

BUS 120 Business Communications DE MASTER

2017 Section ALL 05/09/2017 to 03/30/2050 Modified 06/17/2020

Meeting Times

Online Classes

Monday, 12:00 a.m. to Sunday, 11:59 p.m. (Pacific time)

Class Length

8 weeks

Your instructor **may** schedule optional synchronous/live sessions using the Virtual Classroom (Blackboard Collaborate) meeting space. Please check your course announcements for specific dates and times. All meetings will be recorded and will be accessible in the Virtual Classroom.

Contact Information

Course Description

This course examines the principles of communication in the workplace. Students are introduced to common formats such as memos, letters, and reports to help them improve their writing skills to gain greater mastery of grammar, mechanics, and style. Students learn techniques for writing informational, persuasive, sales, employment, good news, and bad news communications. Other topics include using the appropriate strategies for internal and external communication situations, audience analysis, and communication through recent technology, including e-mail, video-conferencing, and presentations.

Total Course Credits:	Total Course Hours:	Lecture Hours Online:
3	45	45
Lab Hours:	Supervised Clinical/Practicum Hours:	Externship/Internship Hours:
0	0	0

Course Learning Outcomes

1. Use an example to demonstrate the importance of communication to business.
2. Use audience analysis to adapt a message to the audience.
3. Write business messages and documents with clarity and precision.
4. Use the "you" viewpoint and positive language in writing to build goodwill.
5. Organize and write clear business emails and letters.
6. Write positive, well-structured, and direct messages.
7. Compose tactful and courteous negative messages.
8. Use persuasive strategies to compose a variety of persuasive messages.
9. Demonstrate how to research and organize information in a report.
10. Organize and write a short report or a proposal.
11. Prepare a well-structured formal report.
12. Create different kinds of textual and visual graphics and apply the page-designing guidelines to a report.
13. Prepare and organize an effective formal presentation.
14. Describe what one can do to effectively communicate across cultures.

Week	CLOs	PLOs	ILOs
1	1, 3, 5, 14	1, 2, 3	1, 2
2	1, 2, 3, 4, 5	1, 2, 3	1, 2
3	1, 2, 3, 4, 5, 6	1, 2, 3	1, 2

4	1, 2, 3, 5, 9, 10	1, 2, 3	1, 2
5	1, 2, 3, 5	1, 2, 3	1, 2
6	1, 2, 3, 11, 12, 13	1, 2, 3	1, 2
7	1, 2, 3, 4, 5, 10, 11, 12	1, 2, 3	1, 2
8	1, 2, 3	1, 2, 3	1, 2, 3

Program Learning Outcomes

Program Mission

The Bachelor of Science in Business Administration program is designed to provide students with foundational knowledge in general business concepts and management theory. Students will develop critical thinking, leadership, and problem-solving skills necessary to serve as effective business professionals in a diverse and ever-changing business landscape.

Program Objectives

1. Demonstrate foundational knowledge of business concepts in accounting, finance, marketing, economics, organizational leadership, management, and business law and ethics.
2. Demonstrate critical thinking to analyze and interpret business issues and provide a defensible solution.
3. Employ planning, organizing, and leadership skills to manage business information and achieve intended business outcomes.
4. Demonstrate knowledge of legal, ethical, and professional responsibilities that drive the decision-making of business managers.
5. Explore the domestic and global business landscape to identify variables that impact problem-solving in a business organization.

Course Materials

Your textbook is available in the Blackboard course under the **E-Text** menu item. The textbook is delivered through the Vital Source E-Text platform. Please note that some books do have a print on demand option. Print on Demand, if available, is found in your Vital Source bookshelf.

Essentials of Business Communication

Author: Guffey, M. E., & Loewy, D.

Publisher: Cengage Learning

Edition: 11th

Availability: Available in your Vital Source Bookshelf

A Pocket Style Manual (APA Version)

Author: Hacker, Diana

Publisher: Bedford St. Martins

Edition: 8th

Availability: Available in your Vital Source Bookshelf (from previous terms)

Evaluation

West Coast University Grading Scale (Reflective of final course grade; see associated policy in Catalog)	Grade	Points	WCU Grading Scale
	A	4	93–100

A-	3.7	90–92
B+	3.3	87–89
B	3.0	83–86
B-	2.7	80–82
C+	2.3	76–79
C	2.0	73–75
C-	1.7	70–72
D+	1.3	66–69
D	1.0	63–65
D-	0.7	60–62
F	0.0	59 or below
AU	0.0	Audit
CR	0.0	Credit
P	0.0	Pass
NP	0.0	Not Passed
I	0.0	Incomplete
TC	0.0	Transfer Credit
W	0.0	Withdrawal (Before Drop Deadline)
WF	0.0	Withdrawal (After Drop Deadline)

Note: AU, CR, P, NP, I, TC, W, and WF are used on the Academic Record but have no point values and are not computed in the [Cumulative Grade Point Average \(CGPA\)](http://westcoastuniversity.smartcatalogiq.com/en/Fall-2017/West-Coast-University-Catalog/Academic-Policies-and-Procedures/Calculating-the-Cumulative-Grade-Point-Average) (<http://westcoastuniversity.smartcatalogiq.com/en/Fall-2017/West-Coast-University-Catalog/Academic-Policies-and-Procedures/Calculating-the-Cumulative-Grade-Point-Average>).

A minimum passing grade is required for each course and **varies by program**. Earned grades below the minimum passing grade reflect that the course has not been successfully completed. Each academic program has unique prerequisite requirements. Please see the specific program section for additional information.

Students should review the program specific grading scale in the [University Catalog](http://westcoastuniversity.edu/admissions/catalog.html) (<http://westcoastuniversity.edu/admissions/catalog.html>).

Evaluation Criteria

The evaluation criteria consists of **Formative** and **Summative** assessments of student learning.



Formative: Assessment that occurs throughout the course to provide feedback and support for improved performance as part of an ongoing learning process.

Examples: Evidence-based research, presentations, case studies, specific class projects, weekly quizzes, homework assignments, clinical or lab assignments, practice exams



Summative: Assessment that occurs at the conclusion of the course to determine whether student learning outcomes have been achieved.

Examples: Final exam, term paper, or term project

Signature Assignments, where applicable, are course assignments designed to comprehensively measure student achievement of course and program learning outcomes.

Additional Information:

- All assignments are to be submitted via the online classroom except where otherwise noted. Email submissions will not be accepted. Grades and comments on graded items will be posted in the Blackboard Gradebook, unless otherwise specified. **All assignments submitted for each course must be created for that particular course. Any assignment (a paper or presentation) submitted for credit in one course may not be duplicated and submitted for credit in any other course unless approved by the faculty or noted in the syllabus.**
- **Please review all rubrics in the course for assignment grading criteria, found under the My Grades tab.**
- **It is important that you save all of your completed assignments for your records.**
- Please ensure that you have saved copies of all your work on a drive such as Dropbox or a personal hard drive as you may be asked to recall these assignments as you near the end of your program.

Criteria

Assignment	Weight / Points	Week Due	Details
Formative			
Weekly Discussions	160	Weeks 1–8	See the discussion board rubric for grading criteria. Each week is worth 20 points.
Week 1 Presentation	100	1	Communication Barriers Presentation
Week 2 Infographic	100	2	Business Messages Infographic
Week 3 Report	100	3	Online Review Report
Week 4 Outline	100	4	Business Proposal Outline
Week 5 Case Study	100	5	Etiquette Case Study
Week 6 Presentation	100	6	Effective Business Presentation
Week 8 Reflection	100	8	Selected Topic Video Reflection
Summative			
Week 7 Signature Assignment	140	7	Personal Business Communication Report
Total	1,000		

Course and Program Specific Policies

Discussion Board Requirements*

The Online Discussion Board is designed to stimulate class dialogue that would normally take place in a face-to-face didactic setting. Participation in the Discussion Board serves as a learning strategy to help demonstrate student knowledge of course content. Each Discussion Board post will be assessed using a rubric (located under the "My Grades" menu). In addition to reviewing the grading criteria in the rubric, please note the following Discussion Board post expectations, which must all be met to earn full weekly discussion credit:

- Discussion posts must be completed during the week they are assigned. Discussion posts made in advance of the assigned week will not count toward the weekly discussion grade. If you wish to work ahead, please compose your responses in a Word document, then post when the week arrives.
- Each week, you are required to submit a reply to each initial prompt and replies to your peers or instructors in the Discussion Board. An automatic 10% point deduction will be assessed for all late **initial** postings.

Note: There may be more than one initial prompt per week, depending on the course and material covered. It is your responsibility to reply accordingly.

The required posts per initial prompt are described as follows:

- No later than Wednesday, 11:59 p.m. (Pacific time) each week, you must post one (1) response to each initial prompt posted by the instructor AND
 - Throughout the week, and no later than the conclusion of each week, you must reply to a minimum of two (2) peers and/or instructors, per initial prompt, although replying to more is highly encouraged. Replies must be made throughout the week to show active participation.
- Any post made in the Discussion Board must be well-developed.
 - A well-developed post is meaningful, clearly demonstrates relevance to the topic, reflects critical thinking and your knowledge of the material, demonstrates *synthesis* of the subject matter, extends the discussion by building on previous posts, and includes proper source citations, when applicable. Posts limited to "I agree," "Great posting," or "Thank you" will not be assessed as well-developed and will therefore not be considered a contribution to the number of required weekly posts.

Late Discussions

Weekly discussion posts will be assessed according to the Discussion Board rubric in the My Grades area. Late postings that occur after Wednesday will reflect an automatic 10% point deduction. Discussion postings made after the week will not count toward the weekly discussion grade.

Assignments submitted after the due date will be penalized at 5% per day. Late assignments will not be accepted more than 5 days after the due date, unless preapproval from the instructor has been obtained in writing. Note due dates and times posted in the course. Be sure to contact the instructor if you believe you must submit an assignment after the due date. Contact with the instructor regarding late assignments after the allowable 5 days does not guarantee approval to submit the assignment outside this time frame. Approvals outside the 5 days are generally provided for extenuating circumstances only.



Late work is not accepted after the close of the course without prior approval from the instructor unless there are extenuating circumstances.

* Individual programs may have additional or varied discussion board requirements. Please see the program policy section of the syllabus for specific requirements.

Minimum Passing Grade

A minimum grade of a "C" will be required to receive course credit in the **BSBA Program**. Should a student receive a "C-" grade or lower, it will not be considered a passing grade for the BSBA program and the student will be required to retake the course.

≡ Course Outline

The Course Outline below serves as a course roadmap, displaying the topics and activities intended to be covered each week. This schedule is subject to change in the event of extenuating circumstances. Please see the weekly agenda and announcements page in the Blackboard course for further information.

- **Objectives** reflect the teaching activities that, if engaged in, are intended to lead to specific, measurable student learning outcomes.
- **Course Activities and Assignments** outline the teaching strategies used and the assessment requirements that students are to fulfill throughout the duration of the course.

**Refer to the assignment rubrics in your course for specific grading criteria. Rubrics can be found in the My Grades section and/or in your assignment dropbox.*

Week	Topic	Objectives	Activities & Assignments
1	What Is Communication?	<ol style="list-style-type: none"> 1. Confront barriers to effective listening and start building your listening skills. 2. Explain nonverbal communication features and discuss the importance of improving your nonverbal communication skills. 3. Name five common dimensions of culture and learn how culture influences communication and the use of social media and communication technology. 4. Understand the five steps in the communication process. 5. Analyze the purpose of a message, anticipate its audience, and select the best communication channel. 6. Employ expert writing techniques such as incorporating audience benefits, developing the "you" view, and using conversational but professional language. 	<p>Assigned Readings</p> <ul style="list-style-type: none"> • Syllabus • E-Text Chapter 1: Succeeding in the Social and Mobile Workplace • E-Text Chapter 2: Planning Business Messages <p>Content and Activities</p> <ul style="list-style-type: none"> • Tour the menu items to preview the course content and navigation • Complete the What Is Communication? interactive lesson • Review the additional resources for Week 1 and course glossary terms <p>Assignments</p> <ul style="list-style-type: none"> • Complete your initial discussion prompt and participate in the weekly discussion • Complete and submit Week 1 presentation
2	Business Messages	<ol style="list-style-type: none"> 1. Organize information into strategic relationships. 2. Compose the first draft of a message using a variety of sentence types while avoiding sentence fragments, run-on sentences, and comma splices. 3. Enhance clarity in business messages by keeping ideas simple, dumping trite business phrases, cutting clichés, shunning slang and buzzwords, rescuing buried verbs, restraining exuberance, and choosing precise words. 4. Improve readability by applying effective document design including strategically using white space, margins, typefaces, fonts, numbered and bulleted lists, and headings. 5. Understand email, memos, and the professional standards for their usage, structure, and format in the digital era workplace. 6. Define the advantages and risks of business uses for social media networks. 	<p>Assigned Readings</p> <ul style="list-style-type: none"> • E-Text Chapter 3: Organizing and Drafting Business Messages • E-Text Chapter 4: Revising Business Messages • E-Text Chapter 5: Short Workplace Messages and Digital Media <p>Content and Activities</p> <ul style="list-style-type: none"> • Complete the Business Messages interactive lesson • Review the additional resources for Week 2 and course glossary terms <p>Assignments</p> <ul style="list-style-type: none"> • Complete your initial discussion prompt and participate in the weekly discussion • Complete and submit Week 2 infographic

Week	Topic	Objectives	Activities & Assignments
3	Positive, Negative, and Persuasive Messages	<ol style="list-style-type: none"> 1. Compose direct messages that make requests, respond to inquiries online and offline, and deliver step-by-step instructions. 2. Write adjustment messages that salvage customers' trust and promote further business. 3. Explain the components of effective negative messages, including opening with a buffer, apologizing, showing empathy, presenting reasons, cushioning bad news, and closing pleasantly. 4. Describe and apply effective techniques for delivering bad news within organizations. 5. Craft persuasive messages that request actions. 6. Understand interpersonal persuasion at work and compose persuasive messages within organizations. 	<p>Assigned Readings</p> <ul style="list-style-type: none"> • E-Text Chapter 6: Positive and Neutral Messages • E-Text Chapter 7: Negative Messages • E-Text Chapter 8: Persuasive Messages <p>Content and Activities</p> <ul style="list-style-type: none"> • Complete the Positive, Negative, and Persuasive Messages interactive lesson • Review the additional resources for Week 3 and course glossary terms <p>Assignments</p> <ul style="list-style-type: none"> • Complete your initial discussion prompt and participate in the weekly discussion • Complete and submit Week 3 report
4	Formal and Informal Reporting	<ol style="list-style-type: none"> 1. Explain informational and analytical report functions, organizational strategies, and writing styles. 2. Identify the problem that the report addresses, define the report purpose, and collect significant primary and secondary information to solve the problem. 3. Prepare short informational reports that describe routine tasks. 4. Describe the preparation of formal reports, including their components, work plan, organizational strategies, and editing. 5. Identify the purposes and techniques of documentation in business reports and discuss how to avoid plagiarism. 6. Describe the content of typical formal report components. 	<p>Assigned Readings</p> <ul style="list-style-type: none"> • E-Text Chapter 9: Informal Reports • E-Text Chapter 10: Proposals and Formal Reports <p>Content and Activities</p> <ul style="list-style-type: none"> • Complete the Formal and Informal Reporting interactive lesson • Review the additional resources for Week 4 and course glossary terms <p>Assignments</p> <ul style="list-style-type: none"> • Complete your initial discussion prompt and participate in the weekly discussion • Complete and submit Week 4 outline

Week	Topic	Objectives	Activities & Assignments
5	Professionalism at Work	<ol style="list-style-type: none"> 1. Use your voice as a communication tool, master face-to-face workplace interaction, foster positive job relations, and gracefully accept and provide constructive criticism. 2. Discuss effective practices and technologies for planning and participating in productive face-to-face and virtual meetings. 3. Explain how you can contribute positively to team performance. 	<p>Assigned Readings</p> <ul style="list-style-type: none"> • E-Text Chapter 11: Professionalism at Work: Business Etiquette <p>Content and Activities</p> <ul style="list-style-type: none"> • Complete the Professionalism at Work interactive lesson • Review the additional resources for Week 5 and course glossary terms <p>Assignments</p> <ul style="list-style-type: none"> • Complete your initial discussion prompt and participate in the weekly discussion • Complete and submit Week 5 case study
6	Business Presentations	<ol style="list-style-type: none"> 1. Recognize the various types of business presentations, appreciate the importance of speaking skills for your career, and discuss two important first steps in preparing for any talk. 2. Explain how to organize your business presentation most effectively and know how to build audience rapport. 3. Specify delivery techniques for use before, during, and after a presentation to keep the audience engaged. 4. Create an impressive, error-free multimedia presentation that shows a firm grasp of basic visual design principles. 	<p>Assigned Readings</p> <ul style="list-style-type: none"> • E-Text Chapter 12: Business Presentations <p>Content and Activities</p> <ul style="list-style-type: none"> • Complete the Business Presentations interactive lesson • Review the additional resources for Week 6 and course glossary terms <p>Assignments</p> <ul style="list-style-type: none"> • Complete your initial discussion prompt and participate in the weekly discussion • Complete and submit Week 6 presentation
7	The Job Search	<ol style="list-style-type: none"> 1. Begin a job search by recognizing emerging trends and technologies, exploring your interests, evaluating your qualifications, and investigating career opportunities. 2. Organize your qualifications and skills into effective résumé categories and use this information to prepare a personalized LinkedIn profile. 3. Understand the value of cover messages and how to draft and submit a customized message to highlight your candidacy. 	<p>Assigned Readings</p> <ul style="list-style-type: none"> • E-Text Chapter 13: The Job Search, Resumes, and Cover Messages <p>Content and Activities</p> <ul style="list-style-type: none"> • Complete The Job Search interactive lesson • Review the additional resources for Week 7 and course glossary terms <p>Assignments</p> <ul style="list-style-type: none"> • Complete your initial discussion prompt and participate in the weekly discussion • Complete and submit Week 7 signature assignment

Week	Topic	Objectives	Activities & Assignments
8	Interviewing Skills	<ol style="list-style-type: none"> 1. Know what to do before an interview, including how to ensure professional phone techniques, research the target company, rehearse success stories, clean up digital dirt, and fight fear. 2. Explain what to do during an interview, including how to control nonverbal messages and how to answer typical interview questions. 3. Describe what to do after an interview, including how to thank the interviewer, contact references, and write follow-up messages. 	<p>Assigned Readings</p> <ul style="list-style-type: none"> • E-Text Chapter 14: Interviewing and Following Up <p>Content and Activities</p> <ul style="list-style-type: none"> • Complete the Interviewing Skills interactive lesson • Review the additional resources for Week 8 and course glossary terms <p>Assignments</p> <ul style="list-style-type: none"> • Complete your initial discussion prompt and participate in the weekly discussion • Complete and submit Week 8 video reflection

Institutional Policies

University Mission

At West Coast University, we embrace a student-centric learning partnership that leads to professional success. We deliver transformational education within a culture of integrity and personal accountability. We design market-responsive programs through collaboration between faculty and industry professionals. We continuously pursue more effective and innovative ways through which students develop the competencies and confidence required in a complex and changing world.

Institutional Learning Outcomes

Institutional learning outcomes are designed by the University as a whole, taking into account the role that both instruction and student services play in contributing to a student's success. Institutional learning outcomes assume achievement of the stated programmatic learning outcomes of one's discipline. Upon graduating from a degree program offered by West Coast University, students will be able to:

1. Implement intellectual and practical problem-solving skills through information assessment and critical thinking.
2. Demonstrate effective written communication skills.
3. Demonstrate effective oral communication skills.
4. Demonstrate computer proficiency and information literacy.
5. Describe ethical standards and legal guidelines associated with one's chosen career field.
6. Explain why knowledge of and respect for the societal contributions of diverse cultures and perspectives is an important quality in one's discipline.
7. Articulate the importance of working collaboratively with other healthcare providers in support of the client/patient.

Academic Integrity and Dishonesty

Students should review the Academic Dishonesty Policy in the [University Student Handbook](http://westcoastuniversity.edu/student-affairs/student-services.html). (<http://westcoastuniversity.edu/student-affairs/student-services.html>) Students are expected to approach their academic endeavors with the highest academic integrity. They must cite sources and submit original work. Academic honesty is central to the institution/student partnership toward student success. Students are accountable for adhering to the Academic Integrity and Academic Dishonesty policies in the [University Student Handbook](http://westcoastuniversity.edu/student-affairs/student-services.html). (<http://westcoastuniversity.edu/student-affairs/student-services.html>)

Attendance Policy

West Coast University has a clear requirement for students to attend courses. Students should review the Attendance Policy in the [University Catalog](http://westcoastuniversity.edu/admissions/catalog.html). (<http://westcoastuniversity.edu/admissions/catalog.html>)

Reasonable Accommodations

West Coast University strives to provide reasonable accommodations to students who have a defined need and who follow the appropriate steps toward seeking the accommodation. The Reasonable Accommodations Policy is found in the [University Catalog](#)

(<http://westcoastuniversity.edu/admissions/catalog.html>) and the [Student Handbook](http://westcoastuniversity.edu/student-affairs/student-services.html). (<http://westcoastuniversity.edu/student-affairs/student-services.html>).

Classroom Policies

Students are expected to dress professionally during class time as required by the Code of Conduct in the Catalog and any rules in your programmatic handbook. No children are allowed in classes or to be unattended on campus. Use of cell phones, smart phones, or any other electronic devices in the classroom during class time is strictly prohibited. Unauthorized use may lead to faculty member confiscation of the device for the remainder of the class. Behavior that persistently or grossly interferes with classroom activities is considered disruptive behavior and may be subject to disciplinary action. A student responsible for disruptive behavior may be required to leave the class.

Grade Rounding

At West Coast University, scores are not rounded to the whole number until the end of the term. All student assignments, quizzes, and examinations will be rounded to the first decimal point. At the end of the terms, final course grades will be rounded to the nearest whole point. For programs that use the exam average to determine whether other course assignments are included in the final scoring (e.g., Nursing), the end-of-term exam average may be rounded (using the above rules) to make that determination.

WCU Quiz, Test, and Exam Policies

Quiz, test, and exam policies vary by course objectives and programmatic expectations. Some quizzes, tests, and exams utilize a timed approach, password verification, authentication process, proctoring protocols, and academic integrity software. Students must follow the policies as outlined in the syllabus and in accordance with the university, program, and any third-party company (i.e., ATI®) policies. Refer to the Code of Conduct and Academic Honor Code found in the University Student Handbook. Reference the Late and Make-Up Work policy for specifics regarding missed quizzes, tests, and exams.

Late and Make-Up Work Policy

All students are expected to submit evidence of learning as established by the academic program, which is outlined in the course syllabus. Students are required to meet the course objectives by submitting coursework no later than the assigned due date. In order to demonstrate achievement of the course learning outcomes, students may be allowed to submit late work. Specifics regarding late work are listed in the program and/or course section of the course syllabus. If a student submits late coursework, the instructor, at her or his discretion, may deny acceptance of the assignment or award partial to full credit in alignment with the program policies. Technological issues are not an excuse for late submissions unless the problem stems from university equipment, Blackboard outages, or third-party content providers.

Missed Quizzes, Tests, and Exams

All quizzes, tests, and exams must be completed by the date they are assigned. If a quiz, test, or exam is missed due to a documented emergency situation (e.g., death in the immediate family), it is the student's responsibility to contact the faculty member within 48 hours of the original due date and follow the program policies for missed work. Students who do not make up the quiz, test, or assessment as scheduled or who do not contact the instructor within 48 hours will receive a zero score for that assessment.

Final Week of Term/Semester/Trimester

Quizzes, tests, and exams must be completed and assignments must be submitted no later than the last scheduled day of class during the final week of the term/semester/trimester. In the final week, some courses will have an alternative class meeting day, time, and room, or submission deadline. Specifics regarding the final week are listed in the course syllabus. Refer to the University Attendance Policy for maximum absences and other details.

Technology

West Coast University utilizes the Blackboard Learning Management System. Technical support for Blackboard is offered 24 hours per day, 7 days per week. There are minimum system requirements to access not only Blackboard but also any resources that may be posted in Blackboard or utilized in a course. Please refer to the [University Student Handbook](http://westcoastuniversity.edu/student-affairs/student-services.html). (<http://westcoastuniversity.edu/student-affairs/student-services.html>) for minimum technical requirements. For tech support options, please click on the Support tab located at the top of your Blackboard home page. Blackboard can be accessed here: [www.learn.westcoastuniversity.edu](https://learn.westcoastuniversity.edu) (<https://learn.westcoastuniversity.edu>).

Library Information

You can access the library through the Library tab at the top of your Blackboard home page or here: <https://westcoastuniversity.edu/academics/library-resources.html> (<https://westcoastuniversity.edu/academics/library-resources.html>)

Course Related Policies

West Coast University has specific course related policies for overload, auditing, repeats, courses passed but not successfully completed, add/drop and withdrawal. Please see the [University Catalog](http://westcoastuniversity.edu/admissions/catalog.html) (<http://westcoastuniversity.edu/admissions/catalog.html>) for course related policies.