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produced by the company



Admissions Training & Development 

Admissions
110CN – New Hire Classroom Training
Agenda and Workbook

Introduction

Congratulations, your Leadership Team has approved your attendance to New Hire Classroom training. Your attendance in this training shows that you are on track with your training and are ready to take the next step in your development here at Westwood.

You are attending this training because you have met the qualifications below:

- Completed your 100N or 100C New Hire Training Workbook
- Passed your Week 2 New Hire Evaluations
- Receiving attendance approval from your DA and AVP
- In good standing with expected performance
- Submitted requested case study and information questionnaires

Our goal for the three day training session is to reinforce and augment the concepts and information you have received over the last 30 days, focusing on the Five Key Responsibilities of a Successful Admissions Representative:

1. Integrity, Professionalism & Positive Attitude
2. Lead Development
3. Phone Contact
4. Interview & Presentation (Nine-Step Process)
5. Follow-Up

The majority of your leaning in these areas will come from classroom sessions, group discussions, and goal setting for success.

You will also meet your Central Administration partners and receive training from some of your Admissions leaders covering, but not limited to:

- Compensation and Career planning
- Benefits
- Marketing strategies

Agenda

Day One
Learning Objectives <ul style="list-style-type: none"> • Class introductions • Objectives • Creation of Ground Rules • Agenda & Tools Review
Chief Admissions Officer Welcom
Central Administration Tour
Break
Five Key Responsibilities <ul style="list-style-type: none"> – Key Responsibility #1: Integrity, Professionalism & Positive Attitude – Review New Hire Workbook Exercises – Class Discussion
Admissions Policies & Procedures <ul style="list-style-type: none"> • Representative Protections
Lunch with the Chief Legal Officer
Key Responsibility #4 Nine-Step Interview <ul style="list-style-type: none"> • Nine Step process psychology
Key Responsibility #3: Phone Contact <ul style="list-style-type: none"> – Understanding the Needs of our Prospects by Lead Type – Class Telephone Script Usage & Review – Telephone Script Effectiveness Role Play – Appointment Commitment and Follow-Up
Break
Key Responsibility #4 Nine-Step Interview <ul style="list-style-type: none"> • Step 1 – Build Rapport • Step 2 – Set Expectations • Step 3 – Profile – Includes Role Play – Getting to the Motivators and Drivers/Program Selection/Financial Support/Challenges and Obstacles
Day One Learning Review

Day Two
Day One Review & Evaluation
Key Responsibility #4: Nine-Step Interview: <ul style="list-style-type: none"> • Step 4 – Career Fields and Programs <ul style="list-style-type: none"> ◦ Catch the “CAB”, Connecting Students with Programs
Break
Key Responsibility #4: Nine-Step Interview: <ul style="list-style-type: none"> • Step 5 – Financing – Understanding how to present FA, discuss Co-Borrowers and present the investment, financing review activity
Lunch & Learn
Compensation
Break
Key Responsibility #4: Nine-Step Interview: <ul style="list-style-type: none"> • Step 6 – Westwood Difference • Step 7 – Student Experience
Key Responsibility #2: Effective RGL Practices <ul style="list-style-type: none"> • Elevator Statement
Day Two Review

Day Three
Day Two Review and Evaluation
Intermediate Systems Training: SRM, On-Demand, Best Practices, Q & A
Break
Key Responsibility #4: Nine-Step Interview: <ul style="list-style-type: none"> • Step 8 – Close and Affirmation – Relating the Drivers from the Profile • Closing Role Play • Step 9 – Welcome – Includes setting Commitment to the Investments and the Assumptive Close, OAC • Group: Enrollment Document Review and Letter of Intent • ECP – Flow Chart Review
Lunch
Key Responsibility #5 – Follow up Success <ul style="list-style-type: none"> • Successful Start Rates • Avoiding Cancels
Break
Standards of Performance/Performance Tools
Day Three Review
Class Dinner

Day Four
Day Three Review and Evaluation
Westwood Web Tools: Leveraging Internet Tools for Success
Break
Effective Lead and Time Management
Lunch
Student Services: Successful Retention
Student Retention: Starts to Graduates
Break
Live Practice Session(s)

Day Five
Day Four Review and Evaluation
Live Practice Session(s) <ul style="list-style-type: none"> • Phone • Interview
Break
Graduate Panel
Lunch and Class Survey
Next Steps and Certification, Monday Assignment

Five Key Responsibilities of the Successful Admissions Representative

1. Integrity, Professionalism & Positive Attitude

2. Lead Development

- RGLs – Representative Generated Leads
 - Required to supplement advertising
 - Daily habit
- Account Management (High School)
 - CSCs – Career Survey Cards
 - Booking High Schools
 - Lecturing High Schools
 - Territory Management



3. Phone Contact

- Inbound & Outbound Calls
- Setting Appointments
- Time Management
- Effective Lead Management
 - Prioritizing Leads
 - Contacting 100% of leads
 - 24 hour rule

4. Interview & Presentation (Nine-Step Process)

- i. Establish Rapport
- ii. Set Expectations
- iii. Profile
- iv. Career Fields and Programs (Trial Close #1 and Trial Close #2)
- v. Financing (Trial Close #3 and Trial Close #4)
- vi. The Westwood/Redstone Difference
- vii. The Student Experience
- viii. Close and Affirmation (Summary Close and Trial Close #5)
- ix. Welcome (Overcoming Objections)

5. Follow-Up

- Enrollment Completion Process (ECP)
- Overcoming Objections
- Testing
- Financial Aid
- Registration
- Relationship Building

Institution Direction

Mission

Westwood College is an institution of higher learning dedicated to providing quality, career-focused undergraduate and graduate programs that prepare students with the knowledge, skills, and credentials needed to launch, enhance, or change careers. The College offers broad access to education and serves a diverse, multicultural body of students in an environment that promotes pride, respect, and teamwork. The College's programs are designed to empower students to pursue their individual career goals.

P.A.T.H. is an acronym to help us remember the Westwood mission. The acronym stands for:

- P** - Promoting Empowerment
- A** - Advancing Careers
- T** - Teaching and Learning
- H** - Helping a Diverse Student Population

Westwood's Diversity Statement

Westwood College is committed to serving a diverse multicultural body of students, in an atmosphere that promotes pride, respect, and teamwork.

In order to offer quality career-focused programs that meet the diverse needs of different communities and different people, we will provide a learning climate that recognizes the richness of diverse thinking, the value of altering perspectives, and the importance of respect for oneself and others.

To our students, from diverse backgrounds and with differing career choices, we commit to addressing your individual needs. We will strive to provide our students broad access to a variety of career-focused, appealing programs that will assist them in launching, enhancing, or changing careers.

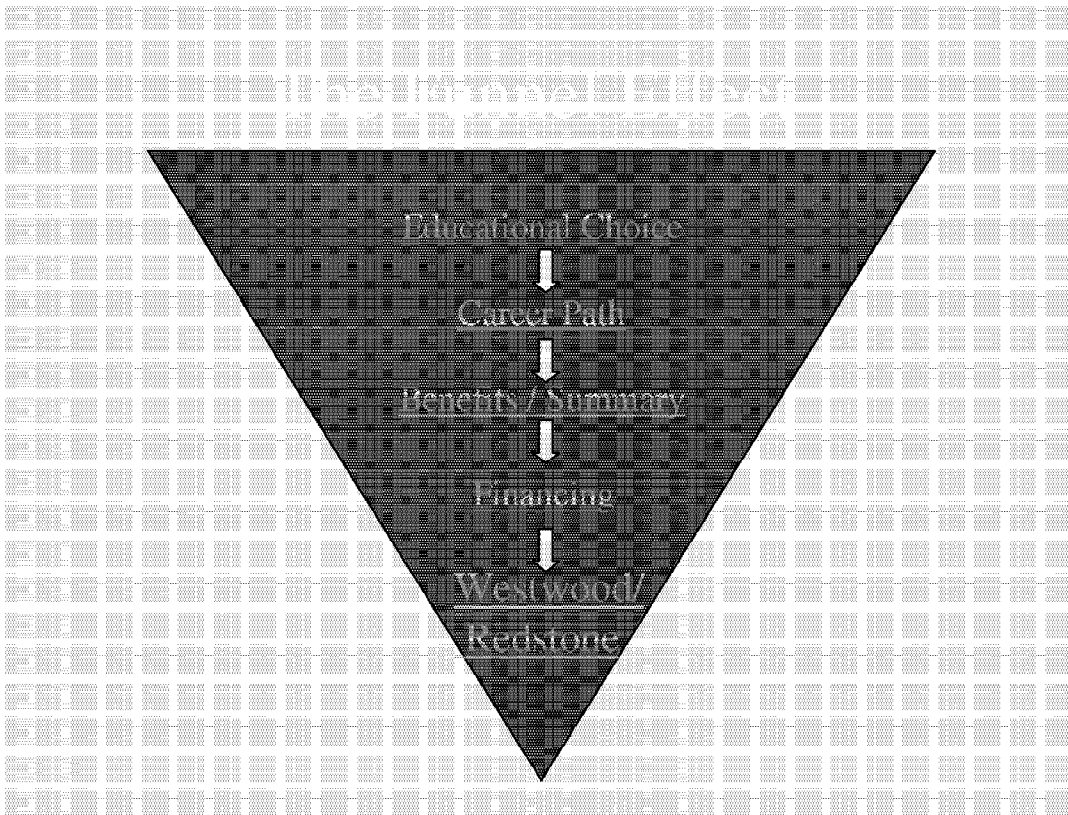
To our campuses and campus communities, we commit to recruit an experienced and qualified faculty and staff who are reflective of the infinitely varied human talent available. We recognize the unique nature of our campus communities, particularly their workforce needs, and our connection to these communities through Westwood's employment opportunities and student enrollment.

The Funnel Effect

The core concept of the Nine-Step Interview process is the Funnel Effect.

By strategically asking your prospect to make a series of decisions during the interview you will be able to eliminate all of their objections and guide them in their choice to attend school.

These decisions are presented in the form of four Trial Close questions during the interview.



The Interview

The Interview is a Nine-Step process that utilizes a profile script, an electronic presentation, and your course catalog.

1. Establish Rapport

2. Set Expectations

3. Profile

4. Career Fields & Programs

- **Trial Close #1** – Do You See the Benefits of Career Focused Education?
- **Trial Close #2** – Does This Career Field Provide You With What You are Looking For?

5. Financing

- **Trial Close #3** – Do You See How You Can Afford an Education on a Monthly Basis?
- **Trial Close #4** – Do You See the Value of Investing in Your Education?

6. The Westwood/Redstone Difference

7. Student Experience

8. Close and Affirmation

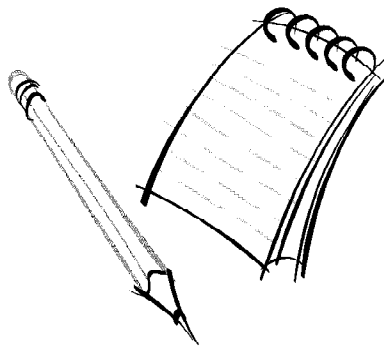
- **Summary Close**
- **Trial Close #5** – Do You See Westwood/Redstone as the Place Where You Can Succeed?

9. Welcome

Overview of the Nine-Step Process

Westwood College has a tried and true method for conducting interviews with prospective students. This method consists of a Nine-Step process that was designed to set commitment, establish a sense of urgency, uncover needs, identify potential obstacles, build value, and explain how going to college can be financially feasible. When this process is followed correctly, it results in a well conducted interview that prompts a student to not only enroll, but also to start school and graduate!

During this training we will go through a brief overview of each step in the Nine-Step process. We will also assign each step a number on the emotional scale (0-15). Zero means the prospect is completely uninterested and is ready to hang up the phone or walk out of Interview, fifteen means they are ecstatic about going to college. We will discuss the purpose of the step and the benefit of the step for both you and the student.



Step 1: Build Rapport

Representative WIIFM:

Prospect WIIFM:

Emotional Level:

Step 2: Set Expectations

Representative WIIFM:

Prospect WIIFM:

Emotional Level:

Step 3: Profile

Representative WIIFM:

Prospect WIIFM:

Emotional Level:

Step 4: Career Field and Programs

Representative WIIFM:

Prospect WIIFM:

Emotional Level:

Step 5: Financing

Representative WIIFM:

Prospect WIIFM:

Emotional Level:

Step 6: Westwood/ Redstone Difference

Representative WIIFM:

Prospect WIIFM:

Emotional Level:

Step 7: Student Experience/Tour

Representative WIIFM:

Prospect WIIFM:

Emotional Level:

Step 8: Close and Affirmation

Representative WIIFM:

Prospect WIIFM:

Emotional Level:

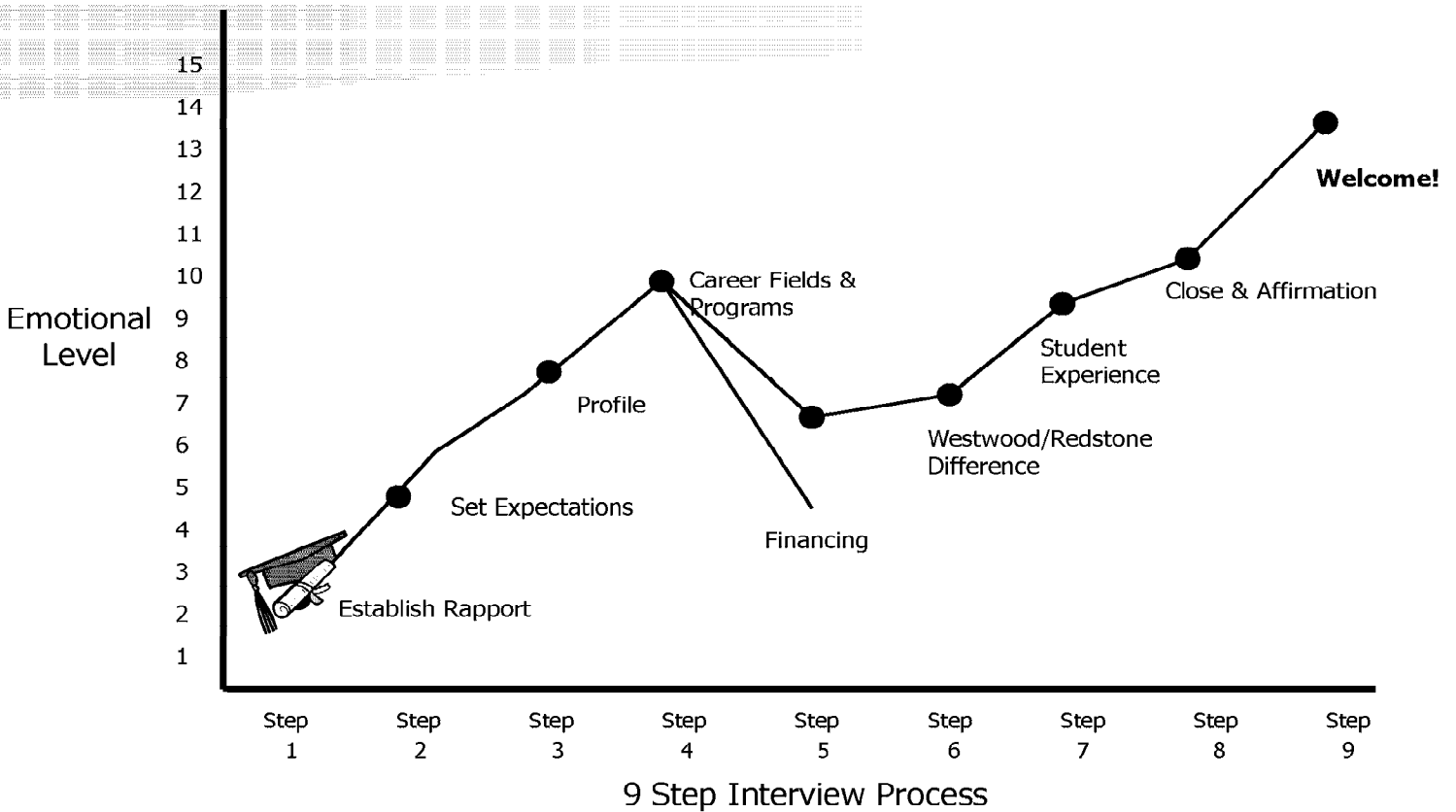
Step 9: Welcome

Representative WIIFM:

Prospect WIIFM:

Emotional Level:

Nine Step Psychology



Communication Skills

Answering Prospect Questions

There is a three-step process for delaying a question that you are not ready to answer. For instance, during the profile the prospect asks, “So what is the tuition at your school?”. Use the following three step approach (Acknowledge, Respond, Reassure):

- 1) “That’s an excellent question, (Acknowledge)
- 2) I am going to write your question down, (Respond)
- 3) as I have a whole section on that which I will be covering a little later on in the interview.” (Reassure)

Questioning Skills

- 1) Open-ended
- 2) Closed-ended
- 3) Follow-up
- 4) Rhetorical

Open-Ended Questions

Open ended questions cannot be answered with a “yes” or “no”. These questions begin with:

- How.....
- Why.....
- Tell me about.....
- Help me to understand.....

Open-ended questions are used to:

- Solicit more in-depth responses
- Follow-up when a prospect gives you a very basic answer, or responds with “yes” or “no”
- Probe further.....sometimes multiple open-ended questions need to be asked a second and third time to probe further and gather the information you require (referred to as “second and third level probing questions”)
- Open-ended questions are used to encourage a thoughtful and specific response that will give you insight into the prospect’s mindset and open up the discussion
- Wait patiently for a response when asking open-ended questions
- Sometimes the time the prospect takes to respond is mistakenly viewed as confusion, but it is usually deep thought – be patient, silence is golden!

Closed-Ended Questions

Typically there are either two choices or a yes or no response that is required of closed-ended questions:

- Example: “Do you enjoy working with people or on your own?”
- Closed-ended questions are asked when you want a very specific response with little thought or reflection on the part of the prospect

Rhetorical Questions

The rhetorical question is any question asked for a purpose other than to obtain the information, or asking a question that will not be answered.

- Example: “How am I going to explain this one to my boss?” or “Why me?”
- Typically, rhetorical questions are used for effect since they require no response
- Rhetorical questions should be used to get the prospect to reflect or “soul search”

Active Listening Skills

- Listening is a critical skill for an admissions representative
- In school we were taught speech and grammar but usually not “active listening”
- When you are interviewing someone you should listen twice as much as you speak
- A good Admissions Representative follows the 80/20 rule during the Profile
 - Prospect speaks 80% of the time
 - Representative speaks 20% of the time

Active Listening Techniques “Do’s”

- **Focus on the Subject**
Stop all non-relevant activities beforehand to orient yourself to the speaker or the topic
- **Avoid Distractions**
Seat yourself appropriately, ignore outside influences
- **Wait to Form a Response**
Listen to what the speaker has to say and allow them to finish speaking to ensure you fully understand the entire thought, then form your response
- **Paraphrase**
Pause briefly after the speaker completes a thought and then rephrase what you think they said in your own words

“Don’ts”

- **Silent Arguing**
This is when you nod and smile, but your “self talk” is totally disagreeing with the speaker’s point of view
- **Side-Tracking**
When you take over a thought or concept from the speaker before they are finished talking and begin to share your relative experiences
- **Pseudo-Listening**
This usually occurs when you are in a hurry or have no interest in the topic, yet you nod and smile while you are thinking about something else like your “to do” list

Often times the importance of the profile is underestimated by a representative. However, it is the single most important tool for determining if a prospect:

- A) Applies to College
- B) Registers for classes
- C) Starts and graduates from College

It is the key to success!

Step 1: Build Rapport

- Begin to build rapport, use an ice breaker to help the prospect feel welcome
- Review the front of the Profile
- “Alt/Tab” to the Diploma and ask the prospect and buying committee: “*When you see your name on this diploma, how do you feel?*” Look for clues as to what the prospect is trying to accomplish in their life. “Alt/Tab back to presentation
- Introduce Westwood/Redstone College. Review our history, campus locations, and accreditation

(Prior to Interview - the Diploma slide should already be set-up in Word with the prospects Full Name & Program. National: a diploma email letter will be available soon)

Techniques for Building Rapport

Build rapport with your prospect by using the following techniques:

- Find similarities or common ground with your prospect
- Use tasteful humor to get them laughing
- Use the prospect’s name often - People love the sound of their own name
- These techniques will build trust and get the prospect to share personal information more readily

Step 2: Set Expectations

- Review the realistic expectations of pursuing and obtaining a college diploma.
- Help your prospect understand that “Commitment takes an investment from them”.
- Discuss the three areas of Investment. Give general examples for understanding. Let them know you will address each area in more detail later and help to formulate a plan for success:
 - Time Investment – Balancing time with work and family
 - Financial Investment – Student Finance helps our students cover the cost of their education every day. By Working With Student Finance, the Majority of our Students Have a Payment of Less than \$150 While in School
 - Emotional Investment – Many of our students need to make sacrifices for college success

Common Mistakes

- Rather than introducing the “Commitment to the Investments” using general examples, trying to relate the Investment areas to the prospect
 - Result: Can scare the prospect...come across to strong to early in the process. Remember at this point you are just introducing the “Commitment and Investments” concept
- Not reading the Financing Investment verbiage
 - Prospect is mentally distracted and/or they keep asking “How much is this going to cost”. By confirming their understanding of the process, you give them peace of mind that their education can be affordable this will help them to open up more during the interview process.

Step 3: Profile

Purpose of the Profile

To gather enough information in order to build rapport, effectively benefits sell and personalize the presentation for each prospect.

Best Practices

- Ask the questions and gather all of the information in 20 minutes
- Ask additional questions that may not be listed on the profile when relevant
- Never settle for one word answers – follow up with second and third level probing questions
- Always summarize the profile
- Do not answer questions for the prospect
- Use what you learned on the profile throughout your presentation to personalize and benefit sell

Four Objectives of Profile

- 1) Program Selection
- 2) Potential Objections
- 3) Commitment or Motivation (Drivers)
- 4) Financial Situation

General Rules for Completing the Profile

- Ask questions in a conversational manner
- Maintain control by asking the questions in order versus jumping around
- Do not “sell” the College while asking questions on the profile
- Use question types appropriately
- Ask second and third level follow-up questions for clarification in a probing manner
- Listen to what the prospect means as well as what they say
- Avoid answering product knowledge specific questions such as schedules, cost, etc.

Step 4: Career Fields and Programs Westwood College Programs

Westwood College has seven schools. They are Business, Design, Technology, Industrial Services, Healthcare, Justice and the School of Professional Studies.

School Of Business	School Of Design	School Of Technology	School Of Healthcare	School Of Industrial Services	School Of Justice	School of Professional Studies
Business Administration: Concentration in Accounting	Game Art & Design	Computer Network Engineering	Medical Assisting: Diploma or Associates	Automotive Technology	Criminal Justice	Masters of Business Administration
Business Administration: Concentration in Marketing & Sales	Computer Aided Drafting & Architectural Drafting	Computer Network Management	Medical Insurance Coding and Billing	Surveying	Paralegal	Business Administration Concentration in Accounting
Construction Management	Animation	Information Systems Security				Business Administration Concentration in Marketing & Sales
E-Business Management	Web-Design & Multimedia	Game Software Development				Fashion Merchandising
Fashion Merchandising	Interior Design					HealthCare Management
HealthCare Management	Visual Communication					
Hotel and Restaurant Management	Graphic Design					
Technical Management						
Masters of Business Administration						

Trial Closes

Trial Close #1: Do You See the Benefits of Career Focused Education?

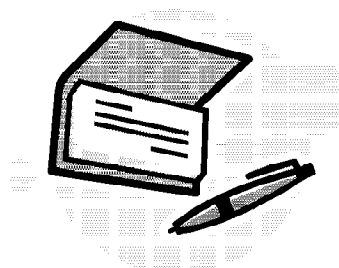
Trial Close #2: Does This Career Field Provide You With What You are Looking For?

Step 5: Financing

Is financing an education difficult? The answer is that it is only as difficult as *you* make it! As an Admissions Representative it is your job to explain Step 8 in a clear and concise manner so that your prospective student understands how the process works and comprehends how it is feasible for them to pay for school. Set expectations upfront to ensure that your student is set up for success.

Financing a Westwood Education

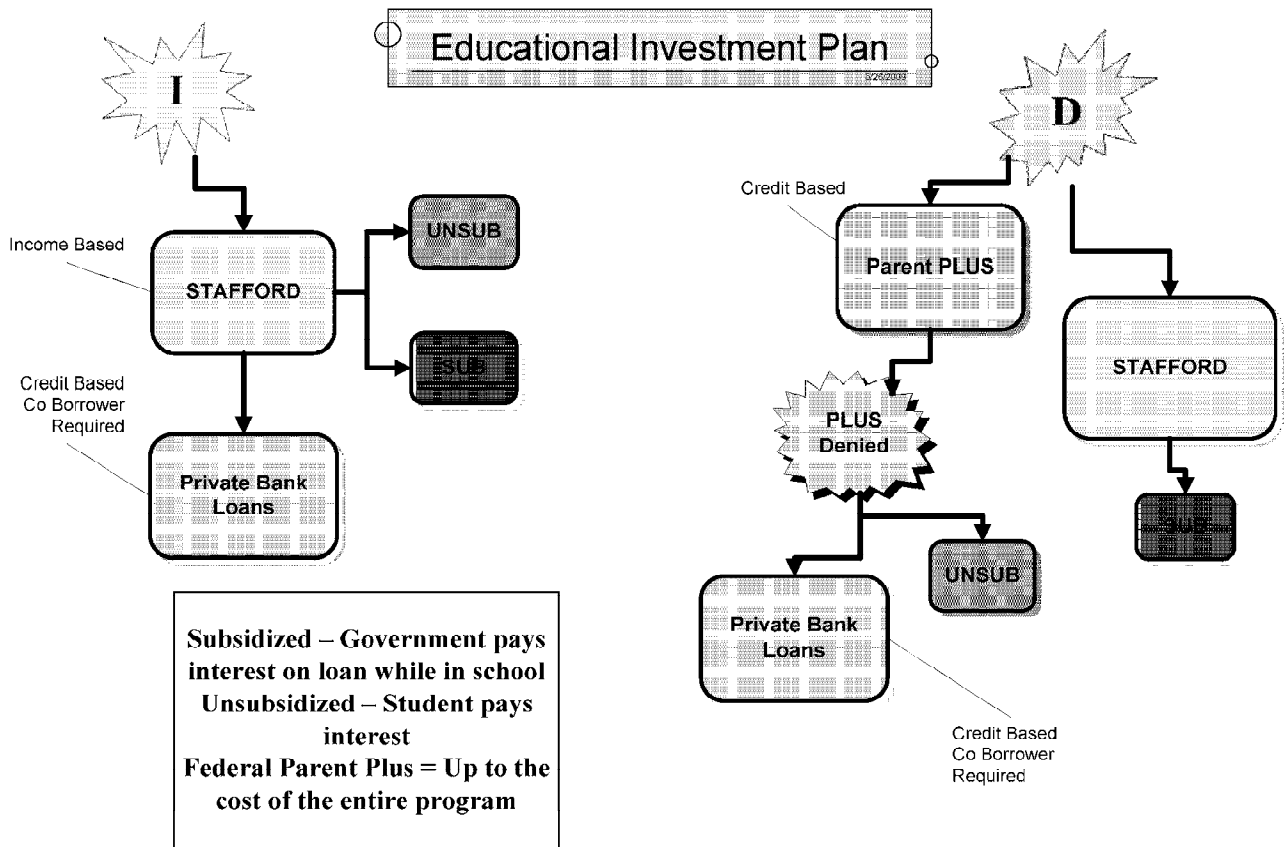
- Follow the *Process*
- Gain Commitment to the Financing Steps for Success
- Present Financial Aid in a problem-solving format
- Present General Financial Aid information
- Present Financing as an *Investment*
- Clearly Discuss the need for Co-Borrowers



Determining Dependency

All prospects are either an Independent or Dependent Financial Aid status. To be Independent the prospect can answer “yes” to at least one of the following:

- 24 or older (Check January birth date – Must be born after January 1, 1986 for 2009 – 2010 FAFSA year)
- Married
- Supports a dependent 50% or more of the time
- Active Duty military
- Veteran of the armed forces (Honorable discharge)
- Orphan or ward of the court



Financial Aid Disclaimers

Mention these disclaimers throughout your presentation of the Financial Aid section:

- I am not a Student Finance Representative...
- If you apply and are eligible...
- Financial Aid is available for those who qualify.

Financial Aid Red Flags (Will put a hold on FA until cleared)

- Default on student loan
- Selective Service (male only)
- Chosen for “information verification” (30% of applicants chosen randomly)
- Citizenship Documentation
- Social Security Number to be verified

Financial Aid Best Practices

- Know what you can know and know what you can say – You are not the expert!
- Always present in a problem-solution format
- Increase your enthusiasm in this step
- Present financial aid as an investment
- Keep the same flow and interaction
- Use the Trial Closes
- Defer questions about eligibility and monetary amounts to the Financial Aid department
- Always use the Financial Aid disclaimers

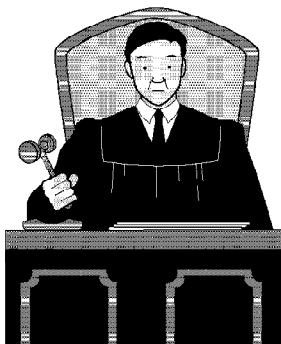
Financial Aid Common Mistakes

- Changing demeanor – being too serious
- Not utilizing all of the tools: investment sheet, student financial budget, etc.
- Promising specific monthly payment amounts
- Making assumptions about the student's eligibility for loans and grants

Trial Closes

Trial Close #3: Do You How You Can Afford an Education on a Monthly Basis?

Trial Close #4: Do You See the Value of Investing in Your Education?



Step 6: The Westwood Difference

Westwood College Features and Benefits

Westwood College offers many benefits to their enrolled students. Understanding what these benefits do and what they mean to your student will not only be vital to your success, but will also be important for the pride and passion you have in your career here at Westwood.

We believe in what we do!

During this training we will:

- ⇒ Understand the difference between a feature and a benefit
- ⇒ Become familiar with the benefits Westwood College offers
- ⇒ Understand how to connect a Westwood Feature to a prospects need

Let's take a look at the difference between a feature and a benefit.

A Feature is:

Provide an example of a feature: _____

What is Benefit:

Give an example of a benefit for the feature you listed above: _____

How can you successfully relate the benefits of a Westwood College feature to your prospect:

Benefits Selling

- Features are *facts* – Benefits are *personal*
- Benefits must outweigh cost in the mind of a prospect for a sale to occur
- Identify the needs of a prospect using the Profile
- Apply the features of Westwood/Redstone College to meet the needs of the Prospect
- Listen, observe, and adapt to your prospects in order to identify their needs
- Relate how the benefits of the curriculum, schedules, alumni retraining, career development, financial options all satisfy specific needs of your prospect
- Be aware of nonverbal and verbal cues to identify which features are most important for them
- Objections and concerns uncovered in the Profile can be used to turn the features of Westwood/Redstone into a benefit for the prospect

Benefits Selling Techniques

- After reading a feature, imagine that the prospective student is saying to themselves, “So what?”
- Use phrases that will force you to use the Profile information:
 - “The benefit to you is...”
 - “Earlier you mentioned that you wanted...”
 - “What this means to you is...”

Step 8: Close and Affirmation

The Summary Close:

Summarize all four trial closes by saying “We talked about the following today (expand on each based on your interaction with the prospect):

- Career-focused education
- _____ career field, because.....
- How you can afford your education
- The Westwood/Redstone Difference (Features & Benefits)
- How you can achieve the following with your education: Security, Prestige, Income and how school will offer you a Challenge....and you were able to experience our Environment”.
- Trial Close #5: “Can you see that Westwood/Redstone is a place where you can succeed?” “Why is that?”

Commitment to the Investments:

- Review the commitment needed for graduation success. Review the three areas of investment in depth, and link them back to the obstacles you uncovered during the interview
- Allow the prospect to tell you how they can make the three investments. You can say, “Before we proceed to the next step, tell me why and how you are willing to make these investments.....
 - Time Investment
 - Financial Investment.....
 - Emotional Investment.....
- If you feel comfortable in their answers move forward to the close
- Address any outstanding obstacles. i.e. you know that they are worried about their co-borrower but did not address this concern, readdress it with them and solidify a solid plan for success.
- Review Success Team appointment expectations

Step 9: Welcome

Review Next Steps:

1. Enrollment Documents
 2. \$50 Application Fee
 3. Letter of Intent
 4. Success Team Introductions
 5. Entrance Exam
 6. Registration
 7. Begin Classes
- Assumptive close: “How would you like to take care of your application fee, cash (Campus & HS), check or charge?
 - As you are saying the assumptive close open up SRM and confirm information needed to begin the OAC process.
 - ALWAYS ASSUME the CLOSE.....
 - Fill out required paperwork which will take no more than 20 minutes

Admissions Telephone Script

A. Introduction (Standard)

Hello (*prospect name*), my name is (*your name*). I'm an Admissions Representative with Westwood/Redstone College. I understand that you are interested in information about one of our programs. What career areas are you interested in?

B. Introduction (External Internet)

Hello (*prospect name*), my name is (*your name*). I'm calling in reference to a search you conducted over the internet exploring (*identify Internet lead source: rewarding career opportunities, colleges, scholarships etc.*). Do you recall conducting that search? (*Invite a "Yes" response*). Great! Can you tell me what you were searching for? (*If response is "No" then let lead know how lucky he/she is because someone must have been searching on their behalf, then move to Section B*).

Notes

A strong introduction is critical when first speaking with a prospect. Depending on the lead source, adapt your approach based on how your prospect found the college. An external Internet prospect most likely was conducting research on education in general such as looking for a scholarship, or other educational information versus looking for specific information on Westwood/Redstone.

External Internet Introduction: Identify how you received the prospect's name and draw him/her into the call.

A. Personal Information

- Are you clear on the career path you want to pursue?
- Are you currently working?
- Tell me about what you do?
- What are your typical hours?
- How long have you been there?
- What is your highest level of education?
- What year did you graduate from high school?
- You mentioned that you were interested in _____, what got you interested in that field?
- Do you know anybody in that career?"
- On a scale of 1 – 10 how happy are you with:
 - Your current income?
 - Job opportunities?
 - Working environment?
- Are you currently attending college? Is it relevant to helping you get into the career you would like to pursue?

Notes

Your goal is to ask questions which uncover a need in order to increase the likelihood that the lead will be receptive to our education benefits and believe in the value of a Career Assessment

Information is to be obtained in a conversational manner. Use your prospect's responsiveness to determine which questions and how many you ask – you may need to defer some questions until later and temporarily move to Section C before returning to Section B).

E. Buying Committee

- Is there anyone helping you with your decision to continue your education?
- How old are you?
- (If under 24) Do your parents live in the area? What hours do they work?
- Are you single or married?
- Does your spouse/significant other know that you are interested in furthering your education?
- How supportive are they?
- What hours does he/she work?
- Who else is supportive of you furthering your education?

Notes

Having the Buying Committee attend the interview is critical to your prospect's success. Therefore it is very important to uncover who the Buying Committee is and have him/her/them attend the Career Assessment.

D. Provide Information

(Prospect name), let me tell you a little about Westwood/Redstone College. We offer career oriented, hands on education in a number of rewarding fields. Our classes are typically smaller and more personalized than most other colleges, and are taught by instructors with industry experience who are passionate about what they teach. The majority of credits taken are in the major field of study with an emphasis on maximizing employability in that major field. Some of the many benefits we offer at Westwood/Redstone are:

- Part-time job assistance to incoming students
- A dedicated Success Team that assists you with the enrollment process
- The ability after you graduate to come back and retrain in your field at no cost to you (other than books and supplies)”

Are these the types of benefits that you are looking for?

Notes

Provide only generic benefits information of a Westwood/Redstone Education. Since your goal is to have a prospect attend an interview, by giving too much information your prospect may prematurely decide this is not the place for him/her.

Be sure to focus on benefits based on the prospects previous answers.

C. Introduce Career Assessment

(Prospect name), based on what you told me about yourself, you sound like an ideal candidate for our programs, and I would definitely like to meet you. Since Westwood/Redstone is a private degree granting college, part of our admissions process is a **Career Assessment** with you and your _____ (Buying Committee name(s)). *If prospect pushes back on Buying Committee ask: “Has there ever been a time in your life when you really wanted to do something and the people around you did not support you? How did that feel?” Then re-close on Buying Committee attending.*

Notes

Focus on having the Buying Committee attend the Assessment. If the prospect gives you an objection about the Buying Committee not attending be sure to ask him/her the follow up question about people not supporting their prior decisions in life. Education takes a substantial personal commitment and it is essential his/her supporting system learns about the College during the interview.

H. Appointment Expectations

(Prospect name), when you and your (buying committee) come in for your **Career Assessment I** will provide you an opportunity to have all of your questions answered.....in addition I will:

1. Assist you with identifying the right career path for you including job titles and descriptions
2. Determine which of our programs will best direct you towards your career of interest
3. Review our curriculum, length of program and schedule options
4. Show you the benefits that we offer our students
5. Give you a tour of the campus so that you can see the classrooms, labs, equipment, and students working on projects in their learning environment
6. Cover your financing options including financial aid

This will allow you to see first hand if this is the type of education you're looking for and we can see if you are the type of student who would do well here.

Notes

Take the time to ensure the prospect sees the value in the Career Assessment and that you will take the time to answer all of their questions.

G. Set the Appointment

I have time available today at _____ or _____. Which time is best for you?" (If not available today, offer two options for tomorrow). I am very excited about meeting you and _____ (repeat day and time). I am glad you feel your future (and your children's, fiancé's, etc.) is worth this investment of your time.

Notes

In the event the prospect and buying committee cannot meet at any of the times ask them for a time that is convenient – use your best judgment and remember that the goal is to set a realistic appointment that will show.

F. Confirm the Appointment

"Do you have a pen and paper? Do you know where we are located (give directions if needed.....for home interviews get directions at this time)?" Please write down the following: again my name is _____ (spell it), and my direct phone number is _____. I am going to verify I have your information correct:

- Your cell phone number is: _____
- Your email address: _____
- Home phone: _____
- Work phone: _____
- And you will be bringing _____


Great! I'm going to reserve enough time to make sure that we answer your questions and accurately identify the appropriate career path for you. Please bring along a friend who would also be interested in a personal Career Assessment (RGL)".

Notes

If prospect needs directions, be sure to communicate them clearly and be sure directions sound easy.

This is a great time to ask for a referral (RGL) and to invite him/her to the assessment.

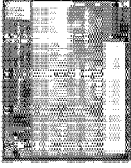
If you think the appointment is not solid, be sure to communicate how important it is for the prospect to call you if they are delayed or need to reschedule.



WESTWOOD COLLEGE
Westwood College is an Equal Opportunity Institution

The A, B, Cs of Financial Aid

Objective = _____



\$ _____

Option 1 = _____

Option 2 = _____

Objective!

The ABCs of Financial Aid

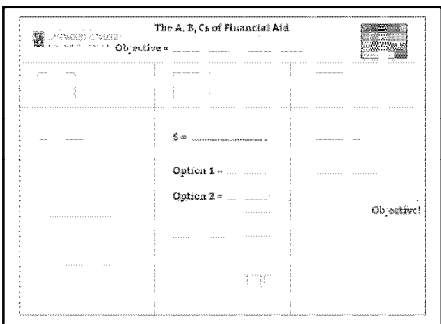

The “ABCs of Financial Aid” provides an easy to follow, step-by-step approach to the financial aid process for prospective students. The details of financial aid are best presented by our experts in Student Finance – and to set the proper expectation of financial aid, it is critical the Admissions Representatives set a clear, concise roadmap of what the prospect will see and hear while applying and working through financial aid.





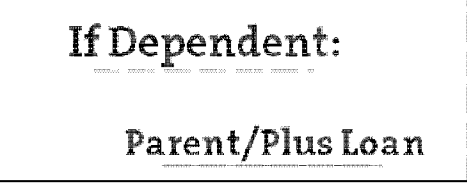
Setting Up and Working Through the ABCs


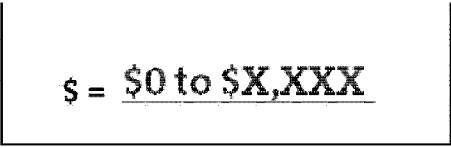
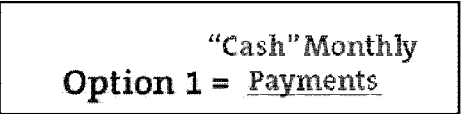
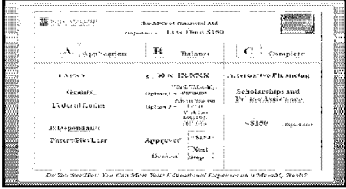


The ABCs is a part of the Interview Presentation and begins with the Financing step. There are three options you can use when presenting the ABCs depending on the prospective student’s access to the Presentation:

- **In Person:** Have the prospective student follow along with the Presentation. He/she can also fill out the ABCs on the back of the Puzzle Sheet while you explain each step.
- **Over the phone viewing the Presentation through Adobe Connect:** Have the prospective student follow along with the Presentation. It is recommended the prospect write down each step on paper so they have a copy of what you discussed (see below).
- **Over the phone with no access to Adobe Connect:** Have the prospect write down the steps while you explain them. Start with the following: *“(Prospect) I would like you to get a blank piece of paper and a pen. Please turn the paper sideways (or landscape) and draw two vertical lines dividing the paper into three equal columns. Across the top please write Objective equals”*. As you explain each step, have the prospective student write down what you are explaining in each column on their own sheet of paper.

Once set up, you will advance through the automated form using the script below revealing each step in the process. The verbiage in italics is the actual “script” to follow.

Screen View	Scripting
	<p><i>(Prospective student), tell me what you know about Financial Aid?</i></p> <p>Let the student tell you what they know about Financial Aid to gauge their knowledge and understanding before you advance the next slide.</p> <p><i>We have multiple options to assist in financing your education. A member of your Success Team will assist you with the process and paperwork and will guide you in the application process to help you receive the greatest amount of funding available to you.</i></p>
	<p>Forward the Presentation to reveal the Objective “Less Than \$150”</p> <p><i>The majority of our students who work with our Student Financing department have a payment less than \$150 per month while in school. This is our objective for you. Let’s review how this process can be as easy as A, B, C.</i></p>

Screen View	Scripting
	<p>For each change in the screen view to the left, you will forward the presentation to reveal the next animation. Forward the presentation to reveal the following:</p> <p><i>The first step is <u>"A" for Application.</u></i></p>
	<p><i>In order to begin the process, the first step is to work with your Student Finance Specialist to fill out a critical online application to determine your financial aid eligibility called the <u>Free Application for Federal Student Aid</u>, most commonly called the <u>FAFSA</u>. You will need to have your taxes to complete the FAFSA and parent/spouses taxes (if applicable).</i></p>
	<p><i>The government will determine your <u>Grant Eligibility</u> award based on your income.</i></p> <p><i>A commonly known federal grant is the <u>"Pell" grant</u>. (If other grants are available in your State feel free to mention them here). <i>Not everyone qualifies for Grants, but if received they are awarded and do not need to be repaid. They will never cover your entire investment and not everyone qualifies for them which is why there are many other options available. Let's cover these other options now.</i></i></p>
	<p><i>The FAFSA is also reviewed for <u>Federal Loans including Stafford Loans</u>. These are not credit based loans and since they are loans, they <u>do</u> need to be paid back; typically this does not occur until six months after graduation or after stopping school. Your Student Finance Specialist will provide more details on this process.</i></p>
	<p>If the student is dependent, you should also discuss the Parent PLUS Loan:</p> <p><i>The primary benefit of the Parent PLUS Loan is that parents can borrow federally guaranteed low interest loans to help pay for their child's education. The PLUS loan is a credit based loan. If parents are approved, this loan should cover the balance of the student's investment. If not approved there are additional resources which can cover the balance.</i></p>

Screen View	Scripting
	<p>The next step is <u>“B” for Balance</u></p>
	<p>The balance is the dollar amount uncovered after applying your federal funding towards your overall college investment, commonly referred to a gap. Most students have a balance or gap after they are awarded federal funding. So, when you hear this number, don't be alarmed. Remember, our objective is what...? (Let the student answer with the <\$150 objective). Exactly...and our goal is to help you determine how you can achieve this objective! So, let's look at the additional options for covering this balance.</p>
	<p>The first option is that you can make <u>Cash Payments</u>. You have the option of paying the balance with cash, check or credit through monthly payments; however, this payment is normally more than \$150/month. (choose response(s) based on applicability to your student):</p> <ol style="list-style-type: none"> 1. You could make this payment with the money you or your parents have saved 2. You could use your GI Bill funding to pay the balance 3. You noted earlier that the most you could afford was \$150, and this payment is normally more than \$150 a month so, let's look at another option available for covering this balance
	<p><u>Option #2: Is to apply for Private Student Loans with a co-borrower.</u> Many of our students use this option. These are private bank loans which are credit based. There are many options for private bank loans both local and nationally. Our Student Finance team will provide more details on how these work.</p>
	<p>If you are <u>Approved</u> for one of these loans your balance should be covered with a monthly payment which equals our objective of less than \$150 per month.</p>
	<p>If <u>Denied</u>— and many students are because these are credit based loans, there are other options. We encourage you to provide a credit-worthy <u>Co-Borrower</u>. Sometimes you will need to ask one, two, three people or more to find someone who is credit-worthy. They can help you qualify for additional funding and assist with a lower interest rate. If your co-borrower is approved for a Private Student Loan you are complete and should have a monthly payment of less than \$150. If your co-borrower is not approved then we have an additional step in the process to finalize funding your investment.</p>



Screen View	Scripting
C Complete	The last step in the process, is "C", for complete
Alternative Financing	If your Co-borrowers are not approved for a Private Student Loan, we will explore other <u>Alternative Financing</u> options to get you to your objective of less than \$150 which we will discuss at that time.
Scholarships and Tuition Assistance	Another way to help you meet your educational expenses is to apply for Scholarships. Your Student Finance team member can give you more information about where to look for scholarships and when/how to apply. You can also research tuition assistance with your current employer.
< \$150 Objective!	Once all of these steps are completed, A-Application, B-Balance, C-Complete, a majority of our students will reach the <u>Objective of a Monthly Payment of Less Than \$150</u> while in school.

(Prospect), do you see how you can afford your educational expenses on a monthly basis? Tell me how?

The screenshot shows a presentation slide from Westwood College titled "The ABCs of Financial Aid" with the objective "Objective = Less Than \$150". The slide is divided into three columns: A Application, B Balance, and C Complete.

A Application	B Balance	C Complete
FAFSA Grants Federal Loans If Dependant: Parent/Plus Loan	\$ = \$0 to \$X,XXX "Cash" Monthly Option 1 = Payments Private Student Option 2 = Loans With Co-Borrower 1 2 3 Approved <\$150 Denied Next Step...	Alternative Financing Scholarships and Tuition Assistance <\$150 Objective!

Do You See How You Can Meet Your Educational Expenses on a Monthly Basis?

 WESTWOOD COLLEGE <small>A PLACE WHERE YOU CAN SUCCEED™</small>		The A, B, Cs of Financial Aid Objective = Less Than \$150		
A Application	B Balance	C Complete		
FAFSA	\$ = \$0 to \$X,XXX	Alternative Financing		
Grants	"Cash" Monthly Option 1 = Payments Private Student Option 2 = Loans	Scholarships and Tuition Assistance		
Stafford Loans	Approved	< \$150		
If Dependent:	Denied	Co-Borrower		
Parent/Plus Loan	1 2 3	< \$150 Objective!		

Script for Completing the Enrollment Documents

Getting Started:

At this point you have guided your prospect through the OAC and are at the screen with Enrollment Paperwork.

At the Campus you will review, print and have your new applicant sign their documents after you have reviewed them together. Follow the script below.

For Online and National, direct your prospective student to the website for OAC login:

“Now, in order to access you’re Enrollment Documents you need to go to our web site:

1. At www.westwoodonline.edu or www.westwood.edu
2. Click on “Apply Online Now”
3. Click yes, and then go to Returning User, “Log-in Here!”
4. Click to enter. Enter the same email address you gave me before, (repeat address, confirm same as in SRM) and then enter the password as (provide SRM ID for password)”
5. Click “Next’ to access your Enrollment Documents”


Next you will see a listing of the steps we completed together in your online application. Please click next. If you scroll down you will see your Enrollment Documents listed. First, click the link for the _____ program Enrollment Agreement (EA). We will come back to the other documents in a moment.”

Continue:

Enrollment Agreement:

The Enrollment Agreement (EA) is put together based on specific criteria established by the Federal Government. Due to this, each word, phrase and notice is there for a reason. An inaccurate or incomplete EA can cause for a judgment against the school resulting in litigation or arbitration. Therefore it is vital we explain the specifics of the EA completely and accurately. Also note, if the Enrollment Agreement is not completed accurately, an applicant will be considered incomplete and therefore will not be able to begin school. For this reason it is critical to follow the script below with each and every prospect signing the Enrollment Agreement.

Please open the file titled Enrollment Agreement, or EA. In the first section, you will see your personal information. Is the information correct? Now look below, this information reflects your specific Program Information. You will see that you are signed up for the _____ program, which is a (Bachelor or Associates) degree. Below your program you will see detailed information specific to your program and investment. Is this information correct? Do you have any questions?"



EFFECTIVE 2008

**ONLINE PROGRAM
ENROLLMENT AGREEMENT**

A part of Westwood College Denver North
x DENVER NORTH CAMPUS (DNN) 7300 N. Broadway, Denver, CO 80221 (303) 426-9797
Student Applicant (please print)

Name _____ Start Date (Month/Day/Year) 8/30/2006

Address _____

City _____ State _____ Z.P. Code _____

Social Security Number _____ Home Phone Number (_____) _____

Program Name:	Marketing & Sales Management
Degree:	BS
Clock Hours:	1815
Credit Hours:	180
# of Terms:	15
Total Lab Charges:	\$0.00
Toolkit:	\$0.00
Technology Fee:	\$0.00
Tuition per term:	\$3,915.00
Total Tuition and Fees:	\$64,225.00
International Service Fee:	\$500.

Campus or Location is listed at the top of the EA

For Online classes: "Below the program information, you will see a reference to the computer and minimum system requirements. As we discussed earlier you will need to meet the system requirements prior to beginning school. Do you feel that you will be able to meet the systems requirements?"

If "yes", proceed. If "no" probe further with the applicant until they have assured you they will be able to meet the requirements.

"In this section you will also see a breakdown of additional costs included in your total investment and a reference to transfer credits. If you have transfer credits our Education staff must review all original transcripts before credits can be accepted for transfer."

If your student has transfer credits, let him/her know that all students must sign acceptance of the total investment, however, a report reflecting any transfer credits received will be added to his/her file. Point out that a breakdown of the tuition per term per Institute is also listed in a table mid-way down the page.

Each student must have access to a computer that meets the minimum system requirements for their chosen degree program (See "Hardware and Software Technical Requirements" section). In addition, the system must have access to a Internet Service Provider (ISP) and all students must have an email account. (Most courseware cannot be accessed using Web TV). The online per credit hour fee is in addition to all tuition, lab fees, software, equipment, and book expenses associated with a particular course. Students will be required to pay the online course fees at Registration. Costs are based on current rates; however, the College reserves the right to adjust tuition and fees at the beginning of any academic term, but such increase will be announced at least 60 days in advance. Tuition excludes the costs of text and board, supplies, equipment, and software. Schedule changes during the first 4 days of any term will result in a tuition adjustment only if the credit hours change to a different tuition category. The application charge, registration charge, and the lost kit charge are required for new and transfer students. Students enrolling at least 10 credit hours will be charged \$3,076 per term. 2 to 11.5 credit hours will be charged \$2,036 per term. 6 to 8.5 credit hours will be charged \$2,544 per term. Less than 6 credit hours will be charged \$448 per credit hour. More than 10 credit hours will be charged \$274 per credit hour, in addition to their standard tuition charge. The award of transfer credits may cause a student's status to change from full-time to 3/4 time, from 3/4 time to 1/2 time, or 1/2 time to part-time, thereby affecting the total cost of the program. Students taking less than standard (full-time) schedule, refer to the online academic catalog.

For degree completers, tuition for students who transfer in more than 24 quarter credits will be charged on a per quarter-direct hour basis, with credit given for transfer credits accepted. All fees and program-specific costs will also apply. Final tuition costs that are based on degree-completer acceptance (i.e., more than 24 transfer quarter-credits) are subject to change during registration, based on final review of all supporting documentation by the Director of Education or designee. Following this review, tuition for any student who does not meet the degree-completer status (i.e., more than 24 transfer quarter-credits) will be changed to the standard-program tuition (as disclosed elsewhere in this agreement and in the Catalog Addendum), and a new enrollment agreement will be prepared. (See Catalog Addendum for degree-completer rates, by program.)

TUITION PER TERM BY INSTITUTE/PROGRAM (For 1/2 time and less than 6 credit pricing see catalog addendum)						
	Service and Technology	Design	CAD – Architectural Drafting	Business	Medical Assisting	Insurance Coding and Billing
Full time	\$4,463	\$4,687	\$4,463	\$4,038	\$3,799	\$3,990
3/4 time	\$3,347	\$3,514	\$3,347	\$3,028	\$2,849	\$2,697
More than 19 credits (in addition to regular tuition rates)	\$311	\$326	\$311	\$282	N/A	N/A

“The next section is the “I, the Applicant” section. You will need to read and understand numbers one through ten (one through twelve for online) you will initial numbers one through five (six for online). Number one acknowledges receipt of the current catalog which I will point out in a few moments. You can also save and/or print a copy of this document later as a future reference. Please let me know if you have any questions on any of the information listed.”

(Directly answer any questions regarding the section below and be absolutely sure the prospect understands all of these items prior to proceeding. For accuracy reference the 2008 EA for your location/campus)

I, the applicant

1. Acknowledge receipt of a College catalog, Year 2006, Volume 24, Number 2; a Catalog Addendum, a completed signed Enrollment Agreement, and any additional, supplemental, or errata sheets. INITIAL ONE: AS YES _____ NO _____

2. Understand that there are additional minimum system equipment requirements for my program and acknowledge that I have received and meet these requirements (See "Hardware and Software Technical Requirements" section). INITIAL ONE: AS YES _____ NO _____

3. Authorize Westwood to release information regarding my enrollment, activities, honors, other achievements, graduation and job placement information to newspapers, my high school, and other departments within Westwood, and grant Westwood permission to use this information in informational and promotional material it publishes. INITIAL ONE: AS YES _____ NO _____

4. If financial assistance is applied for, neither the amount nor any payment schedule can be determined at this time. As soon as the amount of financial assistance has been determined, a payment agreement will be executed which will disclose a schedule of payments for tuition and fees not covered by financial assistance, in compliance with state and federal law. INITIAL: AS _____

5. Understand that the college may evaluate any post-secondary training or education I have completed at another accredited school. I will be given appropriate credit if, at the sole discretion of the school, the education or training meets the school standards for transfer credit. Westwood College makes no guarantee of credit transfer. The decision regarding the transferability of credits is always at the discretion of the receiving school. INITIAL: AS _____

6. Authorize my participation in outside student activities and assignments under the auspices of Westwood, and release Westwood, its respective officers, agents, and employees from any and all responsibility for injury or damage to person or property. INITIAL: AS _____

7. Agree to comply with the College's or the rules and regulations during my course/program of study, and the College has the privilege of canceling this Agreement and expelling me in the event of my failure to comply with the rules and regulations as stated in the current academic catalog. I may also be terminated for failure to maintain satisfactory academic progress, or non-payment of tuition or other costs. To be eligible for graduation and to receive a diploma, I must complete all courses within the maximum time frame, achieve a 2.0 grade point average upon graduation, and be current in all financial obligations to the College. If I fail to complete any course satisfactorily due to lack of log-maintenance or deficient grades, then I shall be allowed to repeat such course(s) at the next available offering, for an additional course charge and on the per credit hour fee.

8. Acknowledge that the College and I agree that this Enrollment Agreement, WHICH INCLUDES INFORMATION PRINTED ON THE REVERSE SIDE (PAGE 2) OF THIS AGREEMENT AND INCORPORATED HEREIN BY REFERENCE, contains all the agreements between the College and the applicant; no representations have been made by any person or party except as set out in this Agreement and the Academic Catalog, and may not be modified except in writing.

9. Have been advised by my enrollment representative that my dissatisfaction with, or non-receipt of, the educational services being offered by the institution does not excuse me from repayment of any Federal or institutional loan made to me for enrollment at the institution. Standard business methods are used in the collection of delinquent payments. I am required to keep the College informed of my current home address, local address, and home phone number and email address.

10. UNDERSTAND THAT REFUNDS AT ANY TIME WILL BE MADE ONLY IN ACCORDANCE WITH THE REFUND POLICY, AS OUTLINED ON THE REVERSE SIDE (PAGE 2) OF THIS AGREEMENT, AND THE BUYER'S RIGHT TO CANCEL.

11. Acknowledge that any disputes relative to this contract or the education and training received by me, no matter how described, pleaded or styled, shall be resolved through binding arbitration under the Federal Arbitration Act conducted by the American Arbitration Association ("AAA") at Denver, Colorado, under its Commercial Rules. The award rendered by the arbitrator may be entered in any court having jurisdiction. Refer to "Agreement to Binding Arbitration and Waiver of Jury Trial" form in the application materials.

12. The College may send official correspondence to me via my email address or by regular mail, at the college's choice.

“Under the Notices to Buyer section, please note you must read the entire agreement prior to signing. In addition, note the application fee we have collected today – \$25 for the application and \$75 for registration. These fees will be applied to your investment and allow us to begin the Enrollment process.

Notices to Buyer:		
ANY HOLDER OF THIS CONSUMER CREDIT CONTRACT IS SUBJECT TO ALL CLAIMS AND DEFENSES WHICH THE DEBTOR COULD ASSERT AGAINST THE SELLER OF THE GOODS OR SERVICES OBTAINED PURSUANT HERETO OR WITH THE PROCEEDS HEREOF, RECOVERY HEREUNDER BY THE DEBTOR SHALL NOT EXCEED AMOUNTS PAID BY THE DEBTOR HEREUNDER.		
DO NOT SIGN THIS AGREEMENT BEFORE YOU READ IT IN ITS ENTIRETY OR IF IT CONTAINS ANY BLANK SPACES. THIS AGREEMENT AND ANY ADDENDA ARE LEGALLY BINDING WHEN SIGNED BY THE STUDENT AND ACCEPTED, SIGNED AND DATED BY AN AUTHORIZED OFFICIAL AT THE COLLEGE. Terms and conditions of this agreement are not subject to amendment or modification by oral agreement, and may not be modified unless such changes have been approved in writing by an authorized official of the College and by the student or student's parent or guardian if the student is a minor. You are entitled to receive one copy of the agreement you sign and any information disclosure pages presented by the College. Under the law you have the right, among others, to pay the full amount due and to obtain a partial refund of the finance charge under certain conditions.		
I ACKNOWLEDGE HAVING READ AND DO UNDERSTAND THIS AGREEMENT, WHICH INCLUDES INFORMATION PRINTED ON THE REVERSE SIDE OF THIS AGREEMENT AND WHICH IS INCORPORATED HEREIN BY REFERENCE. I HAVE NOT BEEN MADE ANY VERBAL PROMISES OR GUARANTEES.		
SIGNATURE OF APPLICANT	22	08/10/2006
	AGE (if less than 18 yrs)	DATE
SIGNATURE OF PARENT/GUARDIAN OR AUTHORIZED AGENT	PRINTED NAME OF PARENT/GUARDIAN OR AUTHORIZED AGENT	
As an authorized representative of the College, I have interviewed the student applicant and I recommend his/her acceptance to Westwood College. I have not made any statement or promises contrary to the terms of this agreement or the Academic Catalog.		
I have received	\$ 75.00 Registration Charge	\$ 25.00 Application Charge
Authorized Representative		Date 08/10/2006
The above named applicant is hereby accepted for admission to Westwood College.		
COLLEGE OFFICIAL	DATE OF ACCEPTANCE	

**If your applicant is not 18, a parent, guardian or authorized agent must sign also. An authorized agent is anyone over the age of 18 who can act on behalf of the minor, including a spouse or someone with Power of Attorney. (Other parties, such as grandparents, who are not the student's legal guardian and who do not have power of attorney cannot sign the EA in lieu of the guardian or spouse).*

“Now please go to the second page of the EA. This page includes five separate sections. Please read through all sections. After you have read through each section you will initial the bottom of the second page. The first area is a Student Understanding section which outlines our acceptance guideline, requirement to purchase toolkits and textbooks and other details regarding our programs. Please be sure to read the section and feel free to ask me about any areas you may feel unsure about.

EFFECTIVE 2005
THE STUDENT UNDERSTANDS THAT:
1. Acceptance to Westwood College is contingent upon providing proof of high school graduation, a General Education Development (GED) Certificate or a transcript from an accredited post-secondary school. A copy of the document must be provided by the 14th day of the term, unless the school grants an exception. Applications for a term may only be taken through the end of late registration. Westwood reserves the right to deny admission to any applicant and to change entrance requirements without notice.
2. Students are required to purchase standard tool kits, textbooks, and supplies, including consumables, as needed, at his/her expense, as required by the program, but are not obligated to purchase the required items from the school. There may be other required costs: (1) a late registration charge of \$50.00 for continuing students who fail to register before the end of the designated registration period; (2) a \$25 charge for late monthly payments; (3) transcript charge (35 original, \$2 copy); (4) copy of record (57 pages); (5) a \$20 proficiency exam charge; (6) an \$30.00 resumed check fee; and (7) a \$150 charge to withdraw from the school.
3. If there is a finance charge or in the event tuition is paid in four or more installments, a Disclosure Statement (Retail Installment Contract) must be executed and become a part of this contract. It is understood the promissory notes or contracts for tuition may be sold or discounted to third parties. In such cases, the refund policy continues to apply. THE PARTIES EXECUTING THIS AGREEMENT ACKNOWLEDGE THEY HAVE READ AND RECEIVED A COMPLETED COPY OF THIS AGREEMENT.
4. The College is not obligated to provide coursework for students who fail, withdraw from a course, or interrupt their studies. Students seeking resumption of study after involuntary or voluntary withdrawal need to be aware that not all courses are offered each term, and that curriculum changes may have occurred. A review with the appropriate College official will be made to determine the alternate plan of study needed to allow those students to complete their graduation requirements.
5. Although the College's programs are of varying lengths, the term of this agreement is for only one 10-week term. If a student's schooling is ongoing after the first term with no interruptions, no new Agreement need be signed, and the terms of this Agreement (except for tuition and refunds in the case of a tuition, lab fee, or online course fee increase) are reaffirmed and shall be applicable to the student and Westwood upon the student's enrollment for each consecutive subsequent term and during the term thereof. Students who leave the program for one, two, or three terms must sign an amended enrollment agreement prior to resuming. Students who leave the program for more than three terms or who transfer to another program will execute a new agreement prior to resuming.
6. Class Scheduler Online instruction is asynchronous. Therefore attendance/class time is monitored by a combination of class participation and log ins. For the initial two weeks, log ins and threaded discussions (class participation) are monitored daily or every other day; thereafter, these are monitored weekly.
7. Students starting at a mid-term start date will take atypical program course work, as listed in the catalog/addendum in a compressed five-week format.

“The next section, “The College” gives some key points about our College’s processes and obligations to you as a student. Please be sure you understand the section before you move on.”

THE COLLEGE:

1. Reserves its right to change, cancel, interrupt, terminate, postpone, amend, or reschedule any course or program contents, other education-related matters, training materials or procedures, and class schedule, or withdraw programs, during the period of the student's enrollment, provided that the State Board or agency, if required, has been notified or has given prior approval in accordance with requirements. Such changes will result in no additional expense to the student, except for software requirements, computer equipment, and expendable supplies. Changes may be made as required by industry needs and to increase the skill level of the student. Students and agencies, as required, will be notified of such changes 30 days in advance of implementation. Continuing students elect not to continue in a revised program and take advantage of the updated curriculum, arrangements will be made to accommodate students on an individual basis, e.g., teach-out of the unrevised curriculum or another mutually agreed upon arrangement between the student and the school.
2. Reserves its right to change or cancel classes when the number of students scheduled to start the class is too small (as defined by the school) to justify the start or continuation of a class. In the event that a scheduled class start date is cancelled for any program, the enrollee shall be entitled to select either: (1) a guaranteed reservation in the next scheduled class for that program or (2) cancellation of enrollment with a full refund of all monies paid.
3. Reserves its right to close, transfer, or relocate all or any part of the College. Students and agencies will be notified of such changes 30 days in advance. In the event of a relocation, it is fully expected that the student will continue at the new location. Students who are affected by Westwood's exercise of such rights shall be entitled to a refund under the refund policies described below as their sole recourse or remedy or any other mutually agreed upon agreement between the student and the school.
4. If unable to perform any of its obligations under this contract by reason of fire, strike, work stoppage, riot, utility failures or shortages, damage by the elements, or any other unavoidable casualty or act of God, will not be responsible for damages or tuition refund caused by delay or failure to perform hereunder, provided said delay does not exceed 90 days and the College evidences positive effort every 30 days to reactivate College. Westwood is not responsible for difficulties accessing the internet, speed of internet connections, or personal equipment failure.
5. Has assumed the obligation of furnishing a complete course/program, teachers, and other services necessary (including record keeping/academic transcripts), as the college deems proper, for teaching these programs at a tuition cost per term for the program.
6. Agrees to assist the graduate in obtaining employment, (except for international students in their country of permanent residence, or in the United States), without additional charge, but does not guarantee employment or obligate itself beyond reasonable assistance and guidance.

“Please find the sections titled “Buyer’s Right to Cancel and Return of Title IV. In these sections you will find important information regarding your right to cancel. Please be sure you understand your options and timeframes regarding cancellation as well as return of any Title IV funds.”

BUYER'S RIGHT TO CANCEL (NON-COLORADO STUDENTS ONLY):

The student has the right to cancel the initial enrollment agreement until midnight of the third business day after the enrollment agreement has been accepted, signed, and dated by an authorized official of the College at the College's principal place of business or within three business days after the student has attended the required online orientation. If the right to cancel is not given to a prospective student at the time the enrollment agreement is signed, then the student has the right to cancel the agreement at any time and receive a refund of all monies paid to date. The refund must be given within 10 days of cancellation. Any wish to cancel enrollment must be given in writing to the registered agent or managing employee of the College. If the student does not give notice of cancellation in writing, the unexplained absence of a student from College for 15 school days (non-Colorado students only), constitutes constructive notice of cancellation to the College. For purposes of cancellation, the date is the last day of attendance.

RETURN OF TITLE IV:

Title IV funds are earned in proportion to the percentage of the payment period that is completed, with 100% of the funds awarded after 60% of the payment period is completed. For instance, if the payment period lasts 100 days, 100% of the Title IV funds are earned after 60 days are completed. If a student withdraws after 60% of the payment period is completed, Title IV funds are not required to be returned. When a student withdraws prior to completion of 60% of the payment period, the College must determine if the Title IV funds the student has received exceed the amount earned. This calculation is based on the number of days completed in the payment period as of the student's withdrawal date. If the amount received by the student exceeds the amount earned, the College must return the excess funds to the Title IV programs in the sequence mandated by the U.S. Department of Education.

“In the final section on page two you will see your specific State’s Refund Policy. This section outlines a variety of refund calculations based on an applicant’s particular circumstance. What questions can I answer for you on this section?”

STATE OF COLORADO REFUND POLICY:
Refunds must be calculated from the last date of recorded attendance. The following calculations reflect this policy.

1. A full refund of all monies paid if the applicant is not accepted by the College.
2. A full refund of tuition and fees paid if the applicant withdraws within three days after signing the enrollment agreement or making an initial payment, provided that the applicant has not attended an orientation, toured the campus, or commenced training.
3. A full refund, without penalty, if the applicant withdraws within three business days following the applicant's taking the required Online Orientation. For the purposes of refunds to nonresidential applicants/students enrolled in online programs, Online Orientation meets the requirement of a visit to the school and/or regularly scheduled orientation. Students who have not completed the online orientation prior to the 10th day of class will not be considered enrolled.
4. A full refund of tuition and fees paid in the event that the College discontinues a course or program of education during a period of time within which a student could have reasonably completed the same except that this provision shall not apply in the event that the College ceases operation.
5. That, except for retention of a cancellation charge not to exceed one hundred fifty dollars or twenty-five percent of the contract price, whichever is less, the policy for cancellation, settlement, and refund of tuition and fees provides for at least the following:
 - a. A student terminating within the first ten percent of the term shall be entitled to a refund of ninety percent of the term price exclusive of books, tools, and supplies.
 - b. A student terminating after ten percent but within the first twenty-five percent of the term shall be entitled to a refund of seventy-five percent of the term price exclusive of books, tools, and supplies.
 - c. A student terminating after twenty-five percent but within the first fifty percent of the term shall be entitled to a refund of fifty percent of the term price exclusive of books, tools, and supplies.
 - d. A student terminating after fifty percent but within the first seventy-five percent of the term shall be entitled to a refund of twenty-five percent of the term price exclusive of books, tools, and supplies.
 - e. A student terminating after completing seventy-five percent of the term shall not be entitled to any refund and shall be obligated for the full term price which constitutes maximum obligation, exclusive of books, tools, and supplies.
6. The above calculations are performed on a term-by-term basis as determined by the particular term in which the student withdraws. All previous terms will be charged in full.
 - g. The lab charge and Online per credit course fee are treated as part of the tuition for refunding purposes.
8. A student may return his/her books and/or tools (not opened software or software subscriptions) to the school for a refund upon withdrawal. Only if his/her books and/or tools are judged to be in excellent condition, will the student receive a refund (or credit, if applicable— depreciated value to his/her account). This offer is for twenty calendar days from the effective date of withdrawal.
7. The effective date of termination (cancellation/withdrawal) is defined as:
 - a. the date of receipt of student's notification, or
 - b. the date the institution determines the student is no longer attending, or
 - c. For the purpose of calculating the refund, a student's last day of attendance (LDA) is the last day a student has demonstrated completion and has submitted the unit assignments).
8. All refunds will be paid within 30 days from the effective date.

Page 2 of 2

Buyer's Initials AS

Campus: “Once you understand all of the information on the EA, please initial the bottom of page two next to Buyer’s Initials” and submit the EA. I will now show you the other Enrollment Documents which need to be submitted within the next 24 hours.”

Online: “I will tell you in a moment how to initial this page. Now let’s review the other Enrollment Documents that you need to submit. All of these documents must be completed within 24 hours. (Reference copies of the individual Enrollment Documents for review)

“Now we will review the other documents that you must sign:”

Application:

“The Application serves as general background and contact information for each prospect that applies to the College.”

“Please confirm that all information listed is accurate”.

Campus: “Fill in the required parent/guardian/ spouse and emergency contact information. Below this section, please list the individuals we should contact about the benefits of attending Westwood College. Then please sign at the bottom.”

Online & National: “After you have confirmed all information is correct let me know. Remember, you will electronically sign all your forms in just a few moments.”

WESTWOOD COLLEGE APPLICATION FOR ADMISSION

PERSONAL INFORMATION (please print clearly)

EDUCATION (check one)

FINANCIAL INFORMATION (where applicable)

EMERGENCY CONTACT INFORMATION (check one)


PLEASE LIST TWO PEOPLE WHO MIGHT BE INTERESTED IN LEARNING ABOUT THE BENEFITS OF ATTENDING WESTWOOD COLLEGE

REQUEST FOR RELEASE OF SCHOOL RECORDS TO A THIRD PARTY

Arbitration Agreement:

"The Arbitration Agreement information is included in the Enrollment Agreement; however since it is a key part of the legal agreement an applicant makes with the College, it is outlined separately in order to underscore the importance that an applicant understands his/her process for recourse."

"Specifically, it states that once a student follows the Student Complaint/Grievance Procedure found in the catalog and is still not satisfied, the Arbitration Agreement gives guidelines around involving a third party."

 **WESTWOOD COLLEGE**
COLORADO

Agreement to Binding Arbitration and Waiver of Jury Trial

I, _____ ("Student"), agree that any dispute arising from my enrollment at Westwood College, no matter how described, pleaded or styled, shall be resolved by binding arbitration under the Federal Arbitration Act sponsored by the American Arbitration Association ("AAA"), under its Commercial Rules. The award rendered by the arbitrator may be entered in any court having jurisdiction.

Terms of Arbitration

- Both Student and the College irrevocably agree that any dispute between them shall be submitted to Arbitration.
- Neither the Student nor the College shall file or maintain any lawsuit in any court against the other, and agree that any suit filed in violation of this Agreement shall be dismissed by the court in favor of an arbitration conducted pursuant to this Agreement.
- The costs of the arbitration (filing fee, arbitrator's compensation and facilities fees) will be paid by the College, so the extent these fees are greater than a Superior Court filing fee.
- The arbitrator's decision shall be set forth in writing, and shall set forth the essential findings and conclusions upon which the decision is based.
- Any remedy available from a court under the law shall be available in the arbitration.
- Nothing in this Agreement prohibits the Student from filing a complaint with the Division of Private Occupational Schools.

Procedure for Filing an Arbitration

- Students are strongly encouraged, but not required, to utilize the Grievance Procedure described in the Catalog, prior to filing arbitration.
- A student desiring to file arbitration should first contact the School Director, who will provide the student with a copy of the AAA Commercial Rules. A student desiring to file Arbitration should then contact the American Arbitration Association at Denver, Colorado, which will provide the appropriate forms and detailed instructions. The Student should bring this form to AAA.
- A student may, but need not, be represented by an attorney at the Arbitration.

Acknowledgment of Waiver of Jury Trial and Availability of AAA Rules

By my signature below, I acknowledge that I understand that both the College and I are irrevocably waiving rights to a trial by jury, and are selecting, instead to submit any and all claims to the decision of an arbitrator instead of a court. I understand that the award of the arbitrator will be binding, and not merely advisory.

I also acknowledge that I may at any time, before or after my admission, obtain a copy of the Rules of the American Arbitration Association, at no cost, from the School Director.

Signature of Student and Date

Signature of Admissions Representative and Date

12/16/00 10/19/01 - 10/19/02 10/19/02 - 10/19/06 10/19/06

Program Disclosure:

“As we discussed earlier the _____ career field requires a program disclosure.”

“The disclosure asks for and serves as a record of specific information used to determine eligibility for employment within the _____ career field. It also ensures you are aware of any limitations the degree may hold or of employment limitations after graduation.”

“The disclosure form lists the questions and answers we discussed earlier. Please review again and let me know if you have any questions.”

Campus: “Please sign at the bottom.”

Online & National: “Again, you will electronically sign this document with your other forms in a moment.”

Criminal Justice:

WESTWOOD COLLEGE
DISCLOSURE FOR STUDENTS ENROLLING IN THE CRIMINAL JUSTICE PROGRAM

ATLANTA WESTWOOD CAMPUS (ATL) 1100 Spring Street, Atlanta, GA 30329 (404) 455-9200
 ATLANTA NORTH ATLANTA CAMPUS (ATL) 2220 Peachtree Drive, NE, Atlanta, GA 30329 (404) 455-9200
 BIRMINGHAM CAMPUS (BHM) 40 River Chalk Center, Suite D-40, Cummins City, IL, 38400 (770) 455-1000
 CHICAGO CAMPUS (CHI) 2709 Jackson Ave., Wheeling, IL, 60091 (708) 454-2304
 CHICAGO AIRPORT CAMPUS (CHI) 9301 W. Higgins Rd., Chicago, IL 60631 (773) 357-8500
 CHICAGO LOOP CAMPUS (CHI) 17 N. State St., Chicago, IL, 60601 (312) 739-4300
 DALLAS CAMPUS (DAL) 12300 Lindberg Blvd., Suite 400, Los Angeles, CA 90043 (714) 714-6600
 DENVER CAMPUS (DEN) 1881 S. Columbine Ave., Denver, CO 80202 (303) 455-9200
 INDIANAPOLIS CAMPUS (IND) 55 West 37th St., Upland, IN 47150 (317) 954-0550
 KANSAS CITY CAMPUS (KAN) 16700 S. Vermont Ave., Topeka, KS 66602 (781) 955-0000
 DENVER NORTH CAMPUS (DEN) 1390 N. Broadway, Denver, CO 80202 (303) 455-9200
 DENVER SOUTH CAMPUS (DEN) 5130 S. Broadway Blvd., Denver, CO 80221 (303) 455-9200
 RICHMOND BALTIMORE CAMPUS (RBM) 4300 Wilson Blvd., Arlington, VA 22204 (703) 266-8600
 TAMPA CAMPUS (TAM) 16100 Littlefield Pkwy, Tampa, FL 33613 (813) 942-8700

Name: _____
 Select Title: _____
 Program: Criminal Justice
 Credential: Bachelor of Science
 Bachelor of Applied Science (IL Students Only)

STUDENT BACKGROUND DISCLOSURE
 Most of the employers who seek to hire our graduates conduct detailed background checks before hiring applicants. The questions below are a common part of these background checks. It is used by the school to advise prospective students about their prospects for employment upon graduation. In light of the background checks conducted by some employers seeking to hire our graduates, the final decision about whether to enroll is up to the prospective student.
 We need honest answers from our applicants and students at all times. Providing inaccurate or incomplete information on this form (or any other Westwood official form) may result in cancellation of a student's Enrollment Agreement or an automatic waiver of placement assistance during training and/or upon graduation.

1. Have you had any driving violations in the last five years? Yes No (If yes, please proceed. If no, skip to question 2.)
 What kind of violations have you had?
 Speeding How Many? _____ Date of Last Infraction: _____
 DUI/DWI How Many? _____ Date of Last Infraction: _____
 Suspended License Date of reinstatement: _____
 Have you ever had a "celebrating license"? Yes No
 (Outstanding tickets must be taken care of prior to stating school. Outstanding tickets from any state can cause you to have a pending bench warrant, which can lead to you losing your license. A driver's license may be required to obtain employment.)

2. Have you ever been convicted of a misdemeanor? Yes No (If yes, please proceed. If no, skip to question 3.)
 Examples of misdemeanors include but are not limited to: petty theft, shoplifting, vandalism, first or second DUI/DWI offense, possession of marijuana, domestic violence, simple assault, possession of a gun/ammunition, use of a fake ID, badmouthing, involuntary manslaughter, and false reports to law enforcement.
 Did your conviction occur within the last ten years? Yes No (If yes, please proceed)
 Have you ever served probation/parole? Yes No
 Crime for which convicted: _____ Date served: _____
 Have you served a term of incarceration for a felony? Yes No (If yes, please proceed)
 Crime for which convicted: _____ Date served: _____

3. Do you have a pending misdemeanor? Yes No
 If yes, what is the charge: _____

WESTWOOD COLLEGE
DISCLOSURE FOR STUDENTS ENROLLING IN THE CRIMINAL JUSTICE PROGRAM

4. Have you ever been convicted of a felony? Yes No (If yes, please proceed. If no, skip to question 5.)
 Examples of felonies include but are not limited to: gun possession, aggravated assault, sexual assault, theft, drug possession, drug trafficking, burglary, robbery, murder, and rape.
 Did your conviction occur within the last ten years? Yes No (If yes, please proceed)
 Have you ever served probation/parole for a felony? Yes No (If yes, please proceed)
 Crime for which convicted: _____ Date served: _____
 Have you served a term of incarceration for a felony? Yes No (If yes, please proceed)
 Crime for which convicted: _____ Date served: _____

5. Do you have a pending felony? Yes No
 If yes, what is the charge: _____

6. Were you dishonorably discharged from the military? Yes No N/A
 If yes, please state the characterization of your discharge and explain why you received it: _____

You are required to initial and sign the following statements:

1. I understand that most employers who sponsor Westwood externships and hire Westwood graduates conduct background checks that request drug and/or criminal data, and that a criminal conviction would be likely to have a negative impact on my ability to secure an externship, which may be required for graduation, and/or employment.
 _____ (Initials)

2. Students who have been convicted of a felony, violent or drug-related crime, or who use illegal drugs are strongly discouraged from enrolling in Westwood's Criminal Justice program.
 _____ (Initials)

3. I do not understand if at most employers who conduct background checks will automatically disqualify applicants who have criminal information regarding a misdemeanor or felony on their application.
 _____ (Initials)

4. ILLINOIS RESIDENTS ONLY: Westwood College is nationally accredited, not regionally accredited, which could have an impact on employment opportunities with some Chicago and surrounding area employers, including the City of Chicago.
 _____ (Initials)

I have fully read and understand each of the above statements, as indicated by my initials above, and full signature below:

Applicant
 Applicant - Print Name _____ Date _____
 Applicant - Signature _____ Print Name _____
Admissions Staff
 Admissions Representative - Print Name _____ Date _____ Admissions Representative - Signature _____
 Admissions Director - Print Name _____ Date _____ Admissions Director - Signature _____
Career Development Staff
 Career Development Director - Print Name _____ Date _____ Career Development Director - Signature _____

Page 1 of 2 White Student Copy Yellow Copy for Academic File Pink Copy for Career Development Services Copy 5047 REV 02/08

Page 2 of 2 White Student Copy Yellow Copy for Academic File Pink Copy for Career Development Services Copy 5048 REV 02/08

Family Educational Rights and Privacy Act (F.E.R.P.A.):

“The next document is the Family Educational Rights and Privacy Act or F.E.R.P.A. It gives students the right to access their educational records; consent to release a record to a third party; challenge information in their records and be notified of their privacy rights. The document is afforded to each applicant to ensure he/she understands their rights according to FERPA guidelines.”

“Do you have any questions”.

If a parent or spouse requests access to the students' records, they must sign a form with SS or your ESS.

Campus: “Please sign at the bottom.”

Family Educational Rights and Privacy Act (FERPA)

2011-2012

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1222g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program at the U.S. Department of Education.

FERPA gives certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or obtains a degree. Parents of the high school senior students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school.
- Parents or eligible students have the right to request amendments to the education records if they believe the information is inaccurate, misleading, or in violation of the student's rights of privacy. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the school setting forth his or her view about the contested information.
- Generally, schools must make certain information from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - 1) School officials with legitimate educational interest;
 - 2) Officials of other agencies or institutions where the student seeks or intends to seek;
 - 3) Authorized representatives of the U.S. Government and state/local authorities;
 - 4) The disclosure is in connection with a health or safety emergency as approved by the school;
 - 5) Organizations conducting studies for, or on behalf of, education agencies or institutions;
 - 6) Accrediting organizations;
 - 7) Parents of a dependent student as defined in section 152 of the Internal Revenue Code;
 - 8) To comply with a judicial order, subpoena, or other legal entity;
 - 9) Health or safety emergency;
 - 10) "Domestic violence" as defined by school and subject to the requirements in §99.67;
 - 11) Final results of disciplinary proceedings to the victim of an alleged perpetrator of a crime of violence or sex-related violence;
 - 12) Student violation of Federal, State, or local law to the parent of an Underage student.

Forms for request and review, adding consent and consent to disclose can be found in the consent disclosure Department on campus. These may be obtained from the Director of Education. Request information may be found at: www.westwood.edu.

For additional information or to file a complaint, contact the Department of Education at:
 Family Policy Compliance Office
 U.S. Department of Education
 400 Maryland Avenue, N.W.
 Washington, D.C. 20002-5904

Or by calling (800) 260-8927 (voice), TDD/voice who use TDD may call 1-800-877-4529.

I have read and understand my rights under the Family Educational Rights and Privacy Act of 1974 (FERPA).


Signature: _____ Date: _____

Print Name: _____

Revised April 2005

Transcript Request:

“This is a release form which the College uses to send to your High School or former learning institution to obtain transcripts and diploma information.”


Westwood College

Westwood College Request for Transcript

Dear Educational Institution:

The applicant listed below is a former student at your institution and has applied to Westwood College. In order to process his/her enrollment, Westwood College is requesting one official transcript to be sent to:

Adm. Registrar

Phone: _____
Fax: _____

Applicant Information

Name: _____
Social Security #: _____
Date of Birth: _____
Current Address: _____
Phone: _____
Graduation Year: _____
Name When Attending (if different): _____

Applicant Signature * _____
Date _____

* Westwood College accepts all forms of electronic signatures from students, parents or legal guardians as official signatures. All students and involved parties should be aware that their typed or electronic signature will be sent as their official signature with the College.

Catalog:

“The catalog serves as your reference guide as well as the agreed upon requirements between the College and student; both the student and the College are accountable to the guidelines outlined in the catalog.

Addendum:

“The addendum contains changes on staff, pricing and dates made since the last catalog version.”

“You can access copies of these documents at any time.

Just go to Westwood.edu site (or westwoodonline.edu)

Click “ Apply Now”

Choose “Log in Here”(returning user)

Enter email and password (as listed in SRM)

Select the campus/location

Click “Next” to access all enrollment documents, including a downloadable copy of Campus Catalog and Addendum.

Download a copy of the catalog on your personal PC, for future reference.”

Follow the Quick Start Steps for success for ECP.

Techniques and Scripts for Handling the Most Common Objections

Technique to avoid many objections: Use during Step 9: Welcome.

“_____ (prospect), I know you are very excited about going (back) to college and you will be anxious to talk to people about your decision. You will come across those people who are “cheerleaders” and those who are “dream-killers”. The cheerleaders are those who support your decision about college like, _____ (those individuals they mentioned during the interview i.e.: mom, sister, etc....). However, the dream-killers will give you negative reactions. Generally, these reactions come from people that are envious of your decision. What I need to know from you is what are you going to say when you get negative feedback from one of the dream-killers? (Role play with them so they feel comfort with their responses)

I am not interested:

Script: Have you been able to speak with someone from Westwood College yet? I wonder why I got this inquiry today, it says you were looking into the Criminal Justice program, is that correct? Great, how did you get interested in that career field? (Continue with asking your Phone Script questions in order to set an appointment and get an interview)

I am still not interested:

Technique to avoid this objection: Work to assume setting the appointment as noted above.

Script: Will I am glad I got in touch with you. This may not be what you are looking for however, do you know anyone who might benefit from this type of education?

I am researching other school too:

Script: That’s great, it is always nice to talk with someone who is concerned enough about his/her future to really dig in and get all the facts before making a decision. Since you are the type of person who is interested in getting the complete picture, wouldn’t it make sense for you to come to our campus and get a first-hand look?

How long will the appointment/assessment take?

Technique to avoid this objection: Set strong value on the career assessment during the Phone Script.

Script: (If they ask you this question when you are trying to set an appointment). _____
(*prospect*), that all depends on you. My job is to assess potential candidates and make sure they are a good fit for the program and discuss the benefits that we offer. Let's set the appointment for 4:30pm and I will help you find the most direct route from your house on my computer in order to save time.

Script: If they ask you this question when you get ready to start the interview). _____
(*prospect*), that all depends on you. My job is to assess potential candidates and make sure they are a good fit for the program and discuss the benefits that we offer. Let's go into the assessment and if we agree this is not for you it will not take long, is that fair?

I am already enrolled:

Technique to avoid this objection: Call new "hot" leads right away.

Script: Great, that is the most important thing. What school are you going to? What program are you taking? How do you like it so far? (Many times we find that they are not happy with their program, school, hours, etc.....)

Script: Congratulations. You must be committed to continuing your education. Do you know anyone like yourself that may be interested in one of our programs?

I do not have the \$50:

Technique to avoid this objection: Be very through in Step 3: Profile during Financial aid, support system, etc.

Script: You told me your Mom (Aunt, sister, etc...), was supportive of you going back to school. Do you think she would loan you the money?

Script: What suggestions to you have for paying the application fee?

Script: We determined your affordable monthly payment to be \$200. I am concerned about moving forward if that is not the case. My goal is to set you up for success with your education. How are we going to submit the application?

Script: I am confused. When we worked through the budget worksheet together, you told me you had an available balance on your master card. We can put the application fee on that card.

Just mail me some information:

Script: _____ (*prospect*), we do something better than that. In order to better service our prospective students, we actually take the time to meet with every single individual for a one-on-one career assessment session. Our students just love it. At that time we will.....

Script: I would like to make a suggestion that you might find helpful. We should get together here at the school for two important reasons. First, we'll be able to evaluate your background to see if a *Computer Network* career is in your best interest. This field does require specific characteristics for success so it is vital for us to try and find out if you're on track. Secondly, when you see the campus, you'll get a picture of your experience at Westwood College. This way, both you and the college will be sure as possible that no mistakes are made with something as important as your future. Does that make sense to you, _____ (*prospect*)? (if you receive a positive response, set an appointment).

Script: _____ (*prospect*), it does sound like you have a hectic schedule, but I really want to see you today. What can you work out?

Script: (last resort is to direct them to our website or mail them information) Do you want to look it over before coming in? (They always say yes.) Then let's do this.....Grab a piece of paper, I will give you our website address. You look over our site today and tomorrow. Write down your questions and we'll schedule an appointment for tomorrow at 3pm. How does that sound?

Did not clearly understand the total cost:

Technique to avoid this objection: It is required to divulge the per term cost during every interview. Be sure to gain their understanding of the cost and the breakdown of what it includes. The Trial Close after Financing will also help to alleviate this objection.

Script: When we discussed the total investment during your initial assessment, you told me that with Financial Aid assistance you could see how you could afford a monthly payment. (Financing Trial close) You are still working on your alternative loans to assist in getting you to the comfortable monthly payment of \$0 - \$150. Are you willing to continue the Financial Aid process so you can cover your investment?

Cost is too high:

Technique to avoid this objection: Review the total cost listed when you review the Enrollment Agreement. Help your new enrollment understand that the total must be listed on the paperwork; however, financing is done per year.

Script: School is a big investment. Let’s look at your key reasons for going to college…… (Review the motivators and drivers from the Profile).

Script: College is a large investment. Let’s look at all the reasons why you wanted to make that investment in yourself…… (Review the motivators and drivers from the Profile)

Script: (if they say they can attend somewhere else for less while trying to set an appointment) _____ (*prospect*), you may find some colleges that cost less. There are many different school, all serving different needs. Our program offers a great deal of hands-on practical training and emphasizes individual attention. Our goal is to train you not only to get the job but keep it. At this point, it is impossible to tell which type of training or college is best for you, based on your needs and abilities. By visiting the campus and learning what is available for you at Westwood College, I feel confident you can make an intelligent choice on a career and program. I have some time available today at 5pm to see you and show you the campus. (Always assume the appointment).

I do not have enough time:

Technique to avoid this objection: Strong close using the “Commitments to the Investments”. If prospects schedule seems to busy for school help the put together a schedule that will work during Close and Affirmation, Time Investment.

Script: I understand how you feel. Many of my successful students felt the same way. But, they found that after we set-up a schedule together they were able to adjust time for school. How does that sound? (Work with them to set-up a schedule that will work for school, work, etc...remember they will need to make sacrifices for school so their free time for friends and fun will have to change to study time and class time).

Script: (If this is used when trying to narrow down an appointment time...i.e.: I don’t have time right now call me back next week) I have a pretty busy schedule, I do have some time tomorrow morning, will that work?

Script: I know exactly what you mean when you say you don’t have time. A lot of our students are in the same position. Most of them hold down full-time jobs and also come to school. I think you would find a program schedule to fit your personal circumstances. What time do you get off work, _____ (*prospect*)? I will be glad to reserve a time for you then, or I can see you on Saturday at 11am.

Lack of engagement/commitment:

Technique to avoid this concern: Set proper expectations after the application and hold your student accountable to the process. Initial appointments are at 24, 48 and 72 hours and twice a week after.

Script: Leave a voicemail stating that you do not want them to be financially responsible for anything (can occur if they have received their books or signed loan paperwork) It is imperative that you call me right away. (Once they call you can you can begin to uncover objections. Use your interview guide to remind them what they told you).

Script: During the interview, you told me that your job was very physically demanding and you could not see yourself working it for the rest of your life. Do you still feel this way?

I have to talk with my husband, wife or significant other:

Technique to avoid this objection: When you ask them, who will be affected by this decision the spouse should come up. You should then follow-up by asking them if the spouse is supportive. Next question: Who is going to decide which school you should attend?

Script: Joe is going to want to know the monthly investment that you are going to make. You have already mentioned that you feel this is the right school for you and that you would like to better yourself and that Joe is supportive. We need to submit your application right away so you can take care of your FA paperwork and have a monthly amount that you and Joe can further discuss.

Script: What questions do you think they will have? Would it help if I talked to them?

I don't have a job:

Technique to avoid this objection: Ask questions on the Phone Script and the Profile. Do not assume that they are not looking for a job or have a plan. Ask questions to determine what they are doing about their unemployment situation. "Currently you are looking for employment and an education to pursue a career that you would enjoy and provides stability. If you do not find employment before the term begins on (date) , would you still do whatever it takes to being school?"

Script: What are you doing to gain employment? (Remember they may have a job waiting for them and have not started yet, don't assume their situation)

Script: We will discuss how we can assist you as we go through the career assessment, but first let's make sure that this education is right for you. Once you complete the enrollment process you will meet your Success Team. Career Development Services is part of the team; they assist our new students with employment information and options.

I heard this is more expensive than other schools:

Technique to avoid this objection: Use all trial closes in the interview.

Script: We are more of an investment than some other schools because we help provide the skills you need to be successful in your career.

Script: As we discussed earlier, we also provide benefits like Industry Standard technology that is used today, Alumni Retraining, Career Development Services, etc.....

Script: Are you making a decision about the success of your future based solely on how much it will cost you?

I want to think about it or I want to wait for next term:

Technique to avoid this objection: Set a sense of urgency throughout the interview during Career Field and Programs, Westwood Difference and the Close and Affirmation. Use Trial Closes.

Script: Didn't you say the reason you are interested in school is for better opportunities, challenge, pay and advancement? (Use their drivers and motivators) The quicker you get started the more realistic those goals will become. Don't you agree?

Script: I understand this is a big decision. And since you are still in the decision making stage, let's plan on getting together so that I can give you the information you will need to make a sound decision. By evaluating your background and qualifications, we will probably be able to determine if you should pursue a career in _____. By seeing the campus, you will get a good idea of what Westwood College can do for you. I have some time today at 4pm. Let's get together then.

Script: _____ (*prospect*), we are still pretty far from determining whether or not you can or should enroll at Westwood College. The Career Assessment I am suggesting will serve the purpose of giving us a better idea of your background, and you will see what our campus structure is like, in addition to getting all your important questions answered. Once you've done this, then you will have the ability to make an informed decision. Doesn't that make sense?

Script: What do you want to think about? (Once they tell you, you can work on answering their questions and/or further handling their objections or concerns).

Script: What will change for you between now and the next term?

Heard my Westwood College credits will not transfer:

Script: There is some truth in what you have said. Some schools do not accept our credits for transfer. On the other hand, we do not accept the credits of some school either. No institution is required to accept credits from any other institution. Tell me _____ (*prospect*), is transfer of credit important to you inasmuch as you plan to start your training at one school and then transfer to another to finish? (Note: No matter what the prospect's response, you may follow with the following.) _____ (*prospect*), I can tell you have given your future a lot of thought and you have some very important decisions to make about your career plans. I really believe a visit to the school will provide you with the answers you need about Westwood College. This way, both you and the college will be as sure as possible that no mistakes are made with something as important as your future. Does that make sense to you? (If response is positive, make appointment)

Not enough transfer credits:

Technique to avoid this objection: Ask about prior college in the interview. What courses they took, how long ago, etc. Set expectations for the transcript review during interview.

Script: I understand you feel that you should have more credits transfer into the program. Our goal is to set you up for success in the courses we offer which provide the current software and knowledge that the industry is looking for today. Because we are fast paced, you will still earn your degree in 3 years. You said this is the right career path for you and this is the change you needed to make, would you agree.

Grades:

Technique to avoid this concern: Set proper expectations and encourage the student to study the orientation. You should check the attendance report right away, specifically the columns that list assignments turned in and time logged into class. If you see, the student is not logging in enough time for success in class you need to get their commitment right away.

Script: You told me that this career is taking you in the direction that you want for your future. You must sacrifice the time for success in your classes in order to obtain your degree in 3 years. Grab a pen and paper, let's set-up a weekly schedule for success together. (Take this a step further and have them email it to you.

Script: You told me that this career is taking you in the direction that you want for your future. You must sacrifice the time for success in your classes in order to obtain your degree in 3 years. What are some of the sacrifices you are willing to make to have more time for school?

Parents will not help me:

Technique to avoid this concern: If they are dependent, set proper expectations for parent involvement. Arrange to have parent at the Career Assessment appointment or call parent while prospective student is at campus to begin interview. Do not submit application fee without talking to parent.

Script: Why did your Mom/Dad say they would not help you?

Script: Let's set-up a time that I can talk to Mom/Dad directly. Let's call them now.

Script: As an Independent student your parents do not have to be involved in your education financing. However, you will need a co-borrower. Let's discuss who else could be a co-borrower for you.

I cannot make a monthly payment:

Technique to avoid this objection: Using the budget worksheet can alleviate this issue coming up during Financing, Close and Affirmation or as student remorse while they are going through FA. (You can always go back to what you discussed together as you filled out the worksheet.)

Script: Let's evaluate your ability to make a comfortable monthly payment. My successful students went through our budget worksheet in order to evaluate their ability to make a monthly contribution towards their education.

Script: Okay, we have talked a lot about your goals to obtain a promotion (higher paying job, management position – whatever you uncovered as their “driver for education” in the interview); what can you sacrifice in order to meet this commitment. What is one thing that you can sacrifice to reach your goals?

I do not have transportation:

Technique to avoid this objection: Ask this question during the Phone Script. Don't assume if they do not have a ride to their appointment that they cannot arrange transportation for school. After you close them they will be ready to find a way to make school work.

Script: During the beginning of the Career Assessment: You mentioned you do not currently have a car. If Westwood is the college you are looking to attend, are you willing to look into all methods of transportation, including the bus, to attend school?

Script: During Step 8: Close and Affirmation, “Commitment to the Investments – Time and/or Emotional investment: You mentioned you do not currently have a car. If Westwood is the college you are looking to attend, are you willing to consider all methods of transportation, including the bus, to attend school? Let's review the bus/train schedule together now.

I do not have child care:

Technique to avoid this objection: Discuss during the Profile and the Close. Time away from their children is a sacrifice.....but dropping them off to day care may take an additional sacrifice of time.

Script: What type of child care have you used in the past for work, going out, etc...? Is this an option for school?

Script: You mentioned that your sister (mom, neighbor, etc...) was supportive of you going back to school. Would they help you with the children?

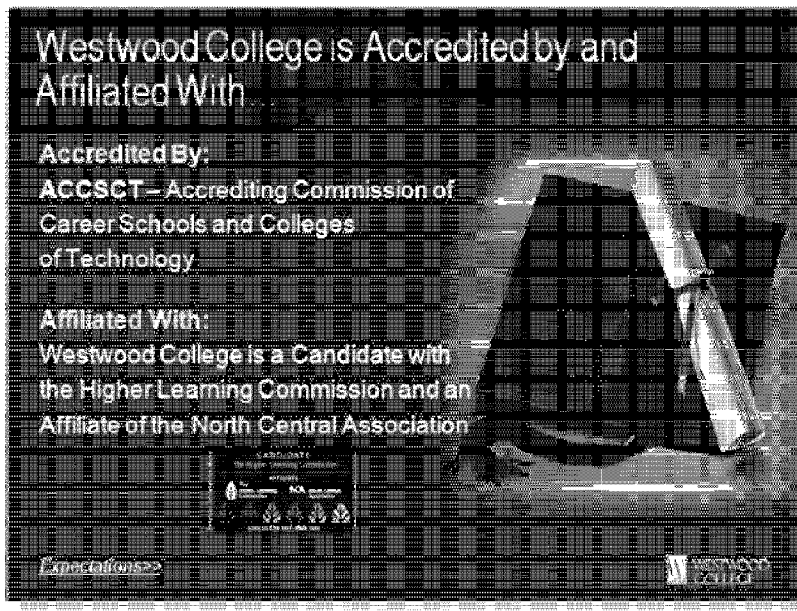
Script: Some of our students have used evening day care centers in the city. Have you looked into this type of service? Let's do some research now.

Remember, you won't be successful 100% of the time. The key is to practice, practice, and practice. By consistently using proven responses, you may develop your own personal delivery style and gain even greater confidence and effectiveness.

HLC Candidacy Communication As of October 2007, Westwood College is a Candidate to be Regionally Accredited with the Higher Learning Commission (HLC) North Central Association. Being the first department that interacts with prospects to the College, Admissions will play a critical role in accurately portraying what this means to prospective students. Please become familiar with what candidacy means as well as what can and cannot be communicated.

HLC Accreditation

The Higher Learning Commission (HLC) is a division of the North Central Association of Colleges and Schools that accredits colleges and universities. This type of accreditation is often called “Regional Accreditation” and the process typically takes five to seven years to complete. To learn more about regional accreditation please go to: www.ncahigherlearningcommission.org It is critical when communicating to prospects to be consistent and follow specific guidelines. **Our candidacy can be communicated; however it must be stated as an affiliation only.** The Interview Presentation Accreditation slides will be updated to reflect the following which can be communicated to prospects:



Note the additional language: “Westwood College is a Candidate with the Higher Learning Commission and an Affiliate of the North Central Association”. Additional notes in the script area below the slides will contain the following:

The Higher Learning Commission (HLC) is part of the North Central Association (NCA) of Colleges and Schools, which was founded in 1895 as one of six regional institutional accreditors in the United States. HLC is recognized by the U.S. Department of Education and the Council on Higher Education Accreditation (CHEA). Contact information: The Higher Learning Commission, 30 North LaSalle Street, Suite 2400, Chicago, Illinois 60602-2504; Telephone: 312-263-0456; Fax: 312-263-7462; E-mail: info@hlcommission.org; Website: www.ncahlc.org.

Additional HLC Speaking Points:

- Westwood College is currently nationally accredited by Accrediting Commission of Career Schools and Colleges of Technology (ACCSCT) or Accrediting Council for Independent Colleges and Schools (ACICS). In addition, we have candidacy status with the Higher Learning Commission (HLC) and will receive HLC accreditation status in October 2007.
- HLC accreditation will be another affirmation of the quality of education provided by Westwood College and will enhance our profile in higher education.

Why is HLC accreditation important to Westwood?

HLC accreditation builds on our current national accreditation by the Accrediting Commission of Career Schools and Colleges of Technology (ACCSCT) and Accrediting Council for Independent Colleges and Schools (ACICS). HLC will provide additional flexibility in the types of programs we can offer students and will be another affirmation of the quality of education provided by Westwood College. HLC accreditation will also enhance our profile in higher education.

If Westwood College receives HLC accreditation after a student starts school will their program change?

No, there will be no changes to programs based on accreditation.

What happens if a student graduates before HLC accreditation?

Students who graduate prior to HLC accreditation approval can state that they graduated from an institution with HLC candidacy status. They can also state that they graduated from an institution with national accreditation (Accrediting Commission of Career Schools and Colleges of Technology [ACCSCT] or Accrediting Council for Independent Colleges and Schools [ACICS], depending on the campus).

How long will it take to receive HLC accreditation?

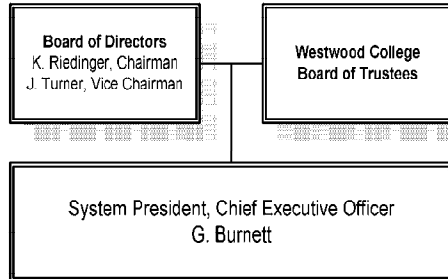
It could take up to four years to receive final HLC accreditation. The HLC accreditation process typically takes five to seven years to complete, and Westwood College began actively preparing in 2004 to meet the rigorous requirements of regional accreditation. By achieving candidacy status, the college has completed an important step and will continue to progress on the path towards regional accreditation.

Does accreditation include distance education courses and programs?

Yes. The commission accredits many organizations that offer courses and programs through various methods of distance delivery. Westwood Online is part of the HLC accreditation process.

Does accreditation guarantee that credits and degrees can be transferred to another college or university?

No. The college or university to which the student has applied determines transferability of credits and degrees. Transferability depends on the college or university at which credits or degrees were earned, how well the credits mesh with the curriculum offered by the school to which the student wishes to transfer, and how well the student did in the courses. Many organizations choose to consider the accredited status of the college at which the credit or degree was earned as one factor in the transfer decision.



Westwood College
Organization Chart
(Admissions Training/Operations Focus)
August 2009

