Education</td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Mr. Stephen S. Page</td>
<td>BS, United States Airforce Academy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MBA, University of Utah</td>
<td></td>
</tr>
<tr>
<td>Mr. Roger C. Pao</td>
<td>BA, Duke University</td>
<td></td>
</tr>
<tr>
<td></td>
<td>JD, Harvard Law School</td>
<td></td>
</tr>
<tr>
<td>Mr. Neeraj Parikh</td>
<td>BS, Devry University</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MBA, Keller Graduate School of Management</td>
<td></td>
</tr>
<tr>
<td>Mrs. Erica M. Parish</td>
<td>BS, University of Michigan-Ann Arbor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MBA, Bowling Green State University</td>
<td></td>
</tr>
<tr>
<td>Mr. Carmen J. Pascaretti</td>
<td>BS, Wayne State University</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MBA, Wayne State University</td>
<td></td>
</tr>
<tr>
<td>Mr. James S. Patterson</td>
<td>BA, Oakland University</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MBA, University of Michigan Dearborn</td>
<td></td>
</tr>
<tr>
<td>Mr. James B. Pattison</td>
<td>BA, Milligan College</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MA, Syracuse University</td>
<td></td>
</tr>
<tr>
<td></td>
<td>JD, Syracuse University</td>
<td></td>
</tr>
<tr>
<td>rs. Linda Perkins</td>
<td>BA, San Diego State University</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MA, San Diego State University</td>
<td></td>
</tr>
<tr>
<td>Mr. Earl C. Peters</td>
<td>BS, University of Pennsylvania</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MS, Eastern Illinois University</td>
<td></td>
</tr>
<tr>
<td>Mr. Daril Peterson</td>
<td>BA, University of Phoenix</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MA, University of Phoenix</td>
<td></td>
</tr>
<tr>
<td>Mr. Howard L. Peterson</td>
<td>BA, Wheeling Jesuit University</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MA, Adelphi University</td>
<td></td>
</tr>
<tr>
<td>Mr. Daniel Piercy</td>
<td>BS, University of Phoenix</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MBA, University of Phoenix</td>
<td></td>
</tr>
<tr>
<td>Ms. Diana Pike</td>
<td>BA, Hood College</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MA, Western International University</td>
<td></td>
</tr>
<tr>
<td>Dr. Peter Pingerelli</td>
<td>BS, Wayne State University</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PhD, Wayne State University</td>
<td></td>
</tr>
<tr>
<td>Dr. Scott E. Pollack</td>
<td>BA, University of California- Berkley</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MA, University of California- Berkley</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MS, University of Colorado- Boulder</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PhD, University of Colorado-Boulder</td>
<td></td>
</tr>
<tr>
<td>Mr. Duane R. Poole</td>
<td>BA, Grand Canyon University</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MS, Spertus Institute of Jewish Studies</td>
<td></td>
</tr>
<tr>
<td>Mr. Jerry D. Porter</td>
<td>BS, Arizona State University</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MA, University of Phoenix</td>
<td></td>
</tr>
<tr>
<td>Mr. Willard S. Posko</td>
<td>BS, Western International University</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MBA, Western International University</td>
<td></td>
</tr>
<tr>
<td>Dr. Keith H. Pressey</td>
<td>BA, Hawaii Pacific University</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MS, Hawaii Pacific University</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PhD, Capella University</td>
<td></td>
</tr>
<tr>
<td>Dr. Doris Pridemore</td>
<td>BS, Arizona State University</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MA, Arizona State University</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PhD, Arizona State University</td>
<td></td>
</tr>
<tr>
<td>Mr. Corey B. Pruitt</td>
<td>BA, Colorado Christian University</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MA, Adelphi University</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Degree(s)</td>
<td>University</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>------------------------------------------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>Mr. Sergio Quintero</td>
<td>BA, University of San Diego</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MS, National University</td>
<td></td>
</tr>
<tr>
<td>Dr. Kavitha Ravella</td>
<td>BA, George Mason University</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MS, Trinity Washington University</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DM, University of Maryland</td>
<td></td>
</tr>
<tr>
<td>Mr. Donald C. Reed</td>
<td>BS, University of Arizona</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MBA, National University</td>
<td></td>
</tr>
<tr>
<td>Ms. Dawn L. Reinhardt-Wood</td>
<td>BA, Kean University</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MA, Kean University</td>
<td></td>
</tr>
<tr>
<td>Mr. Dion Rettberg</td>
<td>BS, California State University Northridge</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MS, West Coast University</td>
<td></td>
</tr>
<tr>
<td>Mr. Joe H. Ricciardi</td>
<td>BA, Central Michigan University</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MBA, Arizona State University</td>
<td></td>
</tr>
<tr>
<td>Ms. Sylvia Richardson</td>
<td>BS, University of Phoenix</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MS, University of Phoenix</td>
<td></td>
</tr>
<tr>
<td>Mr. Gene Richardson</td>
<td>BS, University of Phoenix</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MBA, University of Phoenix</td>
<td></td>
</tr>
<tr>
<td>Mr. Bob Riddle</td>
<td>BA, Biola University</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BS, Arizona State University</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MA, University of Phoenix</td>
<td></td>
</tr>
<tr>
<td>Dr. Keith E. Rieger</td>
<td>BBA, The University of New Mexico Valencia</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MA, The University of Alabama</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PhD, Texas Tech University</td>
<td></td>
</tr>
<tr>
<td>Mr. Arnold K. Riker</td>
<td>BS, University of Phoenix</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MBA, University of Phoenix</td>
<td></td>
</tr>
<tr>
<td>Ms. Sharenda L. Roam</td>
<td>BA, University of Missouri Saint Louis</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MA, Arizona State University</td>
<td></td>
</tr>
<tr>
<td>Dr. Lillian R. Robinson</td>
<td>BS, Wayland Baptist University</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MA, Webster University</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PhD, Capella University</td>
<td></td>
</tr>
<tr>
<td>Mrs. Jennifer P. Romano</td>
<td>BA, Auburn University</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MA, Auburn University</td>
<td></td>
</tr>
<tr>
<td>Mrs. Rebeca C. Ronstadt-Contreras</td>
<td>BIS, Arizona State University</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MEd, Northern Arizona University</td>
<td></td>
</tr>
<tr>
<td>Mr. Roger W. Rouse</td>
<td>BS, San Diego State University</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MBA, University of California Irvine</td>
<td></td>
</tr>
<tr>
<td>Mr. Rick Royer</td>
<td>BS, Southern Illinois University Carbondale</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MBA, University of Phoenix</td>
<td></td>
</tr>
<tr>
<td>Dr. Rob Rucker</td>
<td>BS, University of Miami</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MS, Arizona State University</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MS, University of Miami</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PhD, Arizona State University</td>
<td></td>
</tr>
<tr>
<td>Ms. Jane Russ</td>
<td>BS, Rider University</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MBA, Lasalle Extension University</td>
<td></td>
</tr>
<tr>
<td>Mr. Fady B. Sahhar</td>
<td>BS, The University of Tennessee</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MBA, The University of Tennessee</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Degree(s)</td>
<td></td>
</tr>
<tr>
<td>-----------------------</td>
<td>---------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Dr. Linda A. Salvucci</td>
<td>BA, Drake University</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MA, Goddard College</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PhD, Capella University</td>
<td></td>
</tr>
<tr>
<td>Ms. Beverly E. Salzman</td>
<td>BS, University of Bridgeport</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MS, Capella University</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MBA, Sacred Heart University</td>
<td></td>
</tr>
<tr>
<td>Mr. Steven P. Scalzo</td>
<td>BA, Pennsylvania State University</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MBA, Arizona State University</td>
<td></td>
</tr>
<tr>
<td>Mr. Robert J. Schlagheck</td>
<td>BA, Michigan State University</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MS, Walsh College of Accounting &amp; Business Administration</td>
<td></td>
</tr>
<tr>
<td>Mr. Jason Z. Scott</td>
<td>BS, University of Akron</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MBA, Arizona State University</td>
<td></td>
</tr>
<tr>
<td>Mr. John M. Scruggs</td>
<td>BA, University of Maryland Baltimore County</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MBA, St Martin’s College</td>
<td></td>
</tr>
<tr>
<td>Dr. Stewart R. Segall</td>
<td>BBA, University of Toledo</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MBA, Case Western Reserve University</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PhD, Columbia University</td>
<td></td>
</tr>
<tr>
<td>Mr. Ross A. Seligman</td>
<td>BA, Occidental College</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MA, California State University Los Angeles</td>
<td></td>
</tr>
<tr>
<td>Mr. J. Randall Selin</td>
<td>BS, University of Utah</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MBA, University of Utah</td>
<td></td>
</tr>
<tr>
<td>Mr. Andrew R. Sewick</td>
<td>BA, Michigan State University</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MA, New York University</td>
<td></td>
</tr>
<tr>
<td>Mr. Anthony F. Sgarlatti</td>
<td>BS, Metropolitan State College of Denver</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MS, University of Northern Colorado</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MA, University of St. Thomas</td>
<td></td>
</tr>
<tr>
<td>Mrs. Veronica S. Shapiro</td>
<td>BA, University of Advancing Computer Technology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MBA, University of Phoenix</td>
<td></td>
</tr>
<tr>
<td>Ms. Deena Shehata</td>
<td>BA, Syracuse University</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MA, George Mason University</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MA, Johns Hopkins University</td>
<td></td>
</tr>
<tr>
<td>Mr. Charles R. Shelton</td>
<td>BS, Cleveland State University</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MBA, Baldwin Wallace College</td>
<td></td>
</tr>
<tr>
<td>Mr. Paul R. Shepherd</td>
<td>BS, University of Phoenix</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MBA, University of Phoenix</td>
<td></td>
</tr>
<tr>
<td>Dr. Holly A. Silvestri</td>
<td>BS, Universite Sorbonne Nouvelle-Paris</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MA, Universite Sorbonne Nouvelle-Paris</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DMLAN, Middlebury College</td>
<td></td>
</tr>
<tr>
<td>Dr. Maire O. Simington</td>
<td>BA, Hofstra University</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MA, Arizona State University</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MBA, University of Phoenix</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PhD, Arizona State University</td>
<td></td>
</tr>
<tr>
<td>Mr. Robert K. Simington</td>
<td>BS, Arizona State University</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MBA, University of Phoenix</td>
<td></td>
</tr>
<tr>
<td>Ms. Kenya N. Simon</td>
<td>BBA, Campbell University</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MS, Central Michigan University</td>
<td></td>
</tr>
</tbody>
</table>
Dr. Nigel G. Skinner  
BS, University of Manchester Institute of Science  
MS, McMaster University  
MBA, Open University  
PhD, University of Cambridge

Mr. Samir S. Sleiman  
BS, The Ohio State University  
MS, The Ohio State University

Mrs. Jennifer L. Slothower  
BA, Agnes Scott College  
MS, Georgia State University

Dr. Kevin P. Smith  
BA, Brigham Young University  
MHR, University of San Francisco  
DPSYC, Alliant International University

Mr. Daveed R. Snoll  
BA, Florida International University  
MA, Florida International University

Dr. J. Andy Soesilo  
BS, Petra Christian University  
MEng, Asian Institute of Technology  
PhD, Arizona State University

Ms. Crystal D. Soto  
BA, California State University  
PhD, Alliant International University

Mr. Charles R. Sprague  
BA, Purdue University  
MS, National-Louis University

Dr. Shawn L. Stanford  
BA, Oral Roberts University  
MA, Trinity Evangelical Divinity School  
PhD, Capella University

Mr. Christopher G. Stanglewicz  
BS, Wayne State University  
MS, Walsh College of Accounting & Business Administration

Dr. James H. Stephenson  
MS, Boise State University  
BBA, Boise State University  
PhD, Capella University

Ms. Sharlene M. Sternberg  
BS, University of Tulsa  
MBA, Texas Christian University

Ms. Amanda G. Stoffer  
BA, Johns Hopkins University  
MS, Northwestern University

Mr. Robert L. Streeter  
BS, Baker College Online  
MBA, Baker College Online

Ms. Balinda S. Strosnider  
BS, Northern Arizona University  
MBA, University of Phoenix

Ms. Mary Stuart  
BA, Lake Erie College  
MA, Webster University

Ms. Arlene L. Supple  
BS, University of Colorado at Boulder  
MS, University of Colorado at Boulder

Mrs. Mollie E. Surguine  
BS, Northern Arizona University  
ME, Northern Arizona University

Mr. Albert Tabah  
BS, University of Phoenix  
MBA, Western International University  
Dr. Bill Talboys  
BS, University of Wisconsin River Falls  
MBA, University of Phoenix  
PhD, Colorado State University Fort Collins

Ms. Cathy A. Taylor  
BS, Northwestern State University of Louisiana  
MS, Chaminade University
<table>
<thead>
<tr>
<th>Name</th>
<th>Degrees and Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. Donna J. Taylor</td>
<td>BS, Arizona State University, MA, Arizona State University</td>
</tr>
<tr>
<td>Dr. Laura A. Teaford</td>
<td>BA, Villanova University, MA, Villanova University, DMin, Phoenix</td>
</tr>
<tr>
<td>Mr. Glendon G. Templeton</td>
<td>BA, University of Phoenix, MA, University of Phoenix</td>
</tr>
<tr>
<td>Ms. Dorothea L. Terry</td>
<td>BS, University of Alabama-Birmingham, MAE, University of Phoenix</td>
</tr>
<tr>
<td>Mr. Brice D. Thomas</td>
<td>BS, Bentley University, MBA, University of Massachusetts Amherst, CPA, Arizona State Board of Accountancy</td>
</tr>
<tr>
<td>Dr. Joan K. Thomas-Spiegel</td>
<td>BA, California State University, MA, California State University, PhD, Capella University</td>
</tr>
<tr>
<td>Mr. Robert P. Thompson</td>
<td>BS, Clarkson University, MBA, Syracuse University</td>
</tr>
<tr>
<td>Mr. John P. Tierney</td>
<td>BBA, University of Kentucky, MA, University of Maryland College Park</td>
</tr>
<tr>
<td>Mr. Tim D. Tiller</td>
<td>BA, College of the Ozarks, MSW, Arizona State University</td>
</tr>
<tr>
<td>Mr. Mark A. Tolf</td>
<td>BA, Indiana Wesleyan University, MA, Depaul University</td>
</tr>
<tr>
<td>Mrs. Elissa L. Torres</td>
<td>BA, University of Phoenix, MA, University of Phoenix</td>
</tr>
<tr>
<td>Mr. Ross Treeby</td>
<td>BS, Oklahoma State University, MS, Oklahoma State University, MS, Golden Gate University, MBA, University of North Texas</td>
</tr>
<tr>
<td>Dr. Leota L. Tucker</td>
<td>BA, University of Nevada Las Vegas, MEd, University of Nevada Las Vegas, PhD, University of Nevada Las Vegas</td>
</tr>
<tr>
<td>Ms. Michelle L. Turner</td>
<td>BA, Wright State University, MA, Wright State University</td>
</tr>
<tr>
<td>Ms. Sherri K. Villegas</td>
<td>BS, University of Phoenix, MBA, Western International University</td>
</tr>
<tr>
<td>Mr. Keith A. Wade</td>
<td>BS, Oakland University, MBA, University of Detroit Mercy</td>
</tr>
<tr>
<td>Ms. Elsie D. Walker</td>
<td>BA, Montclair State University, MA, California State University Stanislaus, MS. Khala M. Walker, BS, Arizona State University, MBA, University of Phoenix</td>
</tr>
<tr>
<td>Dr. Sharla M. Walker</td>
<td>BS, University of San Francisco, MA, University of Phoenix, DM, University of Phoenix</td>
</tr>
<tr>
<td>Mr. Richard Wallace</td>
<td>BS, Oklahoma State University, MBA, The University of Texas at Dallas</td>
</tr>
<tr>
<td>Mr. Demetrius Warren</td>
<td>BS, Western International University, MBA, University of Phoenix</td>
</tr>
<tr>
<td>Mr. Arthur B. Washington</td>
<td>BA, University of Arizona, MA, University of Phoenix</td>
</tr>
</tbody>
</table>
Mr. Thomas A. Webb
BGS, Wichita State University
MBA, University of Kansas

Mr. Robert D. Wengrzyn
BS, University of Phoenix
MBA, Western International University

Mr. Terrence B. Westhoff
BA, Ball State University
MA, Loyola Marymount University

Ms. Julia A. Westlake
BA, University of Phoenix
MA, Northern Illinois University
MBA, Western International University

Ms. Sandra M. White
BS, Southern Wesleyan University
MA, Webster University
MHR, Clemson University

Ms. Swazette Whitten
BA, State University of New York at Stony Brook
MBA, State University of New York at Stony Brook

Dr. Lori F. Wieters
BS, University of Dubuque
MBA, Western International University
PhD, Capella University

Mr. Charlie W. Williams
BS, Fort Valley State University
MBA, Nova Southeastern University

Mr. Craig K. Williamson
BS, Brigham Young University
MA, Thunderbird School of Global Management

Mrs. Connie D. Wilson
BS, Saint Paul's College
MM, University of Phoenix

Ms. Darnell L. Wilson
BS, Wiberforce University
MBA, University of Findlay

Dr. Gary A. Witt
BS, University of Illinois
MS, University of Illinois
PhD, The University of Texas at Austin

Ms. Jacqueline Wolfgang
BA, University of Phoenix
MA, University of Phoenix

Dr. Angela V. Woodhull
BS, Youngstown State University
ME, Youngstown State University
PhD, University of Florida

Mrs. Michelle M. Woytenko
BS, University of Alberta
MS, University of Alberta

Dr. Christopher M. Wright
BA, Arizona State University
MBA, Arizona State University
DED, University of Phoenix

Mr. Robert A. Young
BS, Thomas A. Edison State College
MA, University of Phoenix

Mr. Ched C. Yu
BA, National Chengchi University of Taiwan
MA, Southern Illinois University Carbondale
MLS, University of North Texas

Mr. Christopher R. Zapalski
BS, Nova Southeastern University
MBA, Nova Southeastern University
MA, Nova Southeastern University
MPA, Keller Graduate School of Management
JD, Nova Southeastern University

Ms. Elena Zee
BA, Wellesley College
MA, Columbia University- New York City

Dr. Maja Zelihic
BA, University of North Florida
MBA, University of Phoenix
PhD, Capella University

Mr. Benjamin A. Zuckerman
BA, California State University Fullerton
MIB, University of South Carolina Columbia
Ms. Arlene C. Zweiback
BA, Hunter College of the City University of New York
MA, University of Arizona
West Administration

Senior Leadership Team
Ms. Tracy Lorenz  
President

Dr. Barbara Baderman  
Provost

Ms. Allyson Pooley  
Vice President of Strategy & Development

Mr. Kristophyre C. McCall  
Vice President of University Operations

Ms. Debbie McKeen  
Vice President of Marketing

Ms. Stephanie J. Leach  
Vice President of Information Technology

Ms. Heidi Phipps  
Sr. Director of Accounting, Planning, & Analysis

Ms. Beth Carlisle  
Sr. Director of Financial Services/Policy and Employee Development

Ms. Hue Haslim  
Sr. Director of University Services/Registrar

Mr. Steven Oxman  
Executive Director of Curriculum/Associate Dean

Ms. Melissa Machuca  
Director of Enrollment

Ms. Amy Kwaitowski  
Director of Enrollment

Mr. Ken Costello  
Director of Operations

Mr. Joe Sloan  
Director of Academic Counseling

Ms. Gina Miller  
Sr. Manager Human Resources

Board of Directors

Ms. Abbie Beller  
President  
Global Advantage, Inc.

Mr. John Blair  
J. Blair Consulting

Mr. Joseph D’Amico  
President  
Apollo Group, Inc.

Ms. Tracy Lorenz  
President  
Western International University

Mr. John Jacobs  
CIO (Retired)  
Salt River Project

Timothy Daniels  
President  
Apollo Global

Ms. Cassandra Mason-Motz  
Public Relations Representative  
City of Phoenix Police Department

Mr. Barry Wong  
Lawyer & Consultant  
Barry Wong Law Offices