United States University
General Catalog
2017

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2017

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This catalog is true and correct as to content and policy as of the date of its publication. United States University reserves the right to change regulations, policies, fees and academic calendars and to revise curricula as deemed necessary and desirable and in accordance with Student Catalog Rights.

President's Welcome

Welcome to United States University! Although young by university standards, United States University has a history rich in providing its students with relevant, accessible, and affordable educational opportunities. Each member of our community is committed to the maintenance of the institutional core values so central to the United States University student experience:

- Quality
- Integrity
- Diversity
- Inclusiveness
- Life-Long Learning
- Affordability

An interactive and supportive learning environment -- online, on ground, or hybrid -- serves as the hallmark of our campus. Scholar-practitioners serve jointly as instructors and mentors. Relationships formed in class frequently extend well into the professional world as well.

Whether your interest lies in nursing, health science, education, or business and management, those of us at United States University are dedicated to your success. Your decision to choose United States University in order to pursue your academic and professional goals is one we take very seriously. We look forward to welcoming you to our community.

Dr. Steven Stargardter
President

General Information

Catalog Rights and Changes

This catalog is effective as of September 4, 2017. Special care is given to ensure information in this publication is an accurate description of programs, policies, procedures, facilities, personnel, and other matters relevant to the operation of United States University (USU).

It is the intention of US University to protect the rights of students with respect to curriculum and graduation requirements. There are times when catalog requirements may change. The University will make every effort to ensure a students' degree plan does not change wherever possible.

United States University has the right at its discretion to make reasonable changes in program content, class schedules, materials and equipment, as it deems necessary in the interest of improving the student's educational experience. US University reserves the right to make changes in policy and procedures as circumstances dictate. When ongoing federal, state, accreditation and/or professional changes occur that affect students currently in attendance, US University will make the appropriate changes and notify the students accordingly. US University will authorize substitutions for discontinued courses where appropriate.

Students declaring or changing degree programs will be subject to the catalog requirements in effect at the time of the requested change. Returning students applying for readmission into a program after withdrawing or being administratively withdrawn will be subject to the catalog requirements in effect at the time of readmission.

Catalog rights of students cannot supersede any State or Federal regulation or requirements including, but not limited to, military tuition assistance (TA), federal student financial aid (FA) and Veterans Administration (VA) benefits.

The University Catalog is updated throughout the year. For the most current **Official Catalog** version, please visit the United States University website at www.usuniversity.edu.

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at P.O. Box 980818, West Sacramento, CA 95798, www.bppe.ca.gov, Phone 916-431-6959 Fax Number: 916-263-1

History

Founded in 1997 to provide a unique learning environment based on academic rigor, personal attention, and fulfilling the educational needs of underserved populations including the Hispanic and Latino communities in Southern California, United States University, www.usuniversity.edu, is uniquely successful in serving its target population and attaining its academic and social missions.

Academics are the heart of United States University. From face-to-face interactions to learning in the comfort of your own home, USU offers a learning community where students can pursue their educational goals. The University adheres to an environment of academic excellence, student support and professionalism. USU provides educational opportunities for its students at the Mission Valley Campus (7675 Mission Valley Rd., San Diego, CA 92108). The University consists of the following colleges: College of Nursing, College of Health Sciences, College of Business and Management, College of Education and the division of Extended Education.

The University, originally known as InterAmerican College, was founded by Dr. Reymundo Marin and Dr. Maria Viramontes de Marin. In 2009, InterAmerican College was accredited by the Western Association of Schools and Colleges

(WASC) and changed its status from a non-profit to a for-profit. In April 2010, the Board of Trustees voted to change the university's name to United States University.

The University moved to its current facility in Mission Valley on July 5, 2016.

Mission

United States University provides professional and personal educational opportunities, with a special outreach to underserved groups. Through campus and online courses, the University offers affordable, relevant and accessible undergraduate and graduate degree programs and certificates in a supportive student-centered learning environment.

Core Values

- Affordability
- Quality
- Integrity
- Diversity
- Inclusiveness
- Life-Long Learning

Institutional Learning Outcomes

1. Communicate clearly and effectively through writing, speaking and using technology.
2. Apply quantitative reasoning to address complex changes.
3. Effectively gather, analyze and integrate information from a variety of sources.
4. Analyze and evaluate information and arguments, interpretations, or hypotheses in order to solve problems or form well-reasoned positions.
5. Demonstrate ethical reasoning and actions to provide leadership as a socially responsible citizen.
6. Work effectively across race, ethnicity, culture, religion, gender, and sexual orientation.
7. Work collaboratively as members and leaders of diverse teams.
8. Exhibit mastery of knowledge and skills within a discipline.

Accreditation and Approvals

Institutional Accreditation

Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC)

United States University is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC) located at: 985 Atlantic Avenue, #100, Alameda, CA 94501, 510-748-9001, http://www.wascsenior.org

Bureau for Private Postsecondary Education (BPPE)

United States University is a private institution and is licensed to operate by the Bureau for Private Postsecondary Education (BPPE). BPPE physical address: 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833; mailing address: P.O. Box 980818, West Sacramento, CA 95798-0818; Phone 916-431-6959 / Toll free 888-370-7589 / Fax 916-263-1897 / http://bppe.ca.gov

United States University does not have a pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years, or has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 USC Sec 1101 et. seq.).

Programmatic Accreditation

Commission on Teacher Credentialing (CCTC)

The Teaching Credential Programs are accredited by the California Commission on Teacher Credentialing located at: 1900 Capitol Avenue, Sacramento, CA 95811-4213, 916-322-4974 http://www.ctc.ca.gov

California Board of Registered Nursing

The Family Nurse Practitioner Program is approved by the California Board of Registered Nursing located at: 1747 North Market Boulevard, Suite 150, Sacramento, CA 95834-1924, 916-322-3350 or 916-322-1700 (TDD), www.rn.ca.gov

Commission on Collegiate Nursing Education

The Master's Degree in Nursing (MSN) at United States University is accredited by the Commission on Collegiate Nursing Education, One DuPont

Circle, NW, Suite 530, Washington, DC 20036, and 202-887-6791.

The Baccalaureate Degree in Nursing (BSN) at United States University is accredited by the Commission on Collegiate Nursing Education, One DuPont Circle, NW, Suite 530, Washington, DC 20036, and 202-887-6791.

The University is approved for Veterans' Training.

Academic Calendar 2017

Spring 2017 - Session I

First Day of Classes	January 9
MLK Holiday	January 16
Last Day to Drop a Course	January 22
President's Day Holiday	February 20
Session Closing Date	March 5
Final Grades Due	March 10

Spring 2017 - Session ID

First Day of Classes	February 6
Last Day to Drop a Course	February 19
President's Day Holiday	February 20
Session Closing Date	April 2
Final Grades Due	April 7

Spring 2017 - Session II

First Day of Classes	March 6
Last Day to Drop a Course	March 19
Session Closing Date	April 30
Final Grades Due	May 2
Spring Break	**May 1-7**

Spring 2017 - Session IID

First Day of Classes	April 3
Last Day to Drop a Course	April 16
Session Closing Date	May 28
Final Grades Due	June 2
Spring Break	**May 29-June 4**

Summer 2017 - Session I

First Day of Classes	May 8
Last Day to Drop a Course	May 21
Memorial Day Holiday	May 29
Session Closing Date	July 2
Final Grades Due	July 7

Summer 2017 - Session ID

First Day of Classes	June 5
Last Day to Drop a Course	June 18
Independence Day Holiday	July 4
Session Closing Date	July 30
Final Grades Due	August 4

Summer 2017 - Session II

First Day of Classes	July 3
Independence Day Holiday	July 4
Last Day to Drop a Course	July 16
Session Closing Date	August 27
Final Grades Due	September 1
Summer Break	**Aug 28-Sept 3**

Summer 2017 - Session IID

First Day of Classes	July 31
Last Day to Drop a Course	August 13
Labor Day Holiday	September 4
Session Closing Date	September 24
Final Grades Due	September 29
Summer Break	**Sept 25-Oct 1**

Fall 2017 - Session I

First Day of Classes	September 4
Labor Day Holiday	September 4
Last Day to Drop a Course	September 17
Session Closing Date	October 29
Final Grades Due	November 3

Fall 2017 - Session ID

First Day of Classes	October 2
Last Day to Drop a Course	October 15
Thanksgiving Break	November 23-24
Session Closing Date	November 26
Final Grades Due	December 1

Fall 2017 – Session II

First Day of Classes	October 30
Veterans Day Holiday	November 10
Last Day to Drop a Course	November 12
Thanksgiving Holiday	November 23-24
Session Closing Date	December 24
Final Grades Due	December 29

Fall 2017 – Session IID

First Day of Classes	November 27
Last Day to Drop a Course	December 10
Winter Break (Begin)	**December 25**
Winter Break (End)	**January 7, 2018**
MLK Holiday	**January 15, 2018**
Session Closing Date	February 4, 2018

Final Grades Due February 9, 2018

Business Hours

Administrative hours of service (Pacific Time Zone) are Monday through Thursday, 8:00 AM to 6:00 PM and Fridays from 8:00 AM to 5:00 PM. Technical support for online courses is available Monday through Friday from 8:30 AM to 8:00 PM. Online tutorial support is available 24/7 as is online library and research support. In addition, administrative services on campus will be open to support students during weekend classes taking place on Saturday and Sunday.

Students can get technical support by going to: http://www.usuniversity.edu/student-services/help-desk/ or by emailing helpdesk@usuniversity.edu.

Facilities

The campus provides classrooms that are appropriately furnished with laboratory and instructional furniture for the type of work performed. Supplies for each program of study are available in the classrooms and laboratories. The facility is readily accessible for students requiring physical accommodations. In addition to ample parking, the campus is conveniently located near public transportation and freeway access.

The campus has common areas that are open to students with vending machines that provide a variety of snacks and refreshments. Students are encouraged to use the lounge when eating and are asked to respect the right of all students to a clean environment. Food and beverages are not allowed in classrooms and laboratories.

Computer Labs

United States University provides computers on campus to support the learning, scholarly, and professional pursuits of its students and alumni. Our computer lab has several desktop computers with internet and printing access. Additionally, there are laptop computers available for checkout at the front desk by simply showing your university ID.

Library

The Marin Library is located at the main campus. The academic curricula are supported by access to databases subscribed to by the University, by print and video resources and by information literacy training. The library has a comprehensive information literacy training program, which supports students' research. The librarian provides research assistance in person, by telephone, and by email. A special service, Chat with a Librarian 24/7, is also available.

The Library is open to students 8 hours per day during sessions. The electronic library resources and databases are available 24 hours per day and are organized by college programs. The resources include USU databases, collections of peer-reviewed open access journals, government data and statistics, demographics, e-books, theses, and worldwide open access collections. Additional online resources correspond to societies, associations, directories, and government information.

Students, instructors and staff have access to online academic, peer-reviewed journals from CINAHL® Plus with Full Text, MEDLINE® with Full Text, JSTOR Arts & Sciences I Collection, JSTOR Language & Literature, ERIC®, Academic Search Premier, PsycARTICLES®, ProQuest Nursing & Allied Health Source™, Regional Business News and Business Source Elite.

Local students are encouraged to apply for a library card from the San Diego Public Library and the County Library systems. This allows students to check out books from San Diego CIRCUIT system which includes San Diego State University, University of San Diego, University of California San Diego, and University of California San Marcos.

Equipment and Materials for Instruction

For on-ground courses, computers with internet access and large monitors for faculty to use to present relevant teaching content. All course syllabus have required textbook and/or supplemental materials identified. Refer the course syllabi for specific requirements. The College of Nursing has program specific equipment for teaching; such as manikins, examination cubicles, telehealth equipment, and/or peripherals.

Parking

Parking is available at the campus. The adherence to parking, traffic, and vehicle regulations established for the safety of the University staff and students are set forth for the protection of all. The public's safety requires that all USU personnel and students take as their personal responsibility the enforcement of parking and traffic regulations. The University is not responsible for damage or theft of personal items or vehicles.

Student Photo Identification Cards

The University requires that all new students obtain a student ID card. The cards serve as student identification for a variety of on-campus services, including entering the building and library. Please email a photo (passport style with no sunglasses) along with your name and mailing address to ahill@usuniversity.edu if you are a domestic student or tricafrente@usuniversity.edu if you are an international student for processing. Processing time for ID cards is approximately 2 weeks. Students who lose their ID card are required to obtain a replacement. Replacement IDs cards carry a fee (see current fee schedule).

Smoking

United States University is committed to protecting the health of its students and employees. Smoking, including the use of e-cigarettes, is prohibited in all public areas of the University campus where nonsmokers cannot avoid exposure to smoke including all indoor facilities, exterior dining facilities, and within 20 feet of entrances to all University facilities.

Housing

The university does not assume responsibility for student housing. It does not have dormitory facilities under its control, nor offer student housing assistance. According to the Marcus and Millichap brokerage firm, the average rent in San Diego was $1,630 a month.

Statement of Non-Discrimination

United States University does not discriminate on the basis of race, color, height, weight, national origin, religion, age, marital status, gender, sexual orientation, veteran status, or disability. In a continuing effort to enrich its academic environment and provide equal educational and employment opportunities, the university actively encourages applications from members of all groups.

Diversity

As forged by its mission and vision and US University's unique and distinctive character to serve the underserved community in California and the nation, US University ensures an uncompromising commitment to offering access to affordable higher education to all individuals who meet the criteria for admission regardless of age, gender, culture, ethnicity, socio-economic class and disability. At all times, US University shall strive to ensure equitable representation of all diverse groups in its student body. US University's diverse administration, faculty and staff shall be equally dedicated to the success of all students. The diversity of US University's administration and faculty shall help enrich curricula, while a diverse staff shall serve students with sensitivity to special needs.

Admissions

Overview

The admissions process examines both the academic and personal qualifications of all applicants. US University aims to ensure that students accepted into its programs have the ability to benefit from and contribute to the integrated educational experience at the University. Admissions decisions are also based on the congruence of the applicant's educational interests with the philosophy and purpose of the program to which he or she is applying. US University values a diverse academic community and is committed by purpose and obligated by law to serve all people on an equal and nondiscriminatory basis. Admissions' decisions are made independent of need for financial aid.

In addition to the University application and admissions requirements, many degree and certificate programs have additional specific requirements described in the college and program sections of this catalog. Failure to follow the required procedures, provide all requested documentation, or declare all prior enrollments in post-secondary institutions may result in a delay in the application process, denial of admission, or dismissal from the University. The University reserves the right to verify the authenticity of any document through contact with the issuing source and/or a request for further documentation.

Application Information

All applications must be submitted by the appropriate deadline. Applications will be accepted after the stated deadline on a space-available basis. For programs that do not have specific application deadlines, it is recommended that prospective students submit their application and all required documentation at least one week prior to the session of intended enrollment. The applicant is responsible for requesting and submitting all documentation necessary to complete the application process. All documentation submitted in support of an application for admission becomes the property of the University and will not be returned.

Online Course Requirements

United States University uses D2L, Blackboard and Canvas as our Learning Management System. Students are able to use the following devices:

- Windows computers
- Mac computers
- Android mobile devices
- iOS (Apple) mobile devices

Students using a *computer* should have the following installed:

- Google Chrome internet browser
- Oracle Java
- Blackboard Collaborate Launcher

Students using a *mobile device* should have the following installed:

- Adobe Connect (Android / iOS)
- Blackboard (Android / iOS) (includes Collaborate built in)
- Canvas by Instructure (Android / iOS)

The approximate number of days that elapse between the institution's receipt of the student lessons, projects, assignments, etc. and the institution's mailing of its response or evaluation is no later than one week.

General Technology Requirements

Each student will be provided with a USU *Google Apps for Education* account. This includes:

- Email (Gmail)
- Calendar
- Google Drive (Docs, Sheets, and Slides)
- YouTube

Students' USU Google accounts are critical to their success and should be the primary form of communication within the University. Google Drive (Docs, Sheets, and Slides) is provided as a free replacement for Microsoft Office and Apple iWorks. It is capable of word processing, spreadsheets, and presentations. Click here for more information.

Some courses may require additional software to complete the course successfully; more

information will be provided upon registration. Students in the College of Nursing will be sent a list of additional technology requirements upon admission.

Degree and Certificate Students

Individuals wishing to enroll in a degree or certificate program must apply and be admitted to US University. All admission materials must be submitted directly to the admissions office by the application deadline (if applicable). An application to US University includes, but is not limited to, the following:

Undergraduate Admissions (including Non-Degree seeking)

- Complete and submit an application for admission
- Admissions interview with a University Admissions Advisor;
- Submitted documentation of high school graduation or its equivalent;
  - Foreign high school diplomas or their equivalent must be translated and evaluated by a University approved agency.
  - Home schooled students may apply for admission to the University. The student should provide proof that s/he has completed their state's requirements for high school graduation. The home school students' parent(s) and or guardian(s) are responsible for compliance with all requirements for their state.
- Undergraduate applicants must submit official transcripts from previously attended colleges or universities to apply for transfer credit. (Foreign transcripts must be translated and evaluated by an acceptable agency);
- Meet any program specific entrance requirements. See the admissions requirements for specific programs in this catalog for more detailed information;

Graduate /Post Baccalaureate Admissions

- Complete and submit an application for admission
- Complete the GED/High School Equivalency attestation form;
- Submit official transcripts from the bachelor degree-awarding institution(s), and any post-bachelor degree institution; Programs with undergraduate prerequisites require official transcripts from the originating institution(s). (Foreign transcripts must be translated and evaluated by a University acceptable agency);
- Have a Cumulative Undergraduate GPA of 2.5 or higher (see Nursing section for additional requirements)

Placement Exam

US University will transfer English composition credit and College Algebra credit upon verification that the student completed equivalent college-level Math or English courses at an accredited institution. Undergraduate Students who have not completed college-level Math or English courses at an accredited institution will be required to take a placement exam during their first session. The placement exams will determine if students will be placed directly into their college level English or Math courses or if they will need to take a pre-requisite remedial English or Math course. All remedial courses must be taken in the students first academic year at USU.

Matriculation

New students are admitted and put into a matriculated status when they have provided all evidence and documentation to meet the programmatic admissions requirements and have started classes. Students are admitted but remain in a hold group in cases where an applicant has an incomplete academic record. In such cases, the student's status will not be considered to be matriculated and therefore financial aid will not be processed until their academic and financial records are completed. Students will be responsible for charges incurred if they leave school prior to submitting required documentation. Students should provide all missing documentation prior to the end of the add/drop period. In some cases, an extension to the end of the first session will be granted.

Deferred Admission

Pending departmental approval, applicants may defer enrollment up to one year from the time of

initial acceptance. Applicants who fail to enroll within one year after deferring will forfeit their place in the program and will be required to submit another application if they choose to reapply. Requests for deferment must be made in writing to the admissions office.

Readmission

Students who voluntarily withdraw or are administratively withdrawn from the University must reapply before resuming their studies. Upon return, students must provide transcripts from all colleges attended during their absence from US University and complete a readmission application. Readmission is not guaranteed. Readmitted students are under the requirements of the program at the time of their readmission. A student is required to fulfill the current program requirements.

Program Transfer

Some students decide after matriculation that they are better suited for another program at the University. In such cases, students may request to transfer to a new program in writing. Students must meet the admissions requirements of the program in which they are applying. Approval is required from both the Program Director and/or Dean of the college the student wishes to transfer to and the Provost's Office.

Non-Degree Students

Individuals interested in taking courses for academic credit but not in pursuing a degree should register as a non-degree student. Admission as a non-degree student does not guarantee admission to a degree or certificate program. A maximum of 30 percent of a program's requirements may be completed as non-degree. Non-degree students are typically not eligible for financial aid

High School Seniors

The University allows high school seniors to enroll in lower division undergraduate level courses initially as non-degree seeking students. These lower division undergraduate credits can be transferred toward a degree.

High school seniors are accepted with the following conditions:

- High school GPA (grade point average) of at least 3.0
- A letter of recommendation from high school advisor/counselor
- Parental permission
- Official copy of high school transcript

Audit Students

Individuals who want to take a course for no academic credit must register as an audit student. There is no fee to audit a course but the student is responsible for purchasing any course materials. Each college determines which courses in their programs are eligible for audit. Individuals wishing to audit a course should obtain an Audit Student Application form from the Student Services Department and meet with the appropriate College Dean.

Veteran Students

United States University degree and teacher certification programs are approved by the California State Approving Agency for Veteran's Education (CSAAVE), and The Department of Veterans Affairs (VA). Veterans who expect to receive VA educational benefits must notify the Veteran's Affairs Coordinator at the time of registration. Contact the Veteran's Affairs Coordinator in the Student Services Department for current information.

Transfer Policy

The University accepts up to 90 semester credits to the undergraduate programs. Courses considered for transfer credit must have a grade of C or better.

United States University has a Residency Requirement of 30 credits for all undergraduate programs. This requires that no less than 30 credits must be completed at United States University in order for the university to confer a degree.

The University accepts up to 20 percent of the semester credits required to complete the specific

master's level program from accredited graduate level institutions provided the transferred course(s) meet the same general content standards as the University course. Courses considered for transfer credit must have a grade of B or better.

All transferred credits must come from an accredited post-secondary institution or from approved non-traditional resources, i.e. ACE, CLEP, DANTES, Excelsior, SMART, EduKan, Straightline, or Prior Learning Assessment. The University has not entered into an articulation or transfer agreement with any other college or university.

Courses transferred into General Education must meet subject area standards; upper division courses and graduate courses transferred in must meet the same general content standards as the USU course equivalent.

A sealed official transcript is required from the transferring institution and additional documentation may be required, i.e. catalog descriptions or course syllabi.

Transcripts of students applying to the College of Nursing MSN programs who already have a Master of Science in Nursing will be reviewed on an individual basis and may be approved for additional transfer credit.

Credit Equivalency Calculator

When coursework is equivalent, transfer credit from a quarter system institution is evaluated and converted to semester hours on a 1:0.66 ratio (See equivalency table below). Courses that are evaluated and converted to a fractional amount of credit (e.g., 2.66) will be rounded up or down accordingly in content to satisfy the content requirement of a given USU course. However, the student may need additional courses to fulfill the total required program credits.

Quarter Hours	Equivalent Semester Hours
5	3.33
4	2.66
3	2.00
2	1.33
1	0.66

Non-Transferable Courses

Some undergraduate courses and some graduate-level courses may be non-transferable. These courses will be denoted in the catalog and on the degree plan.

Block Transfer

Students who complete a transfer-oriented associate degree (Associate of Arts or Associate of Science) at an accredited college or university in the United States may fulfill the University's General Education requirements with the exception of CSS101.

An Associates of Applied Science or an Associate degree from a foreign country will require a course by course evaluation.

Credit by Examination

Credit by examination allows students to earn college credits in courses with established college level competence. Prior to taking any credit by exam, students must verify with their Program Director/Dean that the exam meets program requirements. Credits earned through credit by examination do not fulfill residency requirements. Credits earned will appear on the student's official transcript as "CR" and will not be calculated into the student's GPA. Students must request official test results be sent directly to the Student Services Department at the time of examination. Credits will not be posted until official results are received. (Students may not apply for Credit by Examination for courses that they have already taken and received a failing grade.)

Students may earn credit by examination by submitting passing scores from the Advanced Placement (AP) test, College Level Examination Program (CLEP), Challenge Examination (CE), or DSST.

Advanced Placement

Advanced Placement (AP) Test: A high school student who has successfully completed examinations of the Advanced Placement Program of the College Board, with scores of four (4) or five (5), will receive credit after official results are received by the Student Services Department.

College Level Examination Program (CLEP)

CLEP, a national testing program, assesses knowledge an individual already possesses. Undergraduate students may use CLEP tests to increase the number of lower-division transfer units and to fulfill lower-division requirements. Graduate students can fulfill undergraduate prerequisite courses through CLEP. General examinations in English composition, mathematics, humanities, natural science, social sciences, and history may be accepted to fulfill some lower-division general-education requirements. Subject examinations are also available for college-level courses and credit is allowed as recommended by the American Council on Education (ACE). The amount of credit awarded for a CLEP examination depends upon a number of variables including the number of units and distribution of units previously accepted in transfer, prior courses completed, where prior transfer units were completed, and current status relative to the University's residency policy.

DSST Subject Standardized Tests (DANTES)

Students who receive a passing score on a DSST exam will receive credit for the course if the course is directly applicable to their program of study. Students wishing to send their scores must use code **9492** on the "Score Report Recipient". A list of offered exams through DSST is available at http://www.getcollegecredit.com/.

Credit for Experiential Learning

Students that would like to apply for credit for experiential learning may enroll in the online portfolio course for credit (CAEL 100). The course instructs students on how to demonstrate the college-level learning they have acquired through work, volunteering or military service.

Students must pay for the course at the per-credit rate established for the program of enrollment. If students do not earn the credit requested, they may appeal the course grade and credits through the grade appeal process.

Students may use what they have learned in the CAEL 100 portfolio course to create an online knowledge portfolio that matches their knowledge and experience to college-equivalent courses. Once the online portfolio has been completed it will be submitted to CAEL trained faculty assessors for possible college credits. Students can earn up to 12 undergraduate credit hours for each portfolio they submit. Undergraduate students can receive a maximum of 30 units through CAEL.

Students wishing to apply for credit for experiential learning must apply for the CAEL 100 course no later than their second session following their start date and all portfolios must be submitted for assessment no later than the end of the student's second semester.

Each college or university level learning experience for which credit is sought shall be documented by the student in writing.

Challenge Credit

To challenge a course, a student must submit a written request to the applicable academic administrator prior to the start of the course. The request will be reviewed according to the following criteria, and if approved, the challenge examination will be administered. If the challenge examination is not successfully passed based on the listed criteria the student will be registered into the course and must complete the course as scheduled.

- A student must complete the examination prior to the start of the scheduled course.
- Students may not challenge courses in which they are currently enrolled or have previously taken at USU.
- A minimum grade of 75% must be achieved on the examination.
- No more than 12 credits may be earned through challenge examinations.
- Credits earned through challenge credits do not count as residential credits or toward the students CGPA.
- Credits earned through challenge credit do count towards a student's maximum timeframe.
- A student's financial aid may be affected if challenge credit is received.

- A fee will be charged per exam.
- The University's decision on the challenge exam is final.

Military Service

Credits may be awarded for military training and/or experience based on the evaluation and recommendation by the American Council on Education (ACE). Veterans must submit a DD-214 and/or DD-295 to evaluate training and/or experience. Students must submit transcripts of all coursework taken. Transfer credit will be granted upon evaluation of all coursework taken. The University will maintain a written record of previous education and/or training and notification will be made to both the student and Veteran's Affairs.

Ability-to-Benefit Students

Ability-to-benefit (ATB) students are those that do not have a certificate of graduation from a school providing secondary education, or a recognized equivalent of that certificate. United States University's admission policy does not accept ability-to-benefit students.

International Students

International Admissions

United States University is authorized under federal law to enroll nonimmigrant students in its degree programs. International students must meet the same admissions requirements as all other prospective students. To be considered for admission, prospective international students must be eligible to apply for a student visa (F-1) or be in a temporary residency status that does not require a change of status in order to attend the university.

The University does not provide Visa services to nonimmigrant students, but it does comply with all requirements of SEVP, including reporting student statuses. Any charges related to Visa services are the sole responsibility of the student.

To be considered for admission to the University as an international student, all students must meet the University and programmatic admissions requirements as well as submit the following to the University:

- Completed International Application Form
- $25 non-refundable application fee.
- $75 non-refundable processing fee.
- For undergraduate applicants, official transcripts from secondary school. Foreign transcripts must be evaluated by a www.naces.org agency for US equivalence.
- For applicants who have attended any post- secondary institutions, official transcripts from all colleges and universities. Foreign transcripts must be evaluated by a www.naces.org approved agency for US equivalence. Students must have a GPA of 2.5 or higher to be eligible for a master's level program.
- All courses are taught in English. The student must have the ability to read and write in English at the level of a graduate of an American high school as demonstrated by the possession of a high school diploma, GED or equivalent. All incoming International (F1) students must demonstrate proficiency in English prior to enrollment. This requirement can be met by either providing the University with satisfactory TOEFL/IELTS scores (IELTS score of 6.0 or above or TOEFL of 61 or above) or, in some cases; a documented live interview with a University representative will be accepted.
  Students who have TOEFL scores reported to US University should reference TOEFL code number 6076.
- Students may waive their English testing requirements if they have completed school in the US, UK, Australia, New Zealand or Canada.
- Financial Documents
  - Financial Support Declaration that certifies that sufficient funds are available for the student (and dependents if applicable) at the University for at least one academic year and barring unforeseen circumstances, that adequate funding will be available from the same or equally dependable sources for subsequent years for the full course of study. The declaration must be signed by the student and/or sponsor.
  - Bank statements certified by a bank official.
  - U. S. Immigration law prohibits waiver of the financial guarantee. Without this certified information, the I-20 cannot be issued. The financial declaration must be current, within 6 months of the student's starts date at the University.
- International Student Agreement Form
- Copy of passport with photo and address pages. Copies of visas and most recent I-94, if applicable.

Complete applications should be submitted to the Department of International Affairs. The International Student Advisor will contact the applicant to discuss the processing of the file. The student will be notified of acceptance within two weeks of submitting a complete application packet.

If acceptance has been granted to United States University and the student wishes to proceed with the enrollment process, the student will need to read and sign the University enrollment agreement and disclosures. When students complete their interviews and are in receipt of the approved VISA they must submit their $1,500 refundable tuition/fees deposit within 7 days of visa issuance to avoid cancellation of their I-20. No later than fourteen (14) calendar days prior to the start of classes, student must also submit a copy of all travel documents indicating date, time and location of arrival into the United States so the University can confirm arrival and provide local support as needed.

The United States Citizenship and Immigration Services (USCIS) Certificate of Eligibility Form (travel document) will be issued only after an application has been admitted to the University. USCIS requires that the name of the applicant match exactly with the name on the passport.

Questions concerning international student application or admission, including questions about other non-immigrant classifications and evaluation of prior academic work should be directed to the Department of International Affairs email: international@usuniversity.edu

The deadlines for submission of the application and all supporting documentation for overseas international students are as follows:

The deadlines for submission of the application and all supporting documentation are as follows:

- Spring II February 20, 2017
- Summer I April 24, 2017
- Summer II June 19, 2017
- Fall I August 21, 2017
- Fall II October 16, 2017

International Transfer Admissions Policy

To be considered for admission to the University as an international transfer student, in addition to meeting the university and programmatic admissions requirements, all applicants must submit to the University:

- $100 non-refundable application and processing fee (wire transfer payable to United States University or by credit card authorization).
- International Student Transfer Verification Form completed by both the student and the international advisor at the current school of attendance.
- Submit all documents listed under the international admissions section.

This process must be completed no later than 14 days prior to the intended start date in order to be considered for admission to the University.

If accepted, USU will issue the I-20 once the current school "releases" the SEVIS record to USU.

Incomplete Applications

United States University does not guarantee review of applications which are incomplete or submitted after the deadline. Application fees are not refunded under these circumstances.

English as a Second Language (ESL) Instruction

Students must be able to read, write, speak, understand and communicate effectively in English, as all courses for international students are taught in English. Information literacy and writing tutors are provided to graduate international students at no extra cost to facilitate the students' transition to American-university research expectations.

Orientation

All students new to USU must complete a mandatory orientation that will be available to all registered students prior to the start of school. Failure to complete orientation may lead to cancellation of I-20 due to non-participation.

International Student Course Load

International students must enroll in and complete a minimum of 12 units (Undergraduate) or 9 Units (Graduate) at the university each semester with satisfactory grades or be subject to dismissal.

Undergraduate students are scheduled for 12 units each semester; students who wish to register for

more than 12 credits per semester must obtain approval from the Program Director/Dean. Students must be in good academic standing and must have at least a 2.5 GPA for the session completed prior to the session the increased course load is being requested (schedule permitting).

Graduate students are not currently permitted to take more than 9 units per semester unless prior Program Director/Dean approval and/or approval from the Provost's Office has been received.

Graduate and Undergraduate students may be registered into one online course per semester.

Students must maintain a cumulative grade point average of 2.0 C or better (Undergraduate), 3.0 B or better (Graduate) to remain in good academic standing. Please refer to the "Satisfactory Academic Progress" of the catalog for more details.

Attendance

International students are expected to adhere to the University attendance requirements for both on ground and online courses. Students that do not adhere to the attendance policies at USU may have their I-20 cancelled.

- Weekend Graduate Programs
  - Attendance is mandatory for weekend graduate programs. Students can not miss an entire weekend or their status will be terminated. Students must contact their instructor and Program Director prior to missing any portion of an on ground class. If the absence is excused, students will need to work with the instructor and Program Director/Dean to schedule a make-up session, which is typically held on a Friday during the current session of the absence. Absences must be made up during the session they occur. No make-up sessions will be allowed once the session has ended.

Health Insurance

International students are strongly encouraged to purchase health (medical) insurance prior to entering the United States.

International Change in Status

Students must notify the Department of International Affairs of any changes in status including, but not limited to changes of address or phone number, transfer to another college, receiving a social security number or returning to their home country permanently. Failure to do so could affect their F-1 status.

International Transfer Credit Policy

Students who attended foreign universities and wish to transfer credit must submit a translated course by course transcript evaluation by a www.naces.org approved agency. These evaluations must be sealed or come directly from the evaluating agency in order to be considered official. Students must request transfer credit evaluation before classes start. Classes will not be able to be transferred in after the start of the semester

International Transfer-Out Policy

Students requesting a transfer to another college or University must be current on their financial obligations to USU and will be required to pay the published transfer fee prior to having their records released.

International Student Housing

USU does not provide housing for students, however there are several options for international students to reside in San Diego. Please contact the Department of International Affairs for information on local apartments, hostels, homestays and hotels. Email: international@usuniveristy.edu

International Student Vacations

An F-1 student at an academic institution is considered to be in status during vacation. An F-1 student at United States University (USU) is eligible for vacation after they have completed and remain in good academic standing after one academic year. An academic year is defined as 32 weeks and at least 24 completed credits for undergraduate students or 32 weeks and a minimum of 18 completed credits. Vacations are limited to two 8 week session per year after the completion of at least one academic year.

Vacations are not mandatory and students may continue to attend year round.

Vacations must be requested one (1) semester in advance.

Students should not travel to their home country before the student has met the vacation requirement. This is prohibited as re-entry into the United States is not guaranteed. If a student needs to travel back to their home country before they have met the vacation requirements, they will need to see the Department of International Affairs and their International Student Advisor to discuss options.

Students may not participate in CPT during vacation periods.

Library Services for International Students

One of the missions of the Library is to provide academic support in different services that will assist USU students, in particular the International Students, to succeed in their academic work.

Services Include:

- Assist students with information literacy.
- Assist students in completing their weekly assignments and final projects.
- Assist students in developing critical thinking through reasoning & brainstorming
- Reinforce student's knowledge of databases and online information resources
- Reinforce student's knowledge of APA reference citations
- Engage students in American academic copyright & plagiarism policies
- Library online tutorials
- Library resources
- Online bookstore

Please review our Library FAQ to learn more about USU Library Resources. Library services will be provided through Blackboard, WebEx, E-mail, telephone, or face-to-face sessions.

Contact clopez@usuniversity.edu

The Library is open weekly Monday through Friday from 9:00 am to 6:00 pm and Saturdays from 9:00am to 12:00pm, twice a month.

International Student Payment Policies

International students must submit their semester's tuition and fees in full, no later than the first day of the semester in order to participate in class. There are no deferments of payments or payment plans for tuition and fees. In order to register for each subsequent semester, international students must pay the semester's tuition and fees in full prior to the start of the semester. In order to keep CPT authorization during the semester breaks, students must pay their next semester's tuition in order to be registered for courses, and gain CPT authorization for the next semester.

If a student wishes to add an extra course in any given semester, they must pay the tuition for the extra course prior to the start of the course.

Visas may be terminated for students who fail to pay their tuition and fees prior to the first day of class or the first day of the semester.

F-1 Curricular Practical Training

Curricular Practical Training is defined as employment which is an integral part of an established curriculum, including: "alternate work/study, internship, cooperative education or any other type of required internship or practicum which is offered by sponsoring employers through cooperative agreements with the school" Source: [CFR 2.14.2(f)(10)(i)]. CPT is available only prior to the completion of your degree program and you must have a job offer at the time of application. CPT employment may not delay completion of the academic program.

Students must apply for CPT no later than one week prior to the session in which they hope to have the authorization. All tuition and fees must be paid prior to CPT authorization being approved for an upcoming semester.
To apply for CPT a student must:

- Complete the F1 Student CPT Application (available through the Department of International Affairs)
- Have their Program Director/Dean complete the Endorsement form
- Have the employer complete the CPT Application Employer form

- Turn in the completed form to their International Student Advisor

CPT authorization may take up to 3-7 business days. In order for the authorization to be included on the student's I-20, the International Student Advisor will need to approve the job description, and verify the employment with the employer. Once the application has been approved, the DSO will update the I-20 with the employment authorization. The student will be emailed a copy of their updated I-20 and will be able to pick up the new I-20 at the campus.

Students MUST reapply for CPT authorization if they change internships or jobs.

To renew CPT authorization a student must:

- Contact their International Student Advisor no later than 2 weeks prior to the expiration date.
- Student must confirm all employment information to be the same. If it is not the same, the student my re-apply for CPT authorization.
- The International department will confirm the student is in good academic standing (3.0 or higher) to continue with CPT, as well as contact the employer for employment verification.
- If tuition is due for the upcoming semester, the student must pay their tuition to keep their CPT active during the session break.
- After the CPT has been authorized, the DSO will renew the CPT authorization and the student will be emailed an updated copy of their I-20.

Social Security Numbers for International Students

A Social Security Number (SSN) is issued to track earnings over a worker's lifetime. Students holding F-1 status who are employed in the US must apply for a SSN. F-1 students authorized for CPT apply for a SSN in person at a local Social Security Administration office, no earlier than 30 days before their employment start date. When applying for a SSN card, the student should bring:

- I-20 (updated and endorsed for practical training)
- Passport
- I-94 card (a printout of their electronic I-94 information)
- Application for a Social Security Card
- Job offer letter (with employment start date)

IRS Form 1098-T

For international students wishing to receive a form 1098-T, they must contact the International Services and Records Coordinator to provide their Social Security Number before December 24 of the current tax year.

Absence or Departure Policy

Immigration status is directly associated with and affected by a student's full time enrollment in an academic program. If a student intends to or is thinking about taking a leave or withdrawing they must contact their International Student Advisor as soon as possible.

International students must submit a completed Change of Registration form to the Student Services Department. Any student attending the University under an F-1 visa status must be registered as full-time students. They are eligible to take a leave of absence once they have successfully completed a full academic year in good academic standing. All leave of absence period must be approved prior to taking the leave in order to make sure proper reporting to SEVIS and USCIS. As a general rule, visa students must go back to their home country when applying for a leave of absence, as their primary goal in the U.S. is to obtain an academic degree. Students with CPT authorization may NOT work while on a leave of absence.

Medical Leave

Requests for leave of absence due to medical reasons must be accompanied by a letter from a local physician (licensed medical doctor, doctor of osteopathy, or licensed clinical psychologist) that clearly indicates that a student is not able to be enrolled in classes in the current semester.

While the student is on medical leave, they can remain in the US in F-1 status. Medical leave authorization must be renewed each semester. After an aggregate of 12 months of medical leave, the I-20 will be terminated and the students must

depart from the U.S. If a student wishes to resume studies they will need to apply for a new I-20, leave and re-enter the U.S.

SEVIS Terminations and Status Violations

When a status violation occurs, the University may be required to terminate a student's SEVIS record. Termination of a SEVIS record (i.e. an I-20) is serious and can have negative consequences for a student and his/her ability to stay in the U.S. Grounds for termination of a SEVIS record include but are not limited to:

- Unauthorized employment
- Unauthorized withdrawal from classes
- Unauthorized drop below full course of study
- Expulsion and suspension
- Failure to enroll in classes

In most cases, the termination of a student's SEVIS record results in the student's immediate departure from the US. The departure is necessary to avoid more severe consequences. Additionally, in cases of terminations, a student forfeits the 60 day grace period. If your SEVIS record is terminated, there are only two ways to regain your status:

1) By travel. Exit then re-enter the U.S. with a new I-20. This option is often the quickest and carries the least risk.

2) By reinstatement. Submit a reinstatement application to the US government. An F-1 student is only eligible for reinstatement if all of the following conditions apply to the student:
   - Has not been out of status for more than 5 months at the time of filing the request for reinstatement.
   - Does not have a record of repeated or willful violations regulations
   - Is currently pursuing, or intending to pursue, a full course of study in the immediate future at the school which issued the Form I-20
   - Has not engaged in unauthorized employment
   - Is not deportable on any other grounds
   - Establishes to the satisfaction of USCIS, in detail showing, either that:
     - The violation resulted from circumstances beyond the student's control OR
     - The violation relates to a reduction in the student's course load that would have been within a DSO's power to authorize, and that failure to approve reinstatement would result in extreme hardship to the student

The Department of International Affairs will assist students with a reinstatement petition only if 1) all of the conditions above apply and 2) the violation was not preventable. Students who do not meet the above eligibility requirements will need to consult with a U.S. immigration attorney. The Department of International Affairs will work with you to determine what the best option for you would be.

To avoid termination of your SEVIS record, be aware of the following:

- Register for a full course of study each term
- Work only with permission
- Do not break University or U.S. laws
  Check your United States University email for important reminders.

Student Services Department

Overview

The Student Services Department oversees the maintenance of all student records, admissions criteria, course registration and status changes, and transcript evaluation. The Student Services Department is responsible for reporting student record data within state and federal FERPA guidelines to all external agencies and ensures all department activity is in compliance with institutional policies and procedures and verifies completeness and accuracy of all functions.

United States University works collaboratively with every student to help them develop and accomplish academic goals. The Student Services Department offers a central location for undergraduate and graduate enrollment and financial services. Our staff is ready to assist you and answer your questions. Here are just a few of the services we can help with:

- Add or Drop a Class
- Complaints/Grievances
- Order a Transcript
- Change Your Major/Minor
- Transfer Courses to USU
- Graduation Clearance
- Register for Additional Courses
- View Tuition and Fees
- Check Your Financial Aid
- Make a Payment/See my Balance
- Verify Enrollment
- Veterans Eligibility

Academic Tutoring

United States University provides tutoring services for Math, English and other areas of need with the purpose of helping students maintain proficiency or improve in a specific subject. Students are encouraged to seek help if needed to enhance their academic performance. Please contact your student services to schedule on-ground tutoring.

Brainfuse helps students reach their academic goals by connecting them with qualified eTutors anytime, anywhere. Students can also initiate and organize online meetings for peer-to-peer and instructor-led learning. The Brainfuse platform gives power to students, instructors and administrators to manage learning outcomes better by streamlining the latest virtual learning technology. Brainfuse is located in a tab on your Blackboard class menu and provides the following services:

- Receive Instant Tutoring and interact with a live tutor
- Submit Your Writing for any class to our Online Writing Lab
- Submit a Question and receive a reply from a tutor
- Personalized Test Prep in basic skills, college readiness, and COMPASS
- Access Resume/Career assistance from expert career coaches
- Create your own flashcards and online quizzes/games to reinforce classroom learning
- Form online study groups or schedule live sessions with peers/faculty instructors using the Meet collaborative whiteboard (audio capable)
- Record and email video-like notes on the Brainfuse whiteboard

Registration

All programs of study are structured with a prescribed course sequence. Once all transfer credits have been applied to the student record, students will be able to register in pre-selected courses throughout their degree program. Students receive credit only for courses in which they are officially registered and are not allowed to attend courses for which they are not registered.

Students can view all of their registered courses through the Student Portal.

Changes in Registration

All changes in registration must be discussed with, and completed by, the appropriate Program Director/Dean.

Textbooks and Course Materials

Course syllabi contain information about textbooks and supplemental materials for the individual courses. A textbook list is also available on the US University website.

Changes of Name or Address

Students are responsible for filing a Change of Name/Address Form in the Student Services Department if name, residence, phone number, or email address has changed since last registration. Name change requests must be accompanied by a copy of one of the following: court order, marriage certificate, dissolution decree, social security card, or driver's license.

Complaint/Grievance Policy

The Grievance Policy and Procedures are designed to support and foster a fair, objective, respectful and ethical set of policies and procedures for resolution of disputes. The policies and procedures are designed to provide students with a process in which to protect the University and its students.

Students with complaints/grievances relating to classroom issues are encouraged to do the following:

1. Discuss the issue with their instructor. Every attempt should be made by both the student and the faculty member to resolve the issue at this level.
2. If it is not resolved at the instructor level, unresolved complaints/grievances should be submitted in writing to the Program Director/Dean for the program of enrollment.
3. If it is not resolved at the Director level, unresolved complaints/grievances should be submitted in writing to the Provost's Office.

Students with complaints/grievances for all other matters should discuss the issue with or submit in writing to their Academic Advisor.

A thorough review of the complaint/grievance and USU associate response as well as any additional information will be conducted within 10 days of receiving the complaint/grievance.

If a student does not feel that the University has adequately addressed a complaint or concern, the student may consider contacting external agencies such as:

Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC)
985 Atlantic Avenue, Suite 100
Alameda, CA 94501
510-748-9001
www.wascsenior.org

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

California Board of Registered Nursing (BRN)
If a nursing student does not feel that the University has adequately addressed a complaint or concern, the student may consider contacting the following respective agency:
1747 North Market Boulevard, Suite 150
Sacramento, CA 95834
916-322-3350
www.rn.ca.gov

Rehabilitation Act and Americans with Disabilities Act (ADA)

In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, the University does not discriminate against individuals with a disability. Qualified individuals with a disability may request a reasonable accommodation to allow full participation in academic or student activities, including applications for admission and financial aid. Qualified individuals with a disability who need a reasonable accommodation should use the University's Disability Accommodation Request Form to submit the request. The form must be submitted to the University's Disability Compliance Officer. University faculty or staff who becomes aware that a student is disabled and

wants a reasonable accommodation must direct the student to speak with the University's Disability Compliance Officer.

The University's Disability Compliance Officer will be the single point of contact for students requesting reasonable accommodations. The Disability Compliance Officer is listed below with her contact information. This information may be updated via an addendum to this Catalog or via campus-wide communication.

Alyssa Hill, Academic Advisor
619.876.4263
ahill@usuniversity.edu

When a student is referred to the Disability Compliance Officer, the Officer will schedule a time to speak with the student to explain this policy. If the student asks for a reasonable accommodation, he or she will be directed to complete the Disability Accommodation Request Form. Once the Disability Compliance Officer receives the completed form, it will be reviewed. The student may be required to provide additional information, including information from a licensed medical provider substantiating the disability and the requested accommodation. The Disability Compliance Officer will coordinate the interactive process with the student to determine what reasonable accommodation is necessary to allow the student to fully participate.

If the student disagrees with or is not satisfied with the proposed reasonable accommodation, the student may appeal the decision in writing to the University President.

Transfer Credit Process

To determine which courses will transfer, follow the steps below:

1. Make an appointment with your Academic Advisor
2. Notify your Academic Advisor of your desire to transfer credit and provide a list of courses to be transferred and unofficial transcripts from the schools you have attended to receive an unofficial evaluation.
3. Request official transcripts from all previously attended institutions for an official evaluation.
    a. USU will request transcripts on behalf of the student and apply any charges to the student's account upon approval from the student.
4. Students who completed university coursework outside the United States must submit transcripts that have been translated and evaluated. Transcripts should come directly from the issuing institution to academic records and should be sent to:

    United States University
    Attn: Registrar's Office
    7675 Mission Valley Rd.
    San Diego, CA 92108

5. All records submitted to the university become the property of the university and are placed in the students' permanent file. No confidential information will be released without students' authorization. If students do not complete the admission application, the Student Services Department will keep their records as prescribed by state regulations. Upon receipt of all official transcripts the Academic Advisor will complete the evaluation of all courses and apply transfer credit.
    a. Students' degree plans will be updated with the accepted transfer credits. Students may review their degree plans through their student portal.
    b. Students who wish to appeal the decision of the Academic Advisor may do so in writing to the Program Director/Dean of the College where the course(s) in question resides (for example, General Education courses fall under the Program Director of the College of Health Sciences).

Diplomas

Diplomas and transcripts are issued only to students in good financial standing with the University. Diplomas are printed and mailed after all requirements have been completed, and all financial obligations to the University have been

fulfilled. They are mailed to the address of record approximately two months after the degree has been awarded.

Commencement Ceremony

The formal commencement ceremony is held once a year on a date announced by the University. Degree candidates who have completed all graduation requirements since the previous commencement ceremony are eligible to participate. Undergraduate degree candidates who are within 12 credits of program completion or graduate degree candidates within 6 credits of program completion on the date of commencement will also be invited to participate in the ceremony.

Transcripts

Requests for official US University transcripts can be made online or in writing and submitted to the Student Services Department. Students must use a Transcript Request Form. Requests must include a student's name, Social Security number, dates of attendance and a complete address to where the transcript is to be sent. Please see the Fee schedule for the cost associated with transcript requests. US University honors official transcript requests only if students are in good financial standing with the University.

Career Services

The purpose of the Career Services Department is to actively assist students in obtaining employment, although the department in no way guarantees student or post-graduate employment. **The university does not provide placement services.**

The department offers instruction and guidelines for students and graduates in areas such as career planning and job search techniques, resume writing, interview planning and preparation, understanding the importance of networking, completing job applications, the characteristics of a professional image, interview follow-up, workplace etiquette, and successfully navigating the workplace. Successful employment assistance is dependent upon a mutual effort by both graduates and the department. Graduates are encouraged to aggressively seek employment opportunities on their own, keep records of their contacts, and inform the Career Services Department of these efforts.

Student Record Retention

The University will maintain student records for each student, whether or not the student completes the educational program, for a period ending five years after the date of the student's graduation, withdrawal, or termination (with the exception of students who cancel their program). Student transcripts will be maintained indefinitely. The student records shall be retrievable by student name and shall contain all of the following applicable information:

- Written records and transcripts of any formal education or training relevant to the student's qualifications for admission to the University;
- Copies of all documents signed by the student, including contracts, instruments of indebtedness, and documents relating to financial aid;
- Copies of all tests given to the student before admission; records of the dates of enrollment and, if applicable, withdrawal, leaves of absence, and graduation;
- A transcript showing all of the classes and courses or other educational services that were completed or were attempted but not completed and grades or evaluations given to the student;
- A copy of documents relating to student financial aid that are required to be maintained by law or by a loan guarantee agency;
- A document showing the total amount of money received from or on behalf of the student and the date or dates on which the money was received;
- A document specifying the amount of a refund, including the amount refunded for tuition and the amount for equipment, the method of calculating the refund, the date the refund was made, the check number of the refund, and the name and address of the person or entity to which the refund was sent;
- Copies of any official advisory notices or warnings regarding the student's progress; and
- Complaints received from the student, including any correspondence, notes,

memoranda, or telephone logs relating to a complaint.

- The University shall maintain records of student attendance.

Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) afford eligible students certain rights with respect to their education records. (An "eligible student" under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution.) These rights include:

1. The right to **inspect and review** the student's education records within 45 days after the day United States University receives a request for access. A student should submit to the Student Services Department, Program Director or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The college official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the college official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to **request the amendment** of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. A student who wishes to ask the college to amend a record should write the college official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed. If the university decides not to amend the record as requested, the university will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to **provide written consent** before the university discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent. The college discloses education records without a student's prior written consent under the FERPA exception for disclosure to college officials with legitimate educational interests. A college official is a person employed by United States University in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A college official also may include a volunteer or contractor outside of the United States University who performs an institutional service of function for which the college would otherwise use its own employees and who is under the direct control of the college with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another college official in performing his or her tasks. A college official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for United States University.
4. The right to **file a complaint** with the U.S. Department of Education concerning alleged failures by the United States University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

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

FERPA permits the disclosure of PII from students' education records, without consent of the student, if the disclosure meets certain conditions of the FERPA regulations. Except for disclosures to college officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student of FERPA regulations requires the institution to record the

disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student:

- To other college officials, including teachers, within the United States University whom the college has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the college has outsourced institutional services or functions.
- To officials of another college where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer.
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university's State-supported education programs. Disclosures under this provision may be made in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf.
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.
- To organizations conducting studies for, or on behalf of, the college, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction.
- To accrediting organizations to carry out their accrediting functions.
- To parents of an eligible student if the student is a dependent for IRS tax purposes.
- To comply with a judicial order or lawfully issued subpoena.
- To appropriate officials in connection with a health or safety emergency.
- To the victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense.: The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding.
- To the general public: The final results of a disciplinary proceeding, if the college determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the college's rules or policies with respect to the allegation made against him or her.
- To the parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the college, governing the use or possession of alcohol or a controlled substance if the college determines the student committed a disciplinary violation and the student is under the age of 21.
- Information the college has designated as "directory information". United States University defines Directory Information to include:

    - Name
    - Address
    - Phone Number
    - Email address
    - Birthday and month
    - Enrollment Status/Grade Level (e.g. First Term, Second Term, etc.)
    - Date of Graduation

- Degrees and Honors Received
- Photos
- Major Field of Study
- Dates of Attendance
- Participation in officially recognized activities and sports
- Most Recent School Attended
- A student ID or online user ID (as long as it may not be used to access educational records except when in conjunction with a student's personal password or personal PIN)

- A student's social security number can never be considered Directory Information.

A student may opt out of Directory Information disclosure by submitting a written request.

Petition for Degree or Certificate

Students must file an online Graduation Application requesting a degree audit once they have completed a minimum of 108 credits (includes transfer credits) in an undergraduate program and after completion of 30 credits (includes transfer credits) in a graduate program. The student's records will be audited to verify completion of all requirements. Students will be charged a graduation fee.

Awarding of the Degree or Certificate

If all requirements have been completed, the awarding of the degree or certificate will be posted on the transcript and the student notified.

Academic Policies

Academic Freedom

The right to academic freedom is the right of every faculty member.

Academic freedom is defined as the freedom of thought and expression as it applies to teaching, publication, oral presentation, and extramural activities. It includes the right of faculty members to choose and use materials that they deem appropriate to program or course goals in their classes without interference.

Institutions of higher education exist for the common good. The welfare and strength of United States University and of society at large depend on the uninhibited search for truth and its free expression. Academic freedom is based upon the premise that scholars are entitled to immunity from coercion in matters of thought and expression, and on the belief that the mission of United States University can be performed only in an atmosphere free from administrative or political constraints and tolerant of thought and expression. Academic freedom is fundamental for the protection of the rights of both the faculty in teaching and the student in learning. Academic freedom is also essential to protect the rights of the faculty to freely discuss and debate all ideas, however controversial or unpopular, within United States University or before the broader community. The exercise of academic freedom cannot serve as cause for discipline, dismissal, or non-reappointment. Academic freedom does not include communication or material presented in class that constitutes discrimination, sexual harassment, illegal behavior, or encourages students or others to engage in criminal or unethical behavior.

In the event a faculty member's choice of course materials are challenged, the burden will be on the challenger to establish by material evidence that the challenged material is academically inappropriate for the course. The Provost's Office will be the academic administrator charged with oversight of this process. Determination as to the appropriateness of the course material in question will be made within 60 calendar days of the date that the Provost's Office receives written challenge to the academic appropriateness of the material in question.

Notwithstanding the broad right of faculty members to select and use academically appropriate materials for their courses, faculty members should be sensitive to the possibility that some students in a course may find certain materials to be personally offensive. Faculty members can elect to alert students at the beginning of their courses to any potentially controversial course materials.

Academic Year

The academic year for undergraduate and graduate students (with the exception of Nursing programs which are year round with three semesters) at US University is composed of two semesters of 16 weeks duration totaling 32 weeks of instruction and at least 24 credit units. Each semester is composed of two sessions of 8 weeks and at least 12 credit units.

- Freshmen: Students who have completed 0-30 college credits.
- Sophomore: Students who have completed 31-60 college credits.
- Junior: Students who have completed 61-90 college credits.
- Senior: Students who have completed 91-124 college credits.

The academic year for MSN-FNP students is composed 32 weeks of instruction and at least 18 credit units.

For the purpose of financial aid and enrollment verification, a full-time load is defined as 12 units per semester with the exception of MSN-FNP which is defined as 9 units per semester.

Add/ Drop Period

The Add period occurs within the first week (7 days) of an 8-week session. During this period, students may add individual courses. Students may add a course prior to the session and throughout the first week of a session. Students will not be added into the second week of a session without approval from the Program

Director/Dean. New students may be admitted during this period provided they attend at least one scheduled class during the Add/Drop period. Students will not be admitted after the Add/Drop period without approval from the applicable Program Director/Dean.

The drop period occurs within the first two weeks (14 days) of an 8-week session. Students may drop courses prior to the first day of the session or up to the end of the drop period by notifying the Student Services Department. Students dropping all classes will be treated as withdrawals.

Dropped courses occurring within this period will appear on students' transcripts but will not be included in evaluating student maximum allowable time frame specific to satisfactory academic progress.

Maximum Unit Load

Students who wish to register for more than 6 credits per session must obtain approval from the Program Director/Dean. Students must be in good academic standing and must have at least a 2.5 GPA for the session completed prior to the session the increased course load is being requested.

Non-Registered Students

Persons whose names do not appear on the class list or roster are not registered for the course. Fundamentally, a person who is not registered has no relationship with the University and is not entitled to any services including instruction, testing, evaluation, disability services, or submission of a grade. Persons registered in a course who have not arranged for payment of tuition and fees or are deviating from the curriculum without approval will be administratively withdrawn. The Program Director/Dean and the instructor(s) will be notified of the withdrawal. After payment is received, students may be reinstated in the course. Persons who are sitting in class and are not on the class list or roster will be asked to leave the course until they are registered.

Attendance and Participation

United States University expects all students to attend all class meetings of courses in which they are enrolled and comply with attendance requirements specified in the course syllabus.

Students must be in attendance in both campus and online classes by the seventh day of the session. If the student does not attend or participate in the classroom, by the seventh day of the session, the student may be dropped from the course and/or administratively withdrawn from the University.

In addition, if at any time after the first week of class a student is absent from the University for 14 consecutive school days, excluding holidays and scheduled breaks of five calendar days or more, and no contact has been made by the student indicating intent to continue, the student may be dropped from the course and/or administratively withdrawn from the University.

Participation criterion for online classes will vary by course; however, examples of requirements include:

- Write a brief (one paragraph) biography and post it by midnight (PST) on the first Monday of each course.
- Post or submit substantive academic discussions or assignments at least two separate days of the week (Monday through Sunday).

Clinical Rotations and Practicum

The number of contact hours required for each clinical course must be met by the end of the session, regardless of holidays within the session. The total number of contact hours required can be found on the course syllabi. Precepted courses must fulfill the required contact hours for each course on a schedule agreed upon between the Student and Preceptor by the end of the session.

Leave of Absence

Students are expected to maintain continuous enrollment in their program. Students who find it necessary not to enroll for one or more sessions

may request a Leave of Absence. A Leave of absence is granted for students with a hardship or extenuating circumstance as approved by the Provost's Office. An approved Leave of Absence (LOA) permits a student to be absent from the University for a maximum of 180 days in a twelve month period. Students should speak with their Program Director/Dean prior to any LOA request. All requests for an LOA must be submitted in writing. Students are responsible for obtaining the approval of the leave of absence. A student is not considered officially eligible for an LOA until approval is obtained. Students may not be granted an LOA if they are not in good academic standing (not on disciplinary action, academic probation or academically disqualified from the University) in order to qualify for a leave of absence. A student not in attendance by the return date indicated is automatically considered a withdrawal which may cause funds to be returned to the Lender. If a student is considered a withdrawal he/she must complete the re-entry process prior to being approved to register for any courses.

Non-Degree Seeking students are not eligible to take a Leave of Absence.

Credit Hour Policy

United States University offers credit bearing programs and courses in semester credit hour system. A semester is composed of two sessions of 8 weeks (totally 16 weeks in a semester). At USU, one credit hour is defined as 15 hours of direct faculty instruction and a minimum 30 hours of out-of-class student work for the 8 weeks session.

USU's definition of a credit hour is consistent with the federal regulation (CFRs 600.2 and 600.4), which defines the credit hour as "the amount of work represented intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours."

One hour of direct faculty instruction is equal to 50 minutes of classroom time. In courses in which direct instruction does not apply, a credit hour may be measured by an equivalent amount of work, as demonstrated by student achievement.

For nursing laboratory and clinical courses, one credit is awarded for 48 hours of supervised laboratory or clinical instruction.

Notice Concerning Transferability of Credits and Credentials Earned at our Institution

The transferability of credits you earn at United States University is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the (degree, diploma, or certificate) you earn in the educational program is also at the complete discretion of the institution to which you may seek to transfer. If the (credits or degree, diploma, or certificate) that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending United States University to determine if your (credits or degree, diploma, or certificate) will transfer.

Grading

The grading system that appears in the charts below governs grading symbols and computations for all undergraduate and graduate students of the

University. All letter grades carry quality points and are computed in student GPAs. The following marks may be assigned to undergraduate and master's courses and has the same meaning regardless of level. By definition, marks differ from grades in that they do not carry quality points or count in the GPA.

Students receive a grade in each course for which they register and attend. Each course syllabus indicates the relationship between course components and assignments in determining a final grade. Grades of plus (+) and minus (-) are used in determining a grade point average (GPA). Quality points, used in determining a grade average, are assigned as follows:

General Grading Scale

Grade	Quality Points	Percentage Grades
A	4.00	94-100
A-	3.75	90-93
B+	3.35	87-89
B	3.00	83-86
B-	2.75	80-82
C+	2.35	77-79
C	2.00	73-76
C-	1.75	70-72
D+	1.35	67-69
D	1.00	63-66
D-	0.75	60-62
F	0.00	<=59

Nursing Grading Scale

Grade	Quality Points	Percentage Grades	Indicator
A	4.00	95-100	Superior
A-	3.75	90-94	
B+	3.35	87-89	Above Average
B	3.00	84-86	MSN Requirement
B-	2.75	80-83	
C+	2.35	77-79	
C	2.00	74-76	BSN Requirement
F	0.00	<=73	

Additional course designators are:

AU Audit - Indicates auditing of course for no credit; not included in computation of grade average.

CR Credit - Indicates student has passed with a "C" level grade or higher for undergraduate students and a B or better for graduate students; not included in determining grade average but does represent satisfactory progress toward a degree.

I Incomplete - Indicates special circumstances that delay course completion; not included in determining grade average and does not represent satisfactory progress toward the degree but does count toward credits attempted when determining satisfactory progress.

NC No Credit - Indicates student has not passed with a "C" level grade or higher; not included in determining grade average but does represent satisfactory progress toward a degree.

R Repeat - Indicates a course that has been repeated; only higher grade is used for computing GPA.

TC Transfer Credit - Denotes transfer credit; not included in determining grade average but does count as attempted and completed credits when determining satisfactory progress.

W Withdrawal - Indicates withdrawal after an Add/Drop period; not included in determining grade average but does count toward hours attempted when determining satisfactory progress.

Grades are submitted within 5 business days of the last day of a course. Grade reports are available on the Student Portal on the Monday following the end of the grade submission period.

Incomplete Grades

An Incomplete (I) is a temporary grade which allows the student additional time to complete the required coursework to receive a final grade in the class. The assignment of an incomplete grade is appropriate when extenuating circumstances beyond the student's control, such as illness or necessary absence, have prevented the student

from completing the course requirements by the end of the session.

A student that has attended at minimum beyond the fourth week of class in an 8 week session or the second week in a 4 week session may request an Incomplete.

The student must initiate the request for an Incomplete to the course faculty before the end of the course. The student will be required to provide documentation of the extenuating circumstance that caused the student to fall behind. **If the faculty approves the request for the Incomplete, a student may be given a maximum of one session (8 weeks) to complete the course.** Depending on the circumstance, the faculty may give a shorter deadline. Faculty will send the approval and conditions to the Student Services Department office for processing and the student will be notified by the Student Services Department of the deadline to submit all coursework. Failure to resolve the Incomplete within the 8 week extension will result in the grade being converted to an F.

Students that have been granted an Incomplete are still expected to attend current courses where possible.

A grade of Incomplete cannot be granted for a course that is a prerequisite to the next course in their rotation.

Credit/No Credit Grading

A grade of Credit (CR) is equivalent to acceptable undergraduate or graduate performance (the equivalent of a C or higher for undergraduate students and a B or higher for graduate-level students). A No-Credit (NC) grade indicates that the course was not mastered. CR and NC grades are not included in computing the grade-point average. CR grades are, however, recorded as units completed and included as units satisfying degree requirements.

Independent Study

Independent study offers students opportunity for individual or tutorial instruction in areas not covered by regularly offered courses. Such study is initiated and planned by the student but it must be directed by a US University faculty member. A student who wishes to undertake independent study must obtain the permission of the Program Director/Dean.

Repeating a Course

The Course Repeat Option provides students who have done poorly the opportunity to repeat courses and be able to calculate their new grades in place of their previous grades. Thus, if a course is repeated using this option, the grade of the most recent attempt of that course will be used in calculating the cumulative GPA and for completion of program requirements. The original course will remain on the official transcript for historical purposes only.

If you are receiving financial aid, you should verify with the Financial Aid office that repeating a course won't affect your eligibility status.

- Courses may be repeated when any grade equivalent to a D or below affects the grade point average that has been earned.
- Course Repeat Option may NOT be applied more than two (2) times to the same course for undergraduate students.
- Course Repeat Option may NOT be applied more than one (1) time to the same course for graduate students.
- Course Repeat Option may NOT be applied more than one (1) time for the CSS 101 course.
- Policy may be more stringent in some courses, refer to course syllabi for more information.
- The letter grade earned in the most recent attempt will be included in cumulative credit totals and grade point average, even if that grade is lower than the previous grade.
- All subsequently repeated courses and grades will be recorded on the transcript and noted that the course has been repeated.

- All courses designated with a repeat note will not be included in cumulative credit totals and grade point averages and are not applicable toward graduation requirements.
- Students will be charged the current tuition rate for the repeated course at the time the course is repeated.

Grade Changes

US University recognizes the right of every student to challenge and/or appeal a grade. Students are free to make general inquiries about grades, but are required to follow the published policies and procedures for formal challenges and requests for grade changes.

The following policies and procedures apply to all challenges to assignment grades:

1. A challenge to an assignment grade must be submitted to the instructor of record for the course within 5 days after the student receives the official assignment grade notice.
2. The instructor shall issue a formal response to the grade challenge within 5 days of receipt. If approved by the instructor, a grade change will be reflected in the course record.
3. Grade challenges denied by the instructor may be appealed to the Program Director/Dean within 2 days after the student receives the formal response from the instructor.
4. The Program Director/Dean shall issue a formal response to the assignment grade appeal within 5 days of receipt. This response shall be copied to the instructor. If approved by the Program Director/Dean, a grade change will be reflected in the course record for the specific assignment.
5. Students choosing to challenge an assignment grade acknowledge and agree that the final grade following a grade appeal might be (1) the same grade as prior to the appeal (2) a higher grade or (3) a lower grade than that assigned by the instructor.
6. The decision of the Program Director/Dean may be appealed to the Provost or his/her designee only if and when an assignment grade adversely impacts the course final grade. Otherwise, the decision of the Program Director/Dean on an assignment grade challenge is final.

The following policies and procedures apply to all challenges to final course grades:

1. A grade challenge must be submitted to the instructor of record for the course within 7 days after the student receives the official final grade notice.
2. The instructor shall issue a formal response to the grade challenge within 5 days of receipt.
3. Grade challenges denied by the instructor may be appealed to the Program Director/Dean within 7 days after the student receives the formal response from the professor.
4. The Program Director/Dean shall issue a formal response to the grade appeal within 5 days of receipt. This response shall be copied to the Provost (or designee).
5. If approved by the Program Director/Dean, a grade change recommendation shall be submitted to the Provost (or designee) for review and approval.
6. Upon approval by the Provost (or designee), the grade change shall be submitted to the Student Services Department to be finalized.
7. In the event of denial by the Program Director/Dean, the student may appeal to the Provost (or designee).
8. The appeal to the Provost shall be submitted within 3 days of the final response from the Program Director/Dean. The student's appeal to the Provost must include the following:
   a) A statement clearly identifying the course, the course's prefix number, the session when the course was taken, and the professor.
   b) The dates, times and places when the student appealed his/her grade to the instructor (if applicable) and information regarding the statements exchanged between the two concerning the grade challenge.
   c) The reason for the challenge and all relevant documentation and facts to allow the Provost (or designee) to make a decision concerning the challenge.
9. The burden of proof for all grade challenges/appeals rests with the student who must clearly demonstrate that the grade being

challenged or denial of earlier challenges were the result of error or discrimination, or were otherwise arbitrary or capricious.

10. The Provost (or designee) shall respond to the student, in writing, within 10 days of receipt of the student's written appeal.
11. Students choosing to challenge a course grade acknowledge and agree that the final grade following a grade appeal might be (1) the same grade as prior to the appeal (2) a higher grade or (3) a lower grade than that assigned by the instructor.

Dropping a Course

Courses dropped after the drop period will receive a grade of "W." A grade of W does not affect a student's cumulative GPA, but counts as credit hours attempted toward both pace and maximum timeframe. Course drops will not be allowed after Sunday of week 7 of an 8 week session. The earned grade will be awarded and will count towards the cumulative GPA and as credit hours attempted toward both pace and maximum timeframe.

If a student drops all the courses in a session, they must officially withdraw from the university or request an official leave of absence in writing. Students who do not provide the required written request or do not meet the requirements for a leave of absence will be administratively withdrawn.

Notifying an instructor or other office of intent to drop a course does not constitute an official withdrawal. Students who drop a course(s) are still responsible for the full amount of tuition for the course per the university refund policy.

Withdrawal

An official withdrawal occurs when a student notifies the Student Services Department that they no longer wish to attend courses and want to withdraw from the university. Students should speak with their Program Director/Dean prior to withdrawing from the university. All requests to withdraw should be submitted in writing. Students who do not provide the required written notification may be administratively withdrawn.

Students should send an email to the Student Services Department notifying them of the intent to withdraw, stating the date they intend to leave the university, and providing a reason for the withdrawal.

Administrative Withdrawal

An administrative withdrawal occurs when the institution determines the student should be withdrawn from the University. Administrative Withdrawal can occur for a number of reasons including:

- Failure to comply with the University's attendance policy;
- Failure of CSS101 a second time;
- Failure to maintain satisfactory academic progress;
- Failure to comply with the University's student conduct policy;
- Failure to meet financial obligations to the University;
- Violation of any of the conditions as set forth and agreed upon in the Enrollment Agreement.

Satisfactory Academic Progress

Students' academic progress will be measured at the end of each completed semester, regardless of credits attempted. In order to maintain satisfactory progress:

1. Undergraduate students must maintain a minimum cumulative grade point average (GPA) of at least 2.0 (on a standard 4.0 scale) at the end of each semester.
2. Graduate students must maintain a minimum cumulative GPA of at least 3.0 (on a standard 4.0 scale) at the end of each semester.
3. Progress at a satisfactory rate toward completion of their program. At the end of the evaluation period, the student must have successfully completed at least 66.67% of all coursework that the student has attempted in the program. A description of the calculation is given below.
4. Complete the program within a maximum timeframe of 150% of the published length of the program as calculated in credits attempted. For example: A student enrolled in

a 120 semester credit program would have to complete the program in a maximum timeframe of 180 credits attempted (150% of 120).

Calculating the Cumulative Grade Point Average

The cumulative GPA is calculated by dividing the total grade points earned per the grading scale in this catalog by the total semester credits for courses completed at US University, with the exception of transfer credits, proficiency or challenge exam credits, audit credits, pass/fail credits, withdrawals and incompletes.

Calculating the Rate of Progress (Pace) toward Completion of the Program

The rate of progress toward completion of the program is calculated by dividing the cumulative number of credit hours the student has successfully completed within the program by the cumulative number of credit hours attempted by the student in the program. For example: A student who has successfully completed only 12 of 24 attempted credits would have a rate of progress calculated by dividing 12 by 24 or 50% (12/24). In this case the student would be dropped for failure to meet the rate of progress requirement. The cumulative number of credit hours attempted in the program includes transfer and proficiency/challenge exam credits received, credits for courses from which a student has withdrawn, credits for which a student has received an incomplete, and every repeated course. The cumulative number of credit hours attempted in a program does not include remedial courses, audited courses or courses that are prerequisite to an academic program. Transfer and proficiency/challenge exam credits are counted as both attempted and successfully completed. Credits for courses from which a student has withdrawn are counted as attempted and not successfully completed. Credits for courses from which a student has received an Incomplete are counted as attempted and not successfully completed until made up, at which time they will be evaluated according to the grade assigned.

Maximum Program Completion Timeframe

Students are expected to complete their program within the defined maximum program completion time, which may not exceed 150 % of the normal time frame. The University measures program length based on semester credit units; therefore, a student is not allowed to attempt more than 150% of the number of semester credit units in his/her degree program of study. In addition, if at any point a student cannot mathematically complete his/her program within the maximum timeframe, the student will be found to not be making satisfactory progress and will be dismissed. Students that have been dismissed because they must exceed the maximum timeframe in order to complete the program may appeal the dismissal. If the appeal is approved, the student must return on an academic plan with a specific new maximum timeframe completion rate. Failure to progress at a pace to complete at or prior to the specified date or with the required GPA will result in the student's dismissal with no right to appeal. The requirements for rate of progress are to ensure that students are progressing at a rate at which they will complete their programs within the maximum allowable time frame. For example, in a 60 semester unit program, a student may not attempt more 90 semester units (150 %) in order to successfully complete the program. All courses attempted and given a letter grade, including "D", "F", "I", W", or "WF" will be included as credits attempted and successfully completed in assessing student progress against the maximum allowable time frame.

Academic and Financial Aid Warning

Students will be placed on academic and financial aid warning when their cumulative GPA falls below 2.0 for undergraduate programs or 3.0 for graduate programs, or they fail to complete at least 66.67% of all coursework taken in the program at the end of any completed semester in which coursework was taken. A student will be notified of warning status in writing. The financial aid warning period will last the duration of one semester, during which time the student will be given the opportunity to raise his or her cumulative GPA to a minimum of 2.0 and/or

meet the 66.67% completion requirement. No further aid may be disbursed until the student successfully comes off of warning. If, at the end of the semester on warning, a student raises his or her cumulative GPA and rate of progress to or above the minimum standards for satisfactory academic progress, the student will then be removed from warning and returned to regular status. A determination of academic and financial aid warning status may not be appealed.

Academic Dismissal

If at the end of the semester on academic and financial aid warning the student fails to meet the minimum cumulative GPA or rate of progress requirements, the student will be dismissed from the University, but may appeal the dismissal.

Students in pre-licensure nursing programs may be academically dismissed after failing any core nursing course within the program. Refer to the course syllabi and or Nursing Handbook.

Academic Dismissal Appeal Policy

A student who has been academically dismissed for failure to maintain satisfactory academic progress according to the standards for their program, who then disputes the dismissal or who believes there were extenuating circumstances that affected their situation may submit a petition for appeal. Extenuating circumstances may include (but are not limited to), the death of a relative, an injury or illness of the student, or US University policy or procedures that were not followed. It is the responsibility of the student who appeals to ensure s/he has met the terms and conditions of the appeals process in order for the appeal to be reviewed. The process to submit an appeal is as follows:

Appeals must be submitted in writing within 30 days of notification to students of decision/situation to be appealed. The appeal must include all supporting documentation or evidence at the time of submission. The appeal must include a written student success action plan stating what the student has done to eliminate potential problems in the future. The written appeal and associated documents are submitted to the Student Advocate, who will forward them to the members of the Appeals Committee. The written appeal and all appellate documents should include:

1. Details and description of the decision or situation being appealed
2. Reason or basis for appeal (explain the type of circumstances that contributed to the failure to maintain satisfactory academic progress)
3. Documentation that supports the appeal (for example, documentation related to the extenuating event)
4. Requested remedy being sought

Please Note: Failure to document the circumstances or submit a completed Petition to Appeal or Student Success Action Plan may result in a denial.

The denial of an appeal by the Appeals Committee is final and may not be further appealed.

Reinstatement Process for Students with Approved Appeals

When the Appeals Committee approves a student's satisfactory academic progress appeal, the committee will recommend one of the following decisions:

1. Place the student on academic and satisfactory progress probation for one semester in which to raise the student's cumulative GPA and rate (pace) of progress to return to satisfactory academic progress. Should a student who has been given one additional semester fail to return to satisfactory academic progress at the end of the additional semester, the student will be dismissed with no right to appeal.
2. Place the student on an academic plan in consultation with the Program Director/Dean of the student's academic program that will enable the student to return to satisfactory academic progress status.
    a. The plan must be of definite duration that may not extend beyond the number of semesters remaining in the student's maximum time frame for the program.
    b. The undergraduate student must be able to achieve a minimum 2.0 cumulative GPA by the end of the academic plan period. A graduate student must be able to achieve a minimum 3.0 cumulative

GPA by the end of the academic plan period.

c. Upon completion of the academic plan the student must still be able to complete the program within the maximum time frame.
d. The academic plan must detail courses to be taken, minimum grades expected and the GPA and rate of completion criteria for each semester for the plan.
e. The academic plan may also provide expectations related to participation, attendance, remediation, conduct, and other measures intended to lead to academic success.
f. The Program Director/Dean shall be responsible for monitoring student progress for students on academic plans.
g. Should a student allowed to continue on an academic plan fail to meet any condition of the academic plan, the student will be dismissed with no right to appeal.
h. Students on academic plans that require the student to audit classes will not be eligible for financial aid on the basis of the audited courses. Financial aid eligibility is based on courses taken for credit. Enrollment status is based on course taken for credit. Students auditing all classes will be considered withdrawn.
i. Students given an additional semester(s) to return to satisfactory academic progress, or who are allowed to continue under an academic plan are placed on probation for the designated period.

Academic and Financial Aid Probation

Students placed on academic and financial aid probation must:

1. Achieve at least a session CGPA of 2.0 undergraduate, 3.0 graduate
2. Successfully complete the credits attempted during the probationary period, and
3. Increase their cumulative GPA and rate (pace) of progress to the level required for satisfactory academic progress.

During the academic and financial aid probationary period, the student will remain eligible for Federal Student Financial Aid. If by the end of any probationary period, a student raises his or her cumulative GPA and rate of progress to or above the minimum standards for satisfactory academic progress, the student will be removed from probation and returned to regular status, and be eligible for financial aid. However, if at the end of the probationary period the student fails to meet the minimum cumulative GPA or Academic Plan requirements, or rate of progress requirements, the student will be academically dismissed from the University.

Reinstatement Process for Students with No Appeal or Denied Appeals

A student who has been academically dismissed for not making satisfactory academic progress (failing to meet the minimum cumulative GPA or rate of progress requirements) may request reinstatement after a semester on dismissal from the Provost (or designee). In order to qualify for reinstatement, the student must provide documentation that the issues that led to dismissal have been resolved, evidence of remediation, or both to the Provost (or designee). The Provost (or designee) will consider factors such as grades, participation, attendance, account balance, conduct, and the student's commitment to complete the degree program within the maximum timeframe allowed within the University's policy on Satisfactory Academic Progress in making a decision to reinstate a student. Dismissed students who are reinstated will sign a new enrollment agreement, will be charged tuition consistent with the existing published rate at the time they are reinstated, and will be subject to the current policies in effect at the time of their reinstatement. Students who are reinstated under these circumstances will remain in reinstatement status and be ineligible to receive Federal Student Financial Aid until the semester following the semester in which the student's cumulative GPA is 2.0 or higher and the student's rate (pace) of progress is at or above 66.67%. At this point, the student will be returned to regular status and again become eligible for federal financial aid programs.

Exceptions to Satisfactory Academic Progress

Exception to the satisfactory academic progress policies may only be requested through an appeal following a determination that a student is not making satisfactory academic progress.

Satisfactory Academic Progress (SAP) Standards for Veterans

All students receiving Veterans educational benefits must maintain satisfactory academic progress in accordance with the regularly prescribed standards and practices of United States University. If the student is not making satisfactory academic progress according to these standards and practices, education benefits will be discontinued for the student. Veteran and non-veteran students alike will be referred to Student Services for counseling to a program that may offer the possibility of success.

Students must attend classes regularly; all absences will be recorded and maintained by United States University. All absences are considered unexcused unless otherwise documented. These criteria are considered excused absences: illness of self, death of immediate family member, jury duty or active military service. Documentation supporting absences must be given to the VA Certifying Official immediately upon student returning to school.

Satisfactory attendance is defined as compliance with existing school attendance policy and the VA attendance policy. One may be stricter than the other. It is the student's responsibility to adhere to both in order to continue the educational program and receive monetary benefits.

Satisfactory academic progress is defined as mastery of at least 75 percent of assigned program competencies for the particular valuation period and an overall performance rating of average or above. Academic progress will be reviewed by a VA Certifying Official at the end of each period or term.

Two unsatisfactory progress reports will result in termination of Veterans educational benefits for program enrolled.

The Department of Veterans Affairs will be notified by the school's VA Certifying Official if the veteran does not maintain satisfactory academic progress or satisfactory attendance.

Transfers to a New Program

Students who have begun the coursework of one academic program and who wish to transfer to another program must seek permission from the Program Director/Dean and meet all admissions requirements for the program to which they seek to transfer. Students are required to meet with the Program Director/Dean and the Financial Aid office before a program transfer may be granted.

Impact of Program Transfers or Additional Degrees on Satisfactory Academic Progress for Undergraduate Students

Should a student be approved to transfer from one program of study to another or should a student wish to obtain an additional degree, attempted and completed coursework within the University will be treated as completed credits within the new program only if the courses pertain to the new program of study as outlined in the catalog. In such cases, attempted and completed credits will be considered in determining satisfactory academic progress from both a cumulative grade point average calculation and maximum allowable time frame perspective. The Student Services Department shall document in the student's record those courses completed by the student that have been accepted for transfer to the new program.

Residency Requirement

Students must complete a minimum of 30 credits in residency at the University to be eligible for a Bachelor's degree. Students who completed courses while enrolled as non-degree seeking may petition to transfer these credits into a degree program. Students in this case must meet all admission requirements. These credits will count as residency credits.

Students must complete a minimum of 80% of their credits in residency at the University to be eligible for a Master's degree.

Graduation Requirements

Undergraduate Degree

In order to be eligible for graduation with an undergraduate degree, students must meet all of the following:

- Complete a minimum of 120 credits (Some programs may require more than 120 credits to complete)
- Have a minimum cumulative GPA of 2.00
- Complete 30 credits of residency at the University for a Bachelor's degree

Graduate Degree

In order to be eligible for graduation in a graduate degree, students must meet all of the following:

- Minimum cumulative GPA of 3.00
- Complete a minimum 80% of credits of residency at the University

Recognition of Academic Honors

Undergraduate Students

Students who demonstrate exceptionally high academic scores are eligible for graduation honors. Academic honors are posted to the final transcript when the student's degree is conferred.

- Summa Cum Laude: 3.80-4.00
- Magna Cum Laude: 3.65-3.79
- Cum Laude: 3.50-3.64

Graduate Students

Graduate students with a cumulative grade point average of 3.7 or above are eligible for graduation honors and as recognized as "With Distinction".

Payment Policies

Payment

Tuition and fees for a full semester will be paid at the time of registration unless the student is eligible for financial aid and clearance has been given by the Financial Services Office or other financial arrangements have been made with US University. Students are responsible for any financial obligation incurred while attending US University regardless of any anticipated financial aid.

Payment Plans

If the student is unable to pay for the full semester amount, the student may have an opportunity to pay the tuition balance in limited installments. The student will be required to pay all installments on time with the understanding that this is before or on the due dates established. International students are not eligible for installment plans and must pay a minimum one full semester prior to the start of each semester.

Late Payment Policy

After one missed payment installment, the student will be informed in writing by the Financial Services Office of the penalty. Failure to pay tuition or fees may affect the student's enrollment status.

Returned Checks

If a check is returned due to insufficient funds or any other reason, the student will be notified of this action and assessed a return check fee. The student will be charged a $30 returned check fee. Students who have written multiple insufficient fund checks may be required to make all future payments by cash, money order or credit card.

Student Tuition Recovery Fund

You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:

1. You are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition either by cash, guaranteed student loans, or personal loans, AND Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if either of the following applies:

1. You are not a California resident, or are not enrolled in a residency program, or
2. Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party.

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency programs attending certain schools regulated by the Bureau for Private Postsecondary and Vocational Education. You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The school closed before the course of instruction was completed.
2. The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
3. The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.
4. There was a material failure to comply with the Act or this Division within 30 days before the school closed or, if the material failure began earlier than 30 days prior to closure, the period determined by the Bureau.
5. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.

Payments and Release of Records

According to US University policies, all records and services (i.e., degrees and transcripts) are withheld from students who have outstanding financial obligations to the University. If students have made partial payment of their tuition obligation, the University may only withhold that portion of the grades that corresponds on a pro rata basis to the amount of tuition or loan obligation the student has not paid. If the course of study consists of only one course, the institution may withhold the grade or transcript until the tuition or loan obligation is paid in full.

Cancellation Policy

New students have the right to cancel the enrollment agreement including any equipment such as books, materials, and supplies or any other goods related to the instruction offered in the enrollment agreement, if notice of cancellation is made within seven (7) calendar days (excluding holidays) of enrollment or by the seventh (7th) calendar day following the scheduled program start date, whichever is later. Students who remain enrolled beyond day 8 will be charged tuition and fees retroactive to day 1 of the program.

Cancellation shall occur when the student gives written notice of cancellation at the address of the College shown on top of the front page of the enrollment agreement. Students can submit this written notice by mail, hand delivery, or email. The written notice of cancellation need not take any particular form and, however expressed, it is effective if it shows that the student no longer wishes to be bound by the enrollment agreement.

If the student cancels the enrollment agreement, the College will not charge institutional charges; however, the College retains the nonrefundable application fee.

University Refund Policy

New Students have the right to cancel the enrollment agreement and obtain a refund of charges paid through attendance at the first class session, or the seventh day after enrollment, whichever is later.

You may withdraw from the university at any time after the cancellation period as described in the Cancellation Policy and receive a pro rata refund if you have completed 60 percent or less of the period of attendance in the current payment period in your program through the last day of attendance. The refund will be less a registration or administration fee not to exceed $250.00, and less any deduction for equipment not returned in good condition, within 45 days of withdrawal. If the student has completed more than 60 percent of the period of attendance for which the student was charged, the tuition is considered earned and the student will receive no refund.

Refunds will be processed and mailed within 30 business days of confirmed drop date. All refunds are mailed to the student's address on file with the institution. Students must ensure that their information is updated and is accurate. The university is not responsible for late or missing refunds if the student has not ensured accuracy of information with the Student Services Department.

Tuition Refund schedule 8 Week Sessions

Before Week 1……...…100% tuition refund
Weeks 1-2…….…… 100% tuition refund
Weeks 3 – 5…..…… Pro-rate tuition refund
After Week 5……..…… No refund

Fee Refund schedule:

With the exception of the application fee, which is non-refundable after the start of class, all instructional-related fees are refundable during Week 1. After Week 1, all fees are non-refundable.

Refunds will be processed and mailed within 30 business days of confirmed drop date. All refunds are mailed to the student's address on file with the institution. Students must ensure that their information is updated and is accurate. The University is not responsible for late or missing refunds if the student has not ensured accuracy of information with the Student Services Department.

Cancelled Course

In circumstances where the University is required to cancel a course, the University will make a full refund of all charges. Refunds will be paid within 30 days of cancellation.

Financial Services

The Financial Aid office provides assistance in applying for loans, grants, and scholarships. Aid is intended to help students who, because of limited resources, would otherwise be unable to attend college, or who, with the aid, are able to take additional courses and graduate at an earlier date. The philosophy underlying administration of federally funded financial aid places primary responsibility for meeting educational costs on students and their families. As a result, most financial aid is available only to help fill the gap between students' or families expected contribution and a student's educational expenses. Students considering applying for financial aid are urged to contact the financial aid office as eligibility for financial aid programs is very individualized. Several booklets containing detailed information about eligibility, procedures, and the financial aid programs available at the University are available from the Financial Aid office. Enrollment must be in an eligible program. In addition, no prior student loans may be in default status.

Several types of financial assistance are available in the form of grants, loans, scholarships and payment plans to bridge the gap between educational expenses and personal financial resources. The Financial Services Department will provide students with personalized attention throughout the application process.

The primary objective of the Office of Financial Aid is to provide financial assistance to eligible students through coordination with and full use of all governmental, community, and on-campus resources.

Eligibility

To be eligible for Federal Financial Aid, a student must be:

- A citizen of the United States or an eligible permanent resident;
- Enrolled in an eligible program;
- Making satisfactory academic progress toward graduation;
- A high school graduate or have obtained a GED or the equivalent;
- Not in default on a financial aid loan nor owe a refund to a financial aid grant received at any postsecondary institution;
- Registered with the U.S. Selective Service, if applicable.

How Financial Aid is Determined

The majority of financial aid funds are awarded based on "financial need." Income and asset information provided on the FAFSA is evaluated using the Federal Methodology (FM) formula determined by the U.S. Congress. The results of this calculation provide each student/family with an Expected Family Contribution (EFC). This EFC is subtracted from the total cost of education at United States University to determine a student's "need" for financial assistance.

Each year, the Financial Aid Office reviews the cost of attending United States University and develops budgets tailored to meet the needs students. These budgets provide for a modest standard of living and include tuition, room and board/food and housing, books, supplies, personal expenses, and required travel. The costs of attendance budgets provide average figures, using actual institutional charges with estimates for other expenses. Financial aid may not cover a student's total need or cost of education.
After an applicant has been formally admitted to United States University and their financial aid file is complete, the Financial Aid Office will determine the financial aid award. The types and amounts of the awards are individually calculated based on a student's financial need and the required resources needed to attend United States University.

Financial aid recipients should notify the Financial Aid Office of any changes in enrollment, or financial resources. Such changes can also require a change in the amount of financial assistance.

Federal Financial Aid Programs

The following is a description of the financial aid programs available at United States University for students who qualify. Additional information may be obtained through the Financial Services Department.

For information, guidance, and tools about federal student assistance, you can also visit the U.S. Department of Education's website on federal student aid at http://federalstudentaid.ed.gov.

Federal Pell Grant

Federal PELL Grants provide a foundation of assistance to which other forms of aid may be added. Eligibility for the Federal PELL Grant Program is determined by a standard formula that is revised and approved every year by the federal government. Unlike loans, grants do not have to be paid back.

Federal Supplemental Educational Opportunity Grant (FSEOG)

Federal Supplemental Educational Opportunity Grants are available to a limited number of students with exceptional financial need. Grants are based on funds available and do not have to be repaid. Need is determined by the financial resources of the student and parents and the cost of attendance.

Federal Work-Study Grant (FWS)

The Federal Work-Study program provides jobs for graduate and undergraduate students with financial need, allowing them to earn money to help pay education expenses. The program encourages community service work related to the student's course of study. Funds under this program are limited and do not have to be repaid.

William D. Ford Federal Direct Loan Program

Under the Federal Direct Loan (FDL) program, the University originates the Direct Loan. The loan is then sent to the U.S. Department of Education's Common Origination and Disbursement Center (COD) and disbursed to the University (less origination fees, which can vary year to year) electronically through the Grant Administration and Payment System (G5). The loans are serviced by the Direct Loan Servicing System. All information will be disclosed during the financial aid application process.

Subsidized Direct Loan

Federal Subsidized loans are available to students with financial need. Students may borrow up to $3,500 for their first academic year, $4,500 for the second academic year and $5,500 for the third and fourth academic years. This is available at a fixed interest rate currently of 4.5% for undergraduates and 6.8% for graduate students, which is established annually by the U.S. Department of Education. The interest is paid by the federal government while students are in school and for six (6) months after students cease their enrollment. Regular payments begin six (6) months after students cease enrollment or fail to carry at least one-half the normal full-time University workload.

Unsubsidized Direct Loan

Unsubsidized direct loans are available for students to borrow for education costs. Independent students can borrow up to $9,500 for their first academic year, $10,500 for the second academic year and $12,500 for their third and fourth academic years, as a combined total with the Federal Subsidized Direct loan, at a fixed interest rate of 6.80%.

With the exception of demonstrating financial need, borrowers must meet all eligibility criteria of the Federal Subsidized loan program. Interest payments begin immediately after the loan is fully disbursed or may be added to the principal balance. Regular payments begin six (6) months after students cease enrollment or fail to carry at least one-half the normal full-time school workload.

Obtaining a PIN

You'll need a ***Federal Student Aid PIN***, a personal identification number that allows you to sign your FAFSA electronically. Your PIN also can be used to sign loan contracts and to access certain information online. You can get your PIN as you fill out the FAFSA, but you also have the

option to get it ahead of time. Go to www.pin.ed.gov and provide a few pieces of information such as your name, date of birth, Social Security number, and address.

***Getting a Pin before you begin the FAFSA could prevent processing delays and it only takes a minute.**

Completing the FAFSA

In order to apply for Financial Aid a student will need to complete the FAFSA (Federal Application for Federal Student Aid). Students can complete the application online at www.fafsa.gov .

Entrance Counseling

If a student is borrowing Federal Loans, they will need to complete an Entrance counseling online. Entrance Counseling can be completed at www.studentloans.gov.

Master Promissory Note

Students borrowing Federal Loans will need to complete a Master Promissory Note. The Master Promissory Note (MPN) is a legal document in which the student promises to repay their loan(s) and any accrued interest and fees to the U.S. Department of Education. It also explains the terms and conditions of the loan(s). For instance, it will include information on how interest is calculated and what deferment and cancellation provisions are available. A student can take out additional Direct Loans on a single MPN for up to 10 years.

It's important for students to understand what they are signing. For instance, the MPN states the following:

- You must repay your loan even if you don't complete your education.
- You must repay your loan even if you can't get a job after you leave school.
- You must repay your loan even if you didn't like the education you received.

Before or at the time of the first disbursement of a student loan(s), the student will receive a disclosure statement that gives information about any loan that the school plans to disburse under the MPN, including the loan amount, fees, and the expected disbursement dates and amounts.

To complete an electronic MPN:

- From the StudentLoans.gov home page, click on the "Sign In" button located in the "Manage My Direct Loan" box. The Sign In page will appear.
- Once signed in, click on the "Complete MPN" option located under the "Master Promissory Note" heading on the left menu bar. The Master Promissory Note (MPN) page will appear.
- Select the type of loan you would like to receive.
- Follow the instructions to complete, sign, and submit your MPN.

To complete a paper MPN, contact the school's financial aid office.

The financial aid office will be notified of the completion and will contact the student if further action is needed. Before your loans are disbursed, the student will receive a disclosure statement from the school.

To view your submitted Master Promissory Notes (MPN), go to the MyProfile page and select "Completed MPNs" under "My Loan Documents."

Verification

Verification is a process initiated by the U.S. Department of Education or by the University's Financial Aid Office requiring students to verify the information that has been provided on the FAFSA. Students are then required to submit tax transcripts from the IRS and any other required documents to the Financial Aid Office.

If a student's application is selected for verification, the student will not be eligible for federal aid until this process is completed. Therefore, it is important that students submit all required documents completed in full with appropriate signatures within 15 days of the date they are notified that they have been selected.

About 30% of all financial aid applicants at US University are selected at random each year for verification when their application is processed. Other students are selected due to discrepancies or missing information on their application after file review by the Financial Aid Office, or after a request for consideration of special/unusual circumstances.

The following items must be submitted if a student's application is selected for verification: a signed copy of the student's (and spouse, if married) prior year transcripts and/or a signed copy of the student's parent's prior year federal income tax transcripts (for students who were required to provide parent financial information on the FAFSA) and completed Verification Worksheet.

Other supporting documents that may be requested:

- Child support
- AFDC/ADC/TANF
- Identification Card
- Immigration
- Social Security
- Birth Certificate(s)
- Divorce/Separation
- Social Security Card (must have correct, current name)
- Veteran's benefits
- Money paid on your behalf
- Other sources of income

To avoid unnecessary delays, please submit all required documents promptly. Also, be sure you have filled out the Verification Worksheet completely, and that all documents are signed by the appropriate parties. Documents with blanks and missing signatures will be returned.

Application Forms and Deadlines

New students applying for financial aid must meet with the Financial Aid Department prior to the start of their program. Typically new students will have two financial aid appointments. The first appointment is a preliminary introduction to the financial aid process where students will be provided with an overview of the financial aid process and all the financial aid documents. The second appointment is a financial aid award estimation appointment where students will be provided with an estimation of what their financial aid award will be.

Financial aid students must complete and submit all required financial aid documents by the first day of class. It is the responsibility of the student to make initial contact with the Financial Aid Department.

Continuing students must meet with financial aid and complete a new FAFSA and financial aid forms annually to determine continued eligibility.

Scholarships

United States University scholarships are institutionally funded awards for graduate and undergraduate students. Scholarships are awards that are applied directly to tuition charges. These funds are limited and are designed to reduce students' reliance on loans and enable additional students to attend the University. Eligibility is based on financial need and/or merit.

Other grants and scholarships are periodically available from the University and outside sources (e.g. private foundations). Notices regarding the application process for these awards are available in the Financial Aid office and are posted on the US University Financial Aid website at http://www.usuniversity.edu/

Return of Title IV Funds

General Policy

A statutory schedule is used to determine the amount of federal funds a student has earned when he or she ceases attendance based on the time period the student was in attendance. If a student has been approved to receive a Title IV grant or loan and then withdraws from an institution during a payment period or period of enrollment in which the student began attendance, the institution must begin the Title IV Refund (R2T4) process to determine the students

eligibility of Title IV funds in accordance with the calculations prescribed by regulations.

If a student obtains a loan to pay for the course of instruction, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund.

If the student is eligible for a loan guaranteed or insured by the state or federal government and the student defaults on the loan:

- The federal or state government or the loan guarantee agency can take action against the student, including applying any income tax refund to which the person is entitled to reduce the balance owed on the loan; and

- The student may not be eligible for any other federal financial assistance for education at a different school or for government housing assistance until the loan is repaid.

There are several factors used to determine Title IV Refund (R2T4) calculations: official or unofficial withdrawal date, payment period or period of enrollment, amount of aid that was disbursed, amount of aid that could have been disbursed, percent of Title IV earned, post-withdrawal or late disbursement, institutional cost, amount of Title IV aid to be returned *(if applicable)* and time limits and reporting requirements.

Up through the 60% point in each payment period or period of enrollment, a pro-rated schedule is used to determine how much federal funds the student has earned at the time of withdrawal. After the 60% point in the payment period or period of enrollment, a student has earned 100% of the federal funds. Upon the completion of Title IV Refund (R2T4) a school is required to determine if a post-withdrawal disbursement is necessary for funds earned and not disbursed to students and/or parents. All withdrawals must undergo Title IV Refund (R2T4) if federal monies apply.

Determination of the Withdrawal Date

United States University requires faculty to take attendance, therefore the student's withdrawal date for purposes of R2T4 calculation will always be the last date of academic attendance as determined by the attendance records.

Date of Determination

The date of determination used in the R2T4 calculation is based on one of the following occurrences:

- The date the student officially notifies the school that they are withdrawing from all credit courses, which may be different than their last date of attendance.
  - The student may provide intent to withdraw for a future date. The date of determination used will be the intended date provided by the student.
- The institutions date of determination for students that unofficially withdraw is the date of the 15th day following the students last date of academic attendance as determined by the attendance records.

Time-Frame in which the R2T4 is calculated

United States University is a non-term based school. R2T4 is calculated on the basis of payment periods. The definition of a payment period for US University is at least 16 weeks and at least 12 semester credits.

Scheduled Breaks

Scheduled breaks of five or more consecutive days are excluded from the calculation of R2T4 as periods of non-attendance. The withdrawal date for students that withdraw during a scheduled break will be the last date of academic attendance as determined by the attendance records for purposes of R2T4 and the date the student notified the University that they would not be returning becomes the Date of Determination.

R2T4 calculation

In order to determine the percentage of the payment period completed, the number of days attended in the payment period is divided by the total days in the payment period. For the purpose of this formula, days mean all calendar days, and

therefore include weekends and holidays. Only scheduled breaks of 5 days or more and approved leave of absences are excluded.

If the percentage of the payment period completed is 60% or greater no further calculation is required. The R2T4 Form must be maintained in the student's permanent record. The net amount of the Title IV funds disbursed and what could have been disbursed for the payment period is multiplied by the percentage of the payment period completed. The result is the amount of earned Title IV aid. The earned aid is subtracted from the aid that was actually disbursed or all that could have been disbursed to or on behalf of the student.

Total Aid to be Disbursed or Returned

If the student receives less aid than the amount earned, the school will offer the student a disbursement of the earned aid that was not received. (Post-withdrawal disbursement)

Post-withdrawal disbursements

The University will disburse available grant funds before available loan funds. No authorization is required to pay for current charges for tuition and fees with a Post-withdrawal disbursement. The University must obtain confirmation from the student or the parent (for a PLUS loan) before making a post withdrawal disbursement of any loan funds. Notification will be sent to the Student no later than 30 calendar days after the Date of Determination to include:

- The borrower's repayment options
- A request for permission to credit loan funds to a student's account to cover unpaid institution charges;
- Obtain permission to make a post withdrawal disbursement of grant or loan funds for charges other than institutional charges if applicable; and
- Obtain permission to make a Post-withdrawal disbursement of loan funds directly to a student if applicable.
- Notification will have a deadline of 15 days for the Student and Parent to respond.
- The University will credit the students account with any Post Withdrawal Disbursement no later than 180 days from the date of determination.

Order of Return of Title IV Funds at United States University

If the student receives more Title IV Aid than the amount earned by the University, the Student or both must return the funds in the order specified below.

- Unsubsidized Direct Stafford Loans (Other than PLUS)
- Subsidized Direct Stafford Loans
- Direct PLUS loans
- Federal Pell Grants for which a return is required
- Federal Supplemental Educational Opportunity Grants (FSEOG) for which a return is required
- Federal TEACH grants for which a return is required
- Iraq and Afghanistan Service Grant for which a return is required.

Timeframe for the Return of Title IV Funds

United States University will return funds for which it is responsible as soon as possible, but no later than 45 days from the determination of a student's withdrawal. A return is timely if the University does one of the following as soon as possible but no later than 45 days after the date it determines the student withdrew.

- Deposits or transfers the funds into the schools federal funds bank account and then awards or disburses the funds to another eligible student;
- Returns the funds electronically using the refund function in G5;
- Issues a check to the Department of Education;
- An issued check is considered timely if the schools records show that the check was issued within 45 days of the date of determination and the date on the cancelled check shows that the bank endorsed the check no more than 60 days after the date of determination.

The Federal Refund Policy (R2T4) is very encompassing and is intended to be an overview of the policies and procedures that govern

regulations pertaining to Title IV Refund (R2T4) and is not inclusive. For further guidance on Title IV Refund's (R2T4) policies and procedures please see the reference material found in Volume 5 of the Federal Student Aid Handbook under Withdrawals. You may access a copy in the Financial Aid Office.

Veterans Benefits

United States University degree programs are approved for training of Veterans and eligible persons under the provisions of Title 38, United States Code. Students interested in Veterans Educational Benefits should contact the Financial Aid Department. Veterans who are unsure of their eligibility should contact the Veterans Administration. Eligible students must maintain satisfactory academic progress to continue receiving educational benefits.
The University participates in the Post 9/11 GI Bill Yellow Ribbon program.

Additional Eligibility Requirements: Only individuals entitled to the maximum benefit rate (based on service requirements) may receive this funding. Therefore, a student may be eligible if he or she:

1. Served an aggregate period of active duty after September 10, 2001, of at least 36 months;
2. Was honorably discharged from active duty for a service connected disability and served 30 continuous days after September 10, 2001;
3. Is a dependent eligible for Transfer of Entitlement under the Post-9/11 GI Bill based on a veteran's service under the eligibility criteria listed above.

All official transcripts detailing prior higher education credits must be submitted to the Student Services office in order to be certified for Veterans benefits.

Reimbursement to Veterans and Eligible Persons

For information or for resolution of specific payment problems, veterans should call the DVA nationwide toll free number at 1-800-827-1000.

Payment Rates

Please visit the GI Bill website for the most up to date information on payment rates.

1098-T Information

The Taxpayer Relief Act requires United States University (USU) to report student fee information to the IRS.

You may be eligible to use the 1098-T to claim education tax credits if you are in one of these categories:

- U.S. Citizens
- Permanent Residents (PR)
- Married to a citizen or Permanent Resident
- Can legally be claimed as a dependent by a U.S. citizen or Permanent Resident, or
- Have been in the US long enough to file taxes as a resident for federal tax purposes

1098-T Information for International Students

Because these forms are for United States federal income tax return filing purposes only, forms are not sent to international students who do not request them by reporting a Social Security number (SSN) or an individual taxpayer identification number (ITIN) to the Registrar. Most international students are not eligible to claim education tax credits. For more information about eligibility, please review I.R.S. Publication 970 at http://www.irs.gov/pub/irs-pdf/p970.pdf . USU employees cannot assist you with your specific tax questions, so you should consult with a qualified tax professional if you need assistance.

You must also keep the Registrar's Office informed of your correct name and Social Security number for tax reporting purposes as well as your current and permanent addresses.

- To change or correct your name, submit a letter bearing your signature, your former name, and your new name.
- To change or correct your Social Security number, submit a letter bearing your

signature and provide a legible photocopy of your Social Security card.

- Submit letters by mail or in person.

If you will not need a 1098-T, you do not need to do anything. If you will need a 1098-T, you may request it simply by providing the Registrar's Office with your SSN or ITIN no later than **December 24th** of the tax year. In order to comply with IRS regulations, we are asking that you complete Parts I & III of IRS Form W-9S, Request for Student's or Borrower's Taxpayer Identification Number and Certification which can be found on the I.R.S. website at http://www.irs.gov/pub/irs-pdf/fw9s.pdf .
Enter your USU student number under "Tuition account number" in Part III. Submission of this form with correct information will ensure that if you are eligible for a tax credit, your form will be issued.
If you need a 1098-T and you do not request it by providing a correct ITIN before December 24 of the tax year, your Form 1098-T will not be filed.

Student Conduct

US University students are expected to observe standards of conduct consistent with respect for the law, fulfillment of contractual obligations, consideration for the rights of others, and a high level of personal integrity. All members of the University should be aware that their behavior, both on and off campus reflects on the University.

Student Discipline

Students are expected to conduct themselves in a responsible manner that reflects ethics, honor and good citizenship. They are also expected to abide by the regulations of the University. It is the students' responsibility to maintain academic honesty and integrity and to manifest their commitment to the goals of the University through their conduct and behavior. Any form of academic dishonesty, or inappropriate conduct by students or applicants, may result in penalties ranging from warning to dismissal, as deemed appropriate by the University. Students will be informed in writing of the nature of the charges against them. They will be given a fair opportunity to refute the charges and there will be provisions for appeal of a decision.

Student Ethical Behavior

The personal behavior and ethical conduct of students impact the climate and reputation of the entire institution. It is essential that students act with integrity and with respect toward all members of the campus community. The University assumes that all students will conduct themselves as mature, responsible, law-abiding citizens who will comply with all policies and regulations (refer to the Student Code of Conduct for complete information).

Academic Integrity

Academic honesty, integrity, and ethics are required of all members of the University. Students are expected to conduct themselves in a manner reflecting the ideals, values, and educational aims of the University at all times. Academic integrity and honorable behavior are essential parts of the professionalism that will be required well beyond graduation from the University.

The general public, professional organizations and accrediting bodies hold individuals to a high standard and expect us to monitor the professional behavior of our colleagues. Students at the University have a responsibility to follow this model and guide their actions to serve the best interest of their fellow students, faculty and potential patients by maintaining the highest degree of personal and professional integrity. Students are representatives of their profession in and out of the academic environment. Therefore, allegations of misconduct by any student of the University will be taken very seriously.

Work for which students receive credit must be the result of their own effort. Acting honorably in an academic setting requires more than simple honesty. Academic dishonesty takes place whenever a student undermines the academic integrity of the University or attempts to gain an unfair advantage over others. Examples of violations include, but are not limited to:

- Cheating
  - Using unauthorized materials such as books, notes, cell phones, PDA accessories, or "cheat" sheets to answer examination questions.
  - Taking advantage of information considered unauthorized by an instructor regarding examination questions.
  - Copying another student's homework, written assignments, examination answers, electronic media, or other data.
  - Assisting or allowing someone else to cheat.
  - Failure to report cheating to an academic official of the University.
- Plagiarism
  - Representing the ideas, expressions, or materials of another without references providing credit.
  - Paraphrasing or condensing ideas from another person's work without proper citation.
  - Failing to document direct quotations and paraphrases with proper citation.
    - Students can check their work for improper citation or potential plagiarism by comparing it against continuously updated databases using the "SafeAssign" which is found in your Blackboard course**.** The program also assists students with proper citation methods to help safeguard students' academic integrity.
- Other forms of academic dishonesty
  - Fraud, deception, and the alteration of grades, attendance, or official records.
  - Changing examination solutions after the fact, inventing, changing or falsifying laboratory data or research.
  - Purchasing and submitting written assignments, homework, or examinations.
  - Reproducing or duplicating images, designs, or web pages without giving credit to the developer, artist, or designer.
  - Submitting work created for another module or course without instructor approval.
  - Misrepresenting oneself or one's circumstance to gain an unfair advantage.
  - Collaborating with another person(s) without instructor approval.
  - Selling or providing term papers, course work, or assignments to other students.

Dress Code

Students are expected to maintain a neat, clean appearance at all times during their training, both on campus and at clinical sites. Certain items of clothing, such as shorts and open shoes, may not be worn for safety reasons.

Nursing students are required to wear their designated uniforms at all times while attending clinical sites. See Nursing Handbook for more detail.

Drug and Alcohol Policies/Drug Free Campus

United States University complies with the Drug Free Workplace Act of 1990 and the Higher Education Act Section 120a, 34 CFR 668.46(b) (4) (ii) and 34 CFR668.46 (b) (8). The University policy regarding the possession, use, and/or sale of alcoholic beverages or illicit drugs on campus is governed by state and municipal law.

The Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act Amendments of 1989 require that, as a condition of receiving funds or financial assistance under any Federal program, the University create and maintain a drug-free environment and implement a program to prevent the unlawful possession, use, or distribution of drugs, and the abuse of alcohol, by its students and employees.

In addition to being a violation of Federal and State laws, the possession and/or use of alcohol, the unlawful manufacture, distribution, dispensing, possession or use of illegal controlled substances on US University campuses, off-campus sites, workplace site of employees, or at any University-sponsored event is prohibited. No one may use illegal substances, or abuse legal substances, including alcohol, in a manner which impairs performance of assigned tasks. The

University expects that individuals and groups will conduct themselves and operate within the scope of the rules and regulations. Violators of this prohibition are subject to criminal prosecution and/or disciplinary action, including reprimand, probation, suspension or expulsion, and/or termination of employment.

Sexual Harassment

United States University maintains a strict policy that prohibits sexual harassment, which includes harassment based on gender, sexual orientation, pregnancy, childbirth, or related medical condition. This policy applies regardless of the gender or sexual orientation of the complainant or the alleged harasser. It is University policy that all persons should enjoy freedom from unlawful discrimination of any kind, as well as from sexual harassment, or retaliation for reporting a complaint. This policy prohibits unlawful discrimination or harassment between members of the University community, which includes interaction between students, between students and University employees or its third parties. Individuals who engage in prohibited conduct will be subject to disciplinary action.

Verbal, Written, and E-mail Communication

It is United States University policy to always maintain respectful, professional, and polite conduct in all its communications and by all of its members. This includes all forms of verbal and/or written communication in meetings, courses, and via email. When people are upset or angry, they often engage in irate, sarcastic and unpleasant verbal and written communications (including emails and texts) in an attempt to vent their frustration. These types of verbal and written communications are not acceptable in a professional environment.

Students, faculty, and staff must use the US University e-mail system for electronic communication of any topics related to US University. All members of United States University (students, faculty, staff, and administration) are expected to treat one another with respect. Furthermore, students are expected to be polite and respectful when communicating with members of the faculty, staff, or administration of the University.

Any member of United States University who initiates and engages in an irate, sarcastic, impolite or rude communication (verbal, written, or email formats) with another member of the University will be subject to disciplinary action up to, and including dismissal, from United States University.

Violations of Student Code of Conduct

The following procedures have been approved by the Board of Trustees. Any student on campus may be placed on probation, suspended, expelled, or given a lesser sanction for one or more of the following:

- Cheating or plagiarism in connection with any academic program
- Forgery, alteration or misuse of campus documents, records, or identification or knowingly furnishing false information
- Misrepresentation of oneself or of an organization to be an agent of the University
- Obstruction or disruption, on or off campus property, of the educational process, administrative process or other function
- Physical abuse of the University, family members, or the threat of physical abuse
- Theft of, or non-accidental damage to, University property, or property in the possession of, or owned by, members of the University
- Unauthorized entry into, unauthorized use of, or misuse of University property
- On University property, the sale of dangerous drugs, restricted dangerous drugs, or narcotics as those terms are used in California statues, except when lawfully prescribed pursuant to medical or dental care, or when lawfully permitted for the purpose of research, instruction or analysis
- Knowing, possessing, or use of explosives, dangerous chemicals or deadly weapons on campus property or at a campus function
- Engaging in lewd, indecent or obscene behavior on campus property or at a campus function

- Abusive behavior, directed toward, or hazing of, a member of the University campus
- Violation of any order of the University President, notice of which had been given prior to when such violation occurs; either by publication in the campus bulletin, or by posting notice on the official bulletin board designated for this purpose, or by any other means of verifiable communication including an email message
- Soliciting or assisting another to do any act which would subject a student to expulsion, suspension or probation.

Consequences for violating the Student code of conduct may include but are not limited to failure of the assignment, failure of the course, expulsion from the University, rescinding of a diploma or degree.

All violations of the code of conduct will be reported to the University's administration to investigate. Individual reports will also be evaluated in the context of potential patterns of dishonesty. The faculty, in conjunction with administration, will make a determination of the effect on student status and/or course grades resulting from substantiated reports of code violations. Academic dishonesty jeopardizes the quality of education provided and depreciates the genuine achievements of others. It is everyone's responsibility to actively deter it. Ignoring the presence of academic dishonesty is not acceptable. All members of the University community share the responsibility and authority to challenge and make known acts of apparent academic dishonesty. Students, faculty, and staff are all responsible for understanding and upholding the University's policy.

Disciplinary Hearing

The President of the University shall take appropriate disciplinary action against any individual who has been found to have violated any of the above listed conducts and/or disrupted the orderly operation of the University. Nothing in this section shall be construed to prohibit, where an immediate suspension is required in order to protect lives or property and to ensure the maintenance of order, interim suspension pending a hearing, provided that a reasonable opportunity be afforded the suspended person for a hearing within ten (10) days. The disciplinary action may include, but need not be limited to, probation, suspension, or expulsion.

Dismissal for Conduct

US University regards studying at the University as a privilege granted in consideration of specified levels of performance and of maintaining the established standards of scholarship and personal and professional conduct. US University reserves the right to require withdrawal at any time it deems necessary to safeguard its standards of scholarship, conduct, and orderly operation. The student concedes this right by the act of matriculation. At the same time, the student has the right of appeal.

Within 5 working days following written notification to the student of the action by the Program Director/Dean, the student may appeal the decision in writing to the Provost, who may then approve, reject, or modify the decision in question. The Provost's decision on this matter is final.

If a student is suspended for any reason, and receives financial aid, all student financial aid will be withheld until reinstatement of the student or dismissal of the student resolves the appeal process. If reinstated, the financial aid funds can be released to the student. If the student is dismissed, the funds will be returned to the proper agency/lender respectively.

Policy on Exception to University Policy

This policy creates a baseline by which all students, faculty and staff have the reasonable expectation of equitable treatment in the review and decision-making process for exceptions to US University policies. This policy provides a process by which an exception to University policy is considered for circumstances that can arise, and which a University policy cannot anticipate. Submission and consideration of an exception request does not imply, or guarantee, granting of that exception. Ignorance of University policy and

procedures does not constitute valid criteria for granting an exception to University policy. An exception to a University policy may be requested using as a basis one of the following reasons/criteria:

- Illness of self or family members;
- Death in the family;
- Military service;
- Job-related issues (e.g., re-location, required to work);
- An error created by the University or its representative;

All exception requests must be submitted in writing along with documentation of illness, death, military service, or job-relation changes, or documentation of an error or errors made by the University person or persons acting in his/her/their official capacity. Requests are ordinarily initiated and signed by the student requesting the exception; all exceptions must be reviewed by the Program Director/Dean, with a recommendation to approve or not approve; exceptions may be initiated by the University on behalf of a student in those extraordinary circumstances in which a student is not able to initiate the process, or to otherwise correct an injustice. The registration office investigates all exception requests which are forwarded to the Provost for review and decision. Once the decision has been made, the registration office notifies the student and all impacted parties regarding the outcome. Questions regarding this policy may be directed to the Provost.

Undergraduate Studies-General Education

The general education curriculum is organized into ten subject areas of communication skills, critical thinking, sciences, mathematics, arts and humanities, social sciences, history, cultural studies, information literacy, and international studies. The purpose of general education is to provide a common educational experience for students, regardless of major field of study. The faculty is committed to ensuring that the general education courses cultivate knowledge, skills, and values.

Undergraduate students are required to complete a minimum of 42 credits of General Education coursework. Students can meet these goals by transferring the credits, and/or by completing the general education at US University, which includes the following areas of study. The same course cannot be used to meet both general education and major program requirements. Credits per area are program specific.

The general education program is designed to ensure the following goals:

- **Communication:** Knowledge and understanding of the form, content, context and effectiveness of communication. Fundamental courses in composition prepare students to use the principles of expository writing to prepare and deliver presentations.
- **Critical Thinking:** Logic and its relation to language; elementary inductive and deductive process, understanding of formal and informal fallacies of language and thought; and the ability to distinguish matters of fact from issues of judgment or opinion.
- **Mathematics:** Explain and apply basic mathematical concepts and solve problems through quantitative reasoning.
- **Science:** Knowledge of scientific theories, concepts and data about living and non-living systems. Understanding and appreciation of scientific principles and scientific method, potential limits of scientific endeavors and the value systems and ethics associated with human inquiry.
- **Arts and Humanities:** Refinement of affective, cognitive and physical faculties through studying the great works of human imagination. Better understanding of the interrelationship between self and the creative arts.
- **Social Sciences:** Understanding of problems and issues from the respective disciplinary perspectives and examining issues in historical and contemporary settings in various cultural contexts.
- **Cultural Studies:** World civilizations and cultures, the influence of indigenous people, as well as cultures of other nations. Courses focus on the contributions and perspectives of different ethnic cultures and women in society and history. The overall design develops respect and appreciation of other cultures.
- **Information Literacy:** Recognition of needed information and ability to locate, evaluate and use it effectively. The authenticity, effectiveness, validity and reliability of information is given importance.
- **International Studies:** Understanding of major political, economic, social and cultural issues that dominate international recourse.

Program Learning Outcomes

1. Write and speak fluently and effectively
2. Analyze and interpret data in a scientific or social context
3. Access, assess, and use information responsibly
4. Identify, analyze, and evaluate arguments and positions
5. Explain how social diversity and social identity impact life experiences and social relations
6. Apply ethical frameworks in various social and civic contexts
7. Work effectively with others to achieve mutual goals

8. Demonstrate knowledge of basic goals, facts, and approaches of a range of disciplines, including sciences, mathematics, social sciences, and the arts and humanities

General Education Courses

	Course Number	Course Name	Credits
College Success	CSS101	Fundamentals of University Success	3
Communication	COM104	Speech	3
	ENG130	Composition & Reading	3
	BHS 362	Research Methods and Statistics	3
Critical Thinking	CAEL100	Prior Learning Experience	3
	COM204	Argumentation	3
	PHI380	Ethics in Healthcare	3
Mathematics	MAT92	Elementary Algebra	4
	MAT104	Intermediate Algebra	4
	MAT105	College Algebra	3
	MAT 210	Trigonometry	3
	MAT 240	College Algebra	4
	MAT 241	Probability and Statistics	3
	MAT 241 A	Introduction to Statistics	4
	MAT 242	Precalculus	4
	MAT 245	Business Calculus	4
	MAT 248	Calculus I	4
	MAT 249	Calculus II	4
	MAT 250	Calculus III	4
	MAT 340	Discrete Structures	4
	MAT341	Linear Algebra	4
	MAT 343	Number Theory	4
	MAT 346	Abstract Algebra	4
	MAT 348	Real Analysis	4
	AST101	Astronomy	3
Sciences	AST101L	Astronomy Lab	1
	BHE 315 A	Environmental Biology	3
	BIO150	General Biology	3
	BIO150AL	General Biology Lab	1
	BIO251	Microbiology	3
	BIO251L	Microbiology Lab	1
	BIO252	Human Physiology	3
	BIO252L	Human Physiology Lab	1
	BIO261	Anatomy	3
	BIO261L	Anatomy Lab	1
	CHM102	Principles of Chemistry	3
	CHM102L	Principles of Chemistry Lab	1
	CHM331	Organic Chemistry I	3
	CHM331L	Organic Chemistry I Lab	1
	CHM332	Organic Chemistry II	3
	CHM332L	Organic Chemistry II Lab	1
	GEO101	Physical Geography	3
	SCI220	Survey of Physical Science	3
	ART137	Art Appreciation	3
Arts & Humanities	PHI105	Introduction to Philosophy and Ethics	3
	ANT101	Introduction to Anthropology	3
Social Sciences	ECN101	Principles of Economics	3

	Course Number	Course Name	Credits
	BHS360	Healthcare Administration	3
	HIS120	U.S. History I	3
	HIS122	U.S. History II	3
	PSY101	Introduction to Psychology	3
	SOC101	Introduction to Sociology	3
	SOC305	Critical Perspectives in Society	3
	ANT450	Culture and Health	3
Cultural Studies	COM105	Intercultural Communication	3
Information/Computer	CIS120	Computer Literacy	3
Literacy	ILR201	Foundations of Information Literacy	3
International Studies	POS120	International Relations	3

College of Health Sciences

- **Bachelor of Science in Health Sciences (BSHS)**
  - Healthcare Data Analytics
  - Health Education Concentration
  - Health Services Administration Concentration
  - Gerontology Concentration

- **Master of Science in Health Sciences (MSHS)**
  - Health Education Concentration
  - Health Administration Concentration

- **Graduate Certificates**
  - Health Informatics
  - Global Health

- **Undergraduate Certificates**
  - Gerontology

Bachelor of Science in Health Sciences

120 Semester Credits / 10 Semesters /40 Months
Delivery Mode: On ground, Online

A student who transfers in previous credits can significantly shorten the length of completion time.

- Students may transfer in up to 90 credits from accredited institutions

The **Bachelor of Science in Health Sciences** program prepares individuals to plan, implement, and evaluate programs for health and human services such as those offered by health departments, health agencies, clinics, hospitals, and businesses and health care industries.

All students in the Bachelor of Science in Health Sciences program are required to complete common requirements in general education courses, health science core courses (including a capstone course), and one of the following concentrations:

- **Healthcare Data Analytics**
- **Health Education**
- **Health Services Administration**
- **Gerontology**

The Health Sciences degree program with a concentration in Healthcare Data Analytics addresses the need of the healthcare ecosystem, including payers, providers, regulators and accreditors, for skilled analytic talent that are fluent in both the context of healthcare and the tools and techniques that are available to analyze the complex data of healthcare. Students learn the attitudes, approaches, frameworks, and skills with popular analytic tools that enable them to produce meaningful, targeted analyses that healthcare organizations can use to improve their outcomes, and to meet the demands of the marketplace.

The coursework in Health Sciences with a Health Education concentration provides a theoretical and philosophical foundation in principles of health promotion and community health education based on a synthesis of knowledge drawn from the physical, biological, social, and behavioral fields. Through the case study method students develop skills in needs assessment, organizing communities and identifying and implementing educational strategies. The program graduate may be eligible for the Certified Health Education Specialist examination (CHES) through the National Commission for Health Credentialing.

The Health Sciences degree program with a concentration in Health Services Administration is designed for students seeking to qualify for administrative/managerial positions in the rapidly expanding healthcare sector in settings such as hospitals, clinics, managed care companies, health insurance companies, law offices, or in the private and public sector. The role of individuals in health services administration generally includes skills in leadership, financial management, health informatics, marketing, and human resources.

The Health Sciences degree program with a concentration in Gerontology is designed for students seeking to work with older people in a wide variety of settings, including long-term care and retirement facilities, senior centers, government offices on aging at all levels, home health care agencies, adult day care programs, adult protective service agencies, and others. Students enrolled in this concentration are eligible for a membership with the National Association for Professional Gerontologists (NAPG).

This program prepares you with the skills necessary to have a positive impact on the quality of services available to meet this need in a growing population.

Program Learning Outcomes

1. Employ the language of healthcare effectively in written and oral forms
2. Interpret healthcare data delivered in verbal, numeric, or graphical form.
3. Identify and evaluate a diverse array of health-related information sources
4. Evaluate ideas and evidence rationally to produce and implement solutions for health-related issues
5. Evaluate ethical issues in healthcare in order to propose effective resolutions
6. Demonstrate consideration and sensitivity to cultural contexts of patients, their families, and healthcare staff and providers
7. Participate effectively in team problem-solving and decision-making in healthcare
8. Effectively integrate concepts and practices in health sciences to achieve healthcare outcomes

Admissions Requirements

1. Complete and submit an application for admission with a non-refundable application fee;
2. Admissions interview with a University Admissions Advisor;
3. Submitted documentation of high school graduation or its equivalent;
4. Complete an enrollment agreement (must be signed by a parent or guardian if the applicant is under 18 years of age);

Undergraduate must submit official transcripts from previously attended colleges or universities to apply for transfer credit. (Foreign transcripts must be translated and evaluated by an acceptable agency);

Degree Requirements

General Education Requirement	43 credits*
Core Requirement	62 credits
Concentration Requirement	15 credits

* Students may transfer in 43 general education credits. These credits must include a minimum of 6 credits in college level communication, 3 credits in critical thinking, 3 credits in college level math, 4 credits in sciences, 6 credits in arts and humanities and 3 credits in social sciences. All students are required to take CSS 101 as their first course in the program. If a student fails, the CSS 101 course they must repeat the course in the following session. Students may only repeat CSS 101 one time.

Courses are scheduled in a prescribed sequence. All core courses must be completed before Concentration courses may be pursued

General Education Requirements

Course Number	Course Name	Credits
CSS101	College Success Skills	3
COM104	Speech	3
ENG130	Composition and Reading	3
COM204	Argumentation	3
MAT105	College Algebra	3
BIO150	General Biology	3
BIO150L	General Biology Lab	1
ART137	Art Appreciation	3
PHI105	Introduction to Philosophy and Ethics	3
PSY101	Introduction to Psychology	3
SOC101	Introduction to Sociology	3

Course Number	Course Name	Credits	
COM105	Intercultural Communication	3	
CIS120	Computer Literacy	3	
ILR201	Foundations of Information Literacy	3	
POS120	International Relations	3	
		Total	43

Core Requirements

BHA 401	Strategic Management in Healthcare		3
BHA 414	Healthcare Law, Policy and Management		3
BHE 302	Health Promotions and Lifestyle Modification		3
BHE 305	Human Nutrition		3
BHE 308	Cultural Competence in Healthcare		3
BHE 313	Gerontology		3
BHE 315	Environmental Health and Safety		3
BHE 317	Survey of Public Health Biology		3
BHE 400	Healthcare Delivery System		3
BHE 404	Principles of Epidemiology		3
BIO 252	Human Physiology		3
BIO 252L	Human Physiology Lab		1
BIO 261	Anatomy		3
BIO 261L	Anatomy Lab		1
BUS 316	Data Analysis and Communication Tools		3
HED 310	Health Informatics		3
HED 315	Terminologies and Classification Systems		3
HES 256	Health and Society		3
MAT 241	Intro to Probability and Statistics		3
PHI 380	Ethics in Healthcare		3
BHE 499	Capstone*		3
		Total	62

* =non-transferable must be taken in last semester

Concentration –Healthcare Data Analytics

BHA 440H	Applied Databases: Structured Query Language (SQL)		3
BHA 441H	Applied Analytic Tools		3
BHA 442H	Analytic Tools: Advanced Methods		3
BHA 443H	Database Management Tools I		3
BHA 444H	Database Management Tools II		3
		Total	**15**

Concentration -Health Education

BHE 300	Introduction to Health Education		3
BHE 304	Principles of Educating and Teaching		3
BHE 306	Developing and Working in Teams		3
BHE 406	Development and Evaluation of Health Programs		3
BHE 407	Strategies for Patient Engagement		3
		Total	**15**

Concentration -Health Services Administration

BHA 404	Human Resources in Healthcare Administration		3
BHA 405	Quality Management in Healthcare		3
BHA 406	Financial Management in Healthcare		3
BHA 408	Healthcare Marketing		3
BHA 416	Business Intelligence Tools		3
		Total	**15**

Concentration -Gerontology

GER 402	Aging Programs and Services		3
GER 404	Elder Law		3
GER 408	Studies on Aging		3
GER 410	Technology and Aging		3
LTC 406	End of Life Ethics		3
		Total	**15**

Master of Science in Health Sciences

36 Semester Credits / 4 Semesters / 16 Months

- **Delivery Mode: On ground**
- **The 3 credit courses will be taught in the campus with an online component that will be taught asynchronously and synchronously.**
- **Students may transfer in up to 20% of credits from accredited institutions**

Concentrations

- Health Care Administration
- Health Education

The Master of Science in Health Sciences – Health Care Administration concentration, prepares professionals for the essential functions of management and critical aspects of US Healthcare system

The goal of the program is to provide students with the knowledge and skills needed for effective health administration careers. The program is also designed to provide students with the ability to critically evaluate research findings in applicable fields of practice. Students will develop knowledge and skills in ethical and legal decision making. The program promotes educational opportunities for career advancement, employment mobility, and lifelong learning opportunities.

In the MSHS Health Care Administration Concentration, emphasis is placed on educational, interpersonal, community, and legislative factors that promote successful administration. The curriculum emphasizes interventions based on scientific data and established behavioral and learning theories that promote public health through the processes of education and community and Healthcare management. Graduates of this degree program may function as administrators in small clinics, healthcare facilities, and outpatient facilities in a variety of settings, both public and private.

The Master of Science in Health Sciences - Health Education concentration, prepares professionals to administer and develop health education programs, to implement health education processes and concepts, to understand current health issues, and to master skills and knowledge appropriate to leadership positions in the field of health education. In the MSHS Health Education Concentration, emphasis is placed on educational, interpersonal, community, and legislative factors that promote positive health behaviors. The curriculum emphasizes interventions based on scientific data and established behavioral and learning theories that promote public health through the processes of education and community organization.

The goal of the program is to provide students with the knowledge and skills needed for effective health educator careers. The program is also designed to provide students with the ability to critically evaluate research findings in applicable fields of practice. Students will develop knowledge and skills in ethical and legal decision making. The program promotes educational opportunities for career advancement, employment mobility, and lifelong learning opportunities.

Graduates of this degree program may function as community-health educators in a variety of settings, both public and private. They are academically prepared to conduct community assessments; design, implement, and evaluate health-education interventions; organize health-promotion efforts; be involved in research and assist individuals and communities to better utilize techniques of health-behavior change. Students who successfully graduate from the MSHS in Health Education from US University may be eligible to take the National Certification of Health Educators Exam (CHES).

Program Learning Outcomes

1. Utilize effective verbal, nonverbal and written communication skills to inform, educate and empower targeted audiences.
2. Design, conduct and interpret meaningful health science-related research and scholarly activity.
3. Engage in inductive and deductive reasoning, analysis and decision-making in a variety of health situations.
4. Apply ethical concepts and demonstrate responsible conduct when faced with dilemmas in a real world context.
5. Propose health intervention strategies responsive to diverse cultural and social values.
6. Foster positive relationships and collaborate with a variety of target groups (individuals, colleagues, families, local community members, etc.) in order to promote and enhance the health of a community.
7. Display a rich and thorough understanding of skills, knowledge, theories, and issues that comprise the discipline.
8. Exhibit technological proficiency in gathering and using information to address issues and take action.

Program Specific Admission Requirements

*Students who have not completed an undergraduate degree in health sciences must complete 6 Prerequisite credits prior to starting the core courses.

- Prerequisite Requirements* 6 credits

Degree Requirements

- Core Requirements 24 credits
- Concentration Requirements 12 credits

Prerequisites

BHE 400	Healthcare Delivery System		3
BHE 404	Principles of Epidemiology		3
		Total	**6**

Core Requirements

MHS 500	Health Through the Life Course		3
MHS 502	Health Promotions, Program Planning, Design and Evaluation		3
MHS 504	Cultural and Cross-Cultural Perspectives in Health		3
MHS 508	Research in Health Sciences		3
MHS 510	Mental Health and Society		3
MHS 512	Health Services Program Administration		3
MHS 518	Global Health		3
MHS 599*	Capstone Integrative Project		3
MHS 999**	Graduate Professional Symposium		
		Total	**24**

Concentration – Health Care Administration

MHS 513	Health Policy Analysis		3
MHS 530	Healthcare Compliance		3
MHS 515	Information Systems in Healthcare		3
MHS 517	Healthcare Financial Management		3
		Total	**12**

Concentration –Health Education

MHS 501	Aging and Health Education		3
MHS 503	Perspectives in Community Health Education		3
MHS 507	Ethical Issues in Public Health		3
MHS 519	Health Literacy and Communications		3
		Total	**12**

* =non-transferable must be taken in last semester

**MHS 999 Graduate Professional Symposium
1 credit course per semester that runs concurrently with the required course schedule

Graduate Certificate in Health Informatics

12 Semester Credits / 2 Semesters /4 Months
Delivery Mode: On ground, Online

Health Informatics is designed to provide students scientific knowledge on biomedical information and data, their storage, retrieval and optimal use for effective problem –solving and decision-making in healthcare. Health Informatics is the intersection of health information, computer science, healthcare systems and its optimal use benefits public health and research.

Admission Requirements

A qualified student, who wishes to enter United States University to obtain a graduate certificate without being enrolled in a degree program, may apply for graduate admission to Graduate Certificate Status. The College of Health Sciences requires a GPA of 3.0 for admission to Graduate Certificate Status and official transcripts must be submitted. Completing a Graduate Certificate Application is required. Credits acquired through this certificate may be transferred to the USU Master of Science in Health Sciences. Certificates will be awarded upon the student's application for the certificate once they have successfully completed the course requirements.

Program Learning Outcomes:

At the end of the program, students will be able to

1. Improve healthcare delivery in health organizations through technology
2. Acquire depth and breadth of knowledge in the principles of health informatics
3. Conceptualize a theoretical framework for the design and development of health information systems
4. Manage data and its impact in the delivery of quality healthcare services

Core Requirements

MHS 524	Fundamentals of Health Informatics		3
MHS 515	Information Systems in Healthcare		3
MHS 525	Strategic Planning and IT Management		3
MHS 527	Data Standard and Analytics		3
		Total	**12**

Completion Requirements

The certificate requires successful completion of a total of 12 semester credits. Students need to receive a grade of B or better in each course to receive the certificate. Students receiving a grade below a B would have to re-take the course before credit would be given.

***Transfer option: All required units of credit count toward the Master of Science in Health Sciences. We encourage students to apply within one year from their last course session; otherwise, the file closes and the student has to reapply.

Graduate Certificate in Global Health

12 Semester Credits / 2 Semesters /4 Months
Delivery Mode: On ground, Online

Guided by the principle of right to health, the program will interconnect the planet's entire population in addressing health irrespective of national borders. Global Health has replaced the disciplines of international and tropical health. Funding for global health has reached a whooping sum of 30 billion/year with the United States. "People are beginning to understand there is nothing in the world so remote that it can't impact you as a person "(W. Foege, US Centers for Disease Control 1977-1983).Participants (20-30) will be offered didactic lectures and case scenarios and discussions will be integrated in the competency based course/program. The certificate can be completed online.

Admission Requirements

A qualified student, who wishes to enter United States University to obtain a graduate certificate without being enrolled in a degree program, may apply for graduate admission to Graduate Certificate Status. The College of Health Sciences requires a GPA of 3.0 for admission to Graduate Certificate Status and official transcripts must be submitted. Completing a Graduate Certificate Application is required. Credits acquired through this certificate may be transferred to the USU Master of Science in Health Sciences. Certificates will be awarded upon the student's application for the certificate once they have successfully completed the course requirements.

Program Learning Outcomes:

At the end of the program, students will be able to:

1. Provide evidence-based health promotion programs
2. Examine the use of effective communication to promote wellness and prevent disease
3. Enhance the delivery of optimal and quality healthcare services through health literacy
4. Acknowledge and advocate for universal health equity
5. Campaign for the importance of team work and interprofessional collaboration

Core Requirements

MHS 518	Global Health		3
MHS 519	Health Literacy and Communications		3
MHS 516	Health Economics		3
MHS 520	Interprofessional Education		3
		Total	**12**

Completion Requirements

The certificate requires successful completion of a total of 12 semester credits. Students need to receive a grade of B or better in each course to receive the certificate. Students receiving a grade below a B would have to re-take the course before credit would be given.

***Transfer option: All required units of credit count toward the Master of Science in Health Sciences. We encourage students to apply within one year from their last course session; otherwise, the file closes and the student has to reapply.

Dietary Management Certificate

270 Clock Hours / Self-Paced
Delivery Mode: Online

Program Description

The Dietary Management Online program is an accelerated program for individuals with food service experience. The Dietary Management Online program can be completed in as few as fourteen weeks, but students have the option to take up to a full year to complete the program. Instruction will be delivered in an online web-based format of 270 clock hours that meets the standards of the ANFP.
The Dietary Management Program prepares the student for the profession of Dietary Management. Included in the tuition is student membership in the national professional association called Association of Nutrition & Foodservice Professionals (ANFP), formerly Dietary Managers Association (DMA) which fosters career growth through continuing education. Successful completion of this course culminates in the student being eligible to write the Certified Dietary Manager, Certified Food Protection Professional (CDM, CFPP) examinations. Students may enroll today and begin the online Dietary Manager Program coursework. Successful completion of this program will meet ANFP Pathway One criteria for becoming ANFP.

Programmatic Admissions Requirements
GED or High School diploma
Passing a Proficiency test (A passing score of 70% must be achieved to enroll)

Tuition *	Fees	Books and Supplies* *	Other Costs	Total
$3,575	$185	$240	N/A	$4,000

United States University Board of Trustees reserves the right to modify tuition and fees at any time. Students will be notified at least 30 days in advance.

Dietary Managers are trained and qualified to manage menus, food purchasing, and food preparation; and to apply nutrition principles, document nutrition information, ensure food safety, manage work teams, and much more. Working conditions may include varied hours, long days and juggling paperwork. They tend to be energetic, results-oriented problem-solvers who thrive on challenge and enjoy team work. Food service positions are not dependent upon economic conditions, and are growing steadily. The fast-growing segment of the market is elder care, an area where the skills of the Certified Dietary Managers are in high demand.

Certificate in Gerontology

12 Semester Credits/2 Semesters/8 Months
Delivery Mode: Online

Designed for students seeking to working with older people in a wide variety of settings, including long-term care, home healthcare agencies, adult day care programs, adult protective services and others. This program prepares you with the skills necessary to have a positive impact on the quality of services available to meet this need in a growing population.

Admission Requirements

A qualified student, who wishes to enter United States University to obtain a certificate without being enrolled in a degree program, may apply for admission to the certificate. The College of Health Sciences requires a GPA of 2.0 for admissions to the certificate. Credits acquired may be transferred to the USU Bachelor of Science in Health Sciences.

Learning Outcomes

1. To survey the major services and programs focusing on the needs of older adults
2. To analyze healthcare mandates impacting the aging society
3. To examine various studies on the life cycle, healthcare system, family and community relationships in a diverse aging population
4. To review ethical issues on end of life and its significance in quality of life.

Core Requirements

GER402	Aging Program and Services	3
GER404	Elder Law	3
GER408	Studies on Aging	3
LTC406	End of Life Ethics	3
	Total	**12**

College of Business and Management

- **Bachelor of Arts in Management (BAM) with concentrations in the following areas:**
    - General Management
    - Entrepreneurship
    - Human Resources
    - Marketing
    - Business Intelligence
    - Business Analytics
    - Finance

- **Master of Business Administration (MBA) with concentrations in the following areas:**

Bachelor of Arts in Management

120 Semester Credits / 10 Semesters /40 Months
Delivery Mode: On ground, Online

Students may transfer in up to 90 credits from accredited institutions

The Bachelor of Arts in Management (BAM) degree provides students the opportunity to complete an undergraduate degree while continuing to work full time. The curriculum introduces students to the various functional areas of business organizations: finance and accounting, human resources, marketing, and information systems. In addition, the curriculum facilitates the development of leadership skills and core competencies in critical thinking and problem solving, project management, communication, teamwork, and ethics.

The program takes a scholar-practitioner approach to business education—providing students with the opportunity to both learn and apply business concepts. Through its online courses, students have the flexibility to continue working, and "attend" a course anytime, and anywhere it is convenient for them. Course materials are available 24/7, and since class participation is required, students have the opportunity to interact with and learn from faculty and one another. Students can also take courses on campus. The program offers small sized classes to optimize students' engagement, interaction, and traditional learning experience.

All students in the Bachelor of Arts in Management program are required to complete common requirements in general education courses, management core courses (including a capstone course), and one of the following concentrations:

- General Management
- Entrepreneurship
- Human Resources
- Marketing
- Business Intelligence
- Business Analytics
- Finance

Program Learning Outcomes

1. Construct and present effective oral and written forms of business communication
2. Compute and analyze financial and other quantitative data to support business decisions
3. Select and use appropriate sources of business information
4. Evaluate ideas and data to rationally produce and implement solutions for business issues
5. Analyze the ethical and legal obligations and responsibilities of business
6. Promote diverse perspectives to optimize performance in a global business environment
7. Work effectively in teams on business projects
8. Solve discipline-specific problems demonstrating mastery of foundational business knowledge

Program Specific Admission Requirements

- None

Degree Requirements

- General Education 42 credits*
- Core Requirements 63 credits
- Concentration Requirements 15 credits

*Students may transfer in up to 42 General Education Credits. To Satisfy the Programs General Education requirements, students must have a minimum of 6 credits in college level communication, 3 credits in critical thinking, 3 credits in college level math, 3 credits in sciences, 3 credits in arts and humanities and 3 credits in

social sciences. All students are required to take CSS 101 as their first course in the program. If a student fails the CSS101 course they must repeat the course in the following session. Students may only repeat CSS101 one time.

Courses are scheduled in a prescribed sequence. All core courses must be completed before Concentration courses may be pursued.

General Education Requirements

Course Number	Course Name	Credits	
CSS101	College Success Skills	3	
COM104	Speech	3	
ENG130	Composition & Reading	3	
COM204	Argumentation	3	
PHI105	Introduction to Philosophy and Ethics	3	
MAT105	College Algebra	3	
BIO150	General Biology	3	
ART137	Art Appreciation	3	
ECN101	Principles of Economics	3	
PSY101	Introduction to Psychology	3	
COM105	Intercultural Communication	3	
CIS120	Computer Literacy	3	
ILR 201	Foundations of Information Literacy	3	
POS120	International Relations	3	
		Total	**42**

Core Requirements

ACT 321	Accounting (Formerly MGT 331)	3
BIS 318	Introduction to Business Information Systems (Formerly MGT 304, BUS 330)	3
BIS 321	Database Systems	3
BIS 333	Business Intelligence Tools	3
BUS 310	Introduction to Business (Formerly MGT 340)	3
BUS 312	Business Math (Formerly MGT 347)	3
BUS 316	Data Analysis and Communication Tools (Formerly MGT 346)	3
BUS 331	Business Ethics (Formerly MGT302)	3
BUS 332	Business Law (Formerly MGT 318)	3
BUS 335	Quality and Process Improvement	3
FIN 335	Introduction to Finance (Formerly MGT 312)	3
HRM 321	Human Resources Management (Formerly MGT306)	3
MGT 321	Organizational Behavior and Management (Formerly MGT 310)	3
MGT 326	Operations Management	3
MGT 330	International Management (Formerly MGT 315)	3
MGT 332	Project Management Essentials (Formerly MGT 307)	3
MGT 333	Leading Organizations (Formerly MGT 320)	3
MGT 334	Organizational Communication (Formerly MGT 345)	3
MKT 321	Principles of Marketing (Formerly MGT 308)	3
MGT 399	Intermediate Business Principles*	3
MGT 499	Capstone**	3
	Total	**63**

* = non-transferable

** = non-transferable, must be taken in the last semester

Concentration – General Management

BIS 440	Data Analysis & Decision-Making for Managers (Formerly MGT 301, BUS 440)	3
MGT 441	Negotiation and Conflict Management (Formerly MGT 350)	3
MGT 442	Leading Diverse & Dispersed Teams (Formerly MGT 351)	3
MGT 443	Supply Chain Management (Formerly MGT 353)	3
MGT 444	Strategic Management (Formerly MGT 316)	3
	Total	**15**

Concentration – Entrepreneurship

BIS 440	Data Analysis & Decision-Making for Managers (Formerly MGT 301, BUS 440)	3
BUS 441	Small Business Management (Formerly MGT 325)	3
BUS 442	Sales & Marketing (Formerly MGT 329)	3
BUS 443	Business Opportunity Analysis (Formerly MGT 337)	3
BUS 444	New Ventures and E-Business (Formerly MGT 339)	3
	Total	**15**

Concentration –Human Resources

BIS 440	Data Analysis & Decision-Making for Managers (Formerly MGT 301, BUS 440)	3
HRM 441	Learning and Development (Formerly MGT 303)	3
HRM 442	Workforce Planning & Performance Management (Formerly MGT 315)	3
HRM 443	Legal Environment of HR Management (Formerly MGT 335)	3
HRM 444	Compensation and Benefits (Formerly MGT 349)	3
	Total	**15**

Concentration – Marketing

BIS 440	Data Analysis & Decision-Making for Managers (Formerly MGT 301, BUS 440)	3
MKT 442	Marketing Communications and Advertising (Formerly MGT 341)	3
MKT 443	Marketing Analysis and Research (Formerly MGT 342)	3
MKT 444	Strategic Internet Marketing (Formerly MGT 343)	3
MKT 445	Search Engine Optimization (SEO) and Search Engine Marketing (SEM)	3
	Total	**15**

Concentration – Business Intelligence

BIS 440	Data Analysis & Decision-Making for Managers (Formerly MGT 301, BUS 440)	3
BUI 441	Survey of Accounting Analytics	3
BUI 442	Using Analytics to Improve Business Processes	3
BUI 443	Introduction to Consumer Metrics	3
BUI 444	Data Analysis Tools	3
	Total	**15**

Concentration – Business Analytics

BUA 440	Applied Databases: Structured Query Language (SQL)	3
BUA 441	Applied Analytic Tools	3
BUA 442	Analytic Tools: Advanced Methods	3
BUA 443	Database Management Tools I	3
BUA 444	Database Management Tools II	3
	Total	**15**

Concentration – Finance

BUA 440	Applied Databases: Structured Query Language (SQL)	3

BUA 441	Applied Analytic Tools		3
FIN 441	Corporate Finance		3
FIN 442	Financial Markets and Institutions		3
FIN 443	Investment Fundamentals and Portfolio Management		3
		Total	**15**

Master of Business Administration

36 Semester Credits / 3 Semesters / 12 Months
Delivery Mode: On ground, Online
Students may transfer in up to 20% of credits

The Master of Business Administration (MBA) is a widely recognized and valued graduate degree. The MBA program at United States University has been designed to combine theory and practice—allowing students to apply what they have learned. Students will gain a broad understanding of the functional areas of a business (finance and accounting, marketing, human resources, information technology), as well as develop their leadership skills through courses in organizational behavior, business law and ethics, international/global management, strategic planning and organizational change and innovation. In addition, the curriculum facilitates the development of leadership skills and core competencies in critical thinking and problem solving, project management, communication, teamwork, and ethics.

This program provides working adults the opportunity to learn without interrupting their careers, having to relocate or commute to classes. All MBA courses are offered online, giving students flexibility to "attend" a course anytime and anywhere it is convenient for them. Course materials are available 24/7, and since class participation is required, students have the opportunity to interact with and learn from faculty and one another. The MBA program offers a flexible course of study designed to maximize the number of transfer credits that will be counted toward the degree, resulting in a shorter time to completion. Students can also take courses on campus. The program offers small sized classes to optimize students' engagement, interaction, and traditional learning experience.

* Students in the Master of Business Administration program are required to complete 12 core courses, which include the final Capstone course.

Program Learning Outcomes

1. Communicate effectively as a business professional to meet organizational goals
2. Analyze financial and other quantitative data in the decision-making process
3. Evaluate academic and professional sources of business-related data and information
4. Evaluate business situations/issues taking into consideration all strategic factors, to promote innovation, improve performance, and mitigate risk
5. Recommend alternative solutions to resolve ethical dilemmas in business
6. Leverage diversity to optimize performance in the global marketplace
7. Influence group dynamics in pursuit of optimal team decision-making and performance
8. Lead organizations using creative and innovative strategies and solutions to achieve business objectives

Degree Requirements

- Core Requirements 36 credits

Core Requirements

ACT 514	Managerial Accounting (Formerly MGT 514)	3
BUS 500	Information Systems and Operations Management (Formerly MGT 500)	3
BUS 502	Business Legal & Ethical Issues (Formerly MGT 502)	3
BUS 544	Managerial Economics (Formerly MGT 544)	3
FIN 510	Financial Management (Formerly MGT510)	3
MGT 508	Organizational Behavior	3
MGT 504	HR Leadership	3
MGT 511	Managing Organizational Change & Innovation (Formerly MGT 507)	3

MGT 512	Cross-Cultural Management		3
MGT 516	Strategic Management & Analysis		3
MKT 506	Marketing Strategy (Formerly MGT 506)		3
MGT 599	Capstone*		3
		Total	**36**

Courses are scheduled in a prescribed sequence.

** =non-transferable must be taken in last semester

Master of Business Administration - Executive Modality

36 Semester Credits / 4 Semesters / 16 Months
Delivery Mode: Hybrid
The 3 credit courses will be taught on the campus with an online component that will be taught asynchronously and synchronously.
Students may transfer in up to 20% of credits from accredited institutions

The Master of Business Administration (MBA) is a widely recognized and valued graduate degree. The MBA Weekend Program at United States University has been designed to combine theory and practice—allowing students to apply what they have learned by working in positions related to the field of business. It is the student's responsibility to find and apply for an appropriate position within the first semester of study.

Students will gain a broad understanding of the functional areas of a business (finance and accounting, marketing, human resources, information technology), as well as develop their leadership skills through courses in organizational behavior, business law and ethics, international/global management, strategic planning and organizational change and innovation.

Program Learning Outcomes

1. Communicate effectively as a business professional to meet organizational goals
2. Analyze financial and other quantitative data in the decision-making process
3. Evaluate academic and professional sources of business-related data and information
4. Evaluate business situations/issues taking into consideration all strategic factors, to promote innovation, improve performance, and mitigate risk
5. Recommend alternative solutions to resolve ethical dilemmas in business
6. Leverage diversity to optimize performance in the global marketplace
7. Influence group dynamics in pursuit of optimal team decision-making and performance
8. Lead organizations using creative and innovative strategies and solutions to achieve business objectives

Degree Requirements

- Core Requirements 36 credits

Core Requirements

ACT 514	Managerial Accounting (Formerly MGT 514)	3
BUS 500	Information Systems and Operations Management (Formerly MGT 500)	3
BUS 502	Business Legal & Ethical Issues (Formerly MGT 502)	3
BUS 544	Managerial Economics (Formerly MGT 544)	3
FIN 510	Financial Management (Formerly MGT510)	3
MGT 508	Organizational Behavior	3
MGT 504	HR Leadership	3
MGT 511	Managing Organizational Change & Innovation (Formerly MGT 507)	3
MGT 512	Cross-Cultural Management	3
MGT 516	Strategic Management & Analysis	3
MKT 506	Marketing Strategy (Formerly MGT 506)	3
MGT 599	Capstone*	3
MGT999	Graduate Professional Symposium**	
	Total	**36**

Courses are scheduled in a prescribed sequence.

* =non-transferable must be taken in last semester
**=MGT 999 Graduate Professional Symposium (Optional Internship Course) - 1 credit course per semester that runs concurrently with required course schedule.

Attendance for the scheduled on ground courses is mandatory.

College of Education

The mission at the College of Education at United States University (USU) is to prepare reflective and critical educators and human service professionals, to lead in education, to practice civic responsibility, to exemplify intellectual curiosity, to conduct scholarship that advances knowledge and refines practice, to collaborate with local and global partners to forge more caring, just, and sustainable societies.

Teacher Credentialing Preparation Program

- 2042 Single Subject Preliminary Credential
- 2042 Multiple Subject Preliminary Credential
- Bilingual Authorization (Spanish/English)

Master of Arts in Education (MAED)

- Special Education
- Early Childhood Education
- Administration and Leadership
- Higher Education Administration
- Effective K-6 STEM Education
- Effective 7-12 STEM Education – Computer Science and Technology
- Effective 7-12 STEM Education – Math and Engineering
- Effective 7-12 STEM Education – Natural Science

Certificates

- Higher Education Administration
- Special Education
- Early Childhood Education
- K-12 Administration and Leadership
- Effective K-6 STEM Education
- Effective 7-12 STEM Education – Computer Science and Technology
- Effective 7-12 STEM Education – Math and Engineering
- Effective 7-12 STEM Education – Natural Science
- Effective English Language Instruction for English Language Professors Outside of the USA

Teacher Credentialing Preparation Program

42 Semester Credits/ 4 Semesters/16 Months
*** Bilingual Authorization 9 Credits/1 additional Semester/4 additional months**

Students may transfer in a maximum of 6 semester credits from another accredited institution
Students may transfer up to 18 semester credits from the USU Master of Arts in Education program

The Teacher Credentialing Preparation Program at USU is the key step toward a career as a K-6 or 7-12 teacher. Students interested in teaching at the K-6 school level in the State of California must have completed a bachelor's degree at a regionally accredited university and have the capacity to pass the Multiple Subjects Examination for Teachers (CSET), or have completed a commission-approved elementary subject-matter program. Students interested in teaching at the 7-12 school level must have completed a bachelor's degree at a regionally accredited university and have the capacity to pass the appropriate subject-matter examination (CSET), such as English, Mathematics, Music, Physical Education, Science, Social Science, World Languages (Spanish), or have completed a commission-approved subject-matter program.

The College of Education offers the following Teacher Credentialing programs approved by the California Commission on Teacher Credentialing (CCTC):

- 2042 Multiple Subject Preliminary Credential
- 2042 Single Subject Preliminary Credential
- Bilingual Authorization (Spanish/English)

Program Learning Outcomes
By the end of the Teacher Credentialing Preparation Program candidates will learn, apply and reflect upon the following Teaching Performance Expectations (TPE's):

TPE 1: Engaging and Supporting All Students in Learning
TPE 2: Creating and Maintaining Effective Environments for Student Learning
TPE 3: Understanding and Organizing Subject Matter for Student Learning
TPE 4: Planning Instruction and Designing Learning Experiences for All Students
TPE 5: Assessing Student Learning
TPE 6: Developing as a Professional Educator

Program Specific Admissions Requirements

- Have earned the equivalent of a US Bachelor's degree from a regionally-accredited institution
- Minimum cumulative GPA of 2.5
- Official transcripts from all previously attended colleges and universities
    - Note: if proof of passing US Constitution coursework not included, provide proof of passing a challenge examination given by a regionally accredited college or university.
    - If neither proof is available, student must enroll in HIS120 or provide proof or enrollment at a regionally-accredited college or university in a relevant course.
- Purpose statement
- Letter of recommendation
- Completed the California Basic Educational Skills Test (CBEST)
- CSET: Proof of passing, attempting, registering, enrolling in a preparation program
- Healthcare Clearance – official copy of the Tuberculin Skin test

- Certificate of Clearance
- CPR Certification

Student Teaching Requirements

- Completed and passed the CSET
- Completed and passed CalTPA Tasks 1 and 2*
- 32 hours of observation completed

Program Completion Requirements

- All Credential Program coursework completed with a 3.00 GPA or above
- Passed CalTPA Tasks 1-4*
- Passed the Reading Instruction Competence Assessment (RICA) (Multiple Subjects only)
- Professional Teaching Portfolio
- Exit interview
- Exit survey

* Preliminary Teacher Candidates are required to successfully complete all 4 CalTPA tasks as part of their summative assessment for teacher credentialing as defined in Standard 17 of the 2042 credential document.

The Teacher Education Assessment Fee of $500 includes all CalTPA Tasks except a fee of $50.00 for late submission per task and a rescoring fee of $75.00 for each resubmitted task.

Teacher Credentialing and Licensure

Students are assisted in preparing their documents to request the preliminary Multiple and Single Subject Teaching Credentials to CCTC.

Scheduling information is available at a Pearson Vue Testing Center for the following tests: California Basic Educational Skills Test (CBEST), California Subject Examination of Teachers (CSET), and the Reading Instruction Competence Assessment (RICA).

Requirements for the Preliminary Credential

Students should refer to the California Commission on Teacher Credentialing website at http://www.ctc.ca.gov/credentials/requirements.html to determine requirements for licensure in the state of California.

Requirements Single Subject Credential

- Core Requirements 21 Credits
- Single Subject Core Courses 9 Credits
- Single Subject Clinical Practice 12 Credits
- Bilingual Authorization ** 9 Credits

Core Requirements

TED 501	Affirming and Valuing Diversity in the Classroom	3
TED 503	Foundations of Education	3
TED 504	Educational Psychology	3
TED 506	Introduction to Special Education	3

TED 508	Integrating Educational Technology into Teaching	3
TED 520	Introduction to Classroom Instruction	3
TED 525	English Language Developmental Strategies	3
	Total	**21**

Single Subject – Core Course Requirements

TES 540	Secondary Teaching Strategies I	3
TES 541	Secondary Teaching Strategies II	3
TES 542	Reading in the Content Area	3
	Total	**9**

Clinical Practice Requirements

TES 565	Student Teaching (Clinical Practice 1)	3
TES 566	Directed Student Teaching Seminar 1	3
TES 567	Student Teaching (Clinical Practice 2)	3
TES 568	Directed Student Teaching Seminar 2	3
	Total	**12**

Bilingual Authorization – Optional Addition**

TEB 580	Latinos in the US	3
TEB 581	Desarrollo del Lenguaje y Lectura	3
TED 522	First and Second Language Acquisition	3
	Total	**9**

Requirements Multiple Subject Credential

- Core Requirements 21 Credits
- Multiple Subject Core Courses 9 Credits
- Multiple Subject Clinical Practice 12 Credits
- Bilingual Authorization** 9 Credits

Core Requirements

TED 501	Affirming and Valuing Diversity in the Classroom	3
TED 503	Foundations of Education	3
TED 504	Educational Psychology	3
TED 506	Introduction to Special Education	3
TED 508	Integrating Educational Technology into Teaching	3
TED 520	Introduction to Classroom Instruction	3
TED 525	English Language Developmental Strategies	3
	Total	**21**

Multiple Subject- Core Course –Requirements

TEM 534	Curriculum & Instruction I	3
TEM 535	Curriculum & Instruction II	3
TEM 536	Language Arts & Reading K-3	3
	Total	**9**

Multiple Subject -Clinical Practice Requirements

TEM 561	Student Teaching (Clinical Practice 1)	3
TEM 562	Directed Student Teaching Seminar 1	3
TEM 563	Student Teaching (Clinical Practice 2)	3

TEM 564	Directed Student Teaching Seminar 2		3
		Total	**12**

Bilingual Authorization – Optional Addition**

TEB 580	Latinos in the US		3
TEB 581	Desarrollo del Lenguaje y Lectura		3
TED 522	First and Second Language Acquisition		3
		Total	**9**

To acquire a Teaching Credential with a Master's in Education (MAED):

After completion of the Teaching Credential Preparation Program the student enrolls in 6 MAED courses. MAED students must maintain a minimum cumulative grade point average (Cumulative GPA) of at least 3.0 (on a standard 4.0 scale) at the end of each semester.

Master of Arts in Education

36 Semester Credits / 3 Semesters / 12 Months
Delivery Mode: On ground, Online

Students may transfer in a maximum of 6 semester credits from another accredited institution
Students may transfer in a maximum of 18 semester credits from the USU Teacher Credentialing Preparation program

The Master of Arts degree in Education (MAED) is designed for educators who are interested in enhancing their career through advanced professional knowledge and for non-education professionals who are seeking a career change. The MAED offers concentrations in selected areas, such as, special education, early childhood education, K-12 administration and leadership, and higher education administration.

Concentrations
For Credentialed Teachers

- K-12 Administration and Leadership
- Effective K-6 STEM Education
- Effective 7-12 STEM Education – Computer Science and Technology
- Effective 7-12 STEM Education – Math and Engineering
- Effective 7-12 STEM Education – Natural Science

Teaching Credential not needed

- Early Childhood Education
- Higher Education Administration
- Special Education*

*The concentration in Special Education does NOT qualify students for a Teaching Credential in Special Education.

Program Learning Outcomes

1. Communicate effectively with education constituents
2. Interpret quantitative data relating to challenges and barriers in education
3. Integrate educational research to guide practice and inform policy
4. Deconstruct societal influences on education practice and policy
5. Analyze ethical issues that arise in education practices and institutions
6. Frame professional practice through the lens of diversity and inequity
7. Collaborate in a community of educational practice
8. Connect theory and practice to engage 21st-century learners and professionals

Program Specific Admission Requirements

- Have earned the equivalent of a US Bachelor's degree from an accredited institution.
- Submit official transcripts from the bachelor degree-awarding institution(s), and any post-bachelor degree institution including any master's degrees or credits. Foreign transcripts must be translated and evaluated by a University acceptable agency.
- Have a Cumulative Undergraduate GPA of 2.5 or higher.

Program Requirement
MAED students must maintain a minimum cumulative grade point average (Cumulative GPA) of at least 3.0 (on a standard 4.0 scale) at the end of each semester.

Degree Requirements

Core Requirements	24 Credits
Concentration Requirements	12 Credits

Core Requirements

MAE 500	Psychology of Education	3
MAE 502	Concepts in Educational Inquiry	3
MAE 504	Legal Issues in Education	3
MAE 506	Cultural Perspectives in Education	3
MAE 508	Teaching Subject Matter with Technology	3
*MAE 510	Theories of and Approaches to Literacy.	3
MAE 512	Assessment in Education	3
*MAE 599	Capstone	3
	Total	**24**

*For Arizona residents choosing to pursue Arizona state principal licensure, these courses will be replaced with MAE569 and MAE579 – please see course description section for details

Concentration - K-12 Administration and Leadership

MAE 551	Managing Organizational Culture: Elementary and Secondary School Organizations	3
MAE 555	Leading for Assessment & Accountability	3
MAE 557	Leading School Communities in a Pluralistic Society	3
MAE 561	Leading for Learning and Development of the School Community	3
	Total	**12**

Concentration - Early Childhood Education

MAE 535	Curriculum across Content Areas for Diverse Young Learners	3
MAE 537	Developing Language, Literature & Communication of Diverse Young Learners	3
MAE 539	Methods of Teaching Early Childhood	3
MAE 541	Maintaining an Effective Learning Climate	3
	Total	**12**

Concentration - Higher Education Administration

MAE 591	Higher Education Administration and Leadership	3
MAE 592	The Community College	3
MAE 594	Student Services	3
MAE 596	Human Resources Management in Higher Education	3
	Total	**12**

Concentration - Special Education *

MAE 515	Literacy Instruction for Students with Mild Disabilities	3
MAE 519	Classroom & Behavior Management in the Inclusive Classroom	3
MAE 521	Content Area Instruction for Students with Mild Disabilities	3
MAE 523	Autism Spectrum Disorders: Characteristics and Educational Implications	3
	Total	**12**

*This Concentration in Special Education does NOT qualify students for a Teaching Credential in Special Education.

Concentration - Effective K-6 STEM Education

MAE 529	Methods of STEM Education – Challenges and Opportunities	3
MAE 522	Teaching Mathematics and Engineering in Elementary Schools	3
MAE 525	Teaching Science in Elementary Schools	3
MAE 526	Coding, Robotics and 1:1 Devices	3
	Total	**12**

Concentration - Effective 7-12 STEM Education – Computer Science and Technology

MAE 529	Methods of STEM Education – Challenges and Opportunities	3
MAE 530	Programming	3
MAE 531	Artificial Intelligence	3
MAE 533	Simulation and Modeling	3
	Total	**12**

Concentration - Effective 7-12 STEM Education – Math and Engineering

MAE 527	Digital Electronics	3
MAE 529	Methods of STEM Education – Challenges and Opportunities	3
MAE 547	Principles of Engineering	3
MAE 548	Engineering Design	3
	Total	**12**

Concentration - Effective 7-12 STEM Education – Natural Science

MAE 529	Methods of STEM Education – Challenges and Opportunities	3
MAE 586	Teaching Technology in Secondary Science	3
MAE 587	Teaching Engineering in Secondary Science	3
MAE 589	Teaching Mathematics in Secondary Science	3
	Total	**12**

Graduate Certificate in Higher Education Administration

12 Semester Credits / 1-2 Semesters / 4-8 Months
Delivery Mode: Online or Onground

This graduate certificate program in Higher Education Administration is designed for individuals who are planning or are enhancing a career in a broad range of administrative positions in higher education institutions. The certificate will provide core knowledge for administrative processes in the context of higher education institutions.

Program Learning Outcomes

1. Analyze different organizational, communication, and management styles in higher education
2. Critically analyze the historical and current mission and organization of community colleges
3. Analyze strategic planning involved in the selection, recruitment and selection process in institutions of higher learning
4. Design training, development, and performance appraisals to increase organizational effectiveness and efficiency

Program Specific Admission Requirements

A qualified student, who wishes to enter United States University to obtain a graduate certificate, without being enrolled in a degree program, may apply for graduate admission to Graduate Certificate Status. The School of Education requires a GPA of 2.5 for admission to Graduate Certificate Status and official transcripts must be submitted. Completing a Graduate Certificate Application is required. Credits acquired through this certificate may be transferred to the Master of Arts in Education at USU. Certificates will be awarded upon the student's application for the certificate once they have successfully completed the course requirements.

Program Requirement

Graduate students must maintain a minimum cumulative grade point average (Cumulative GPA) of at least 3.0 (on a standard 4.0 scale) at the end of each semester.

Core Requirements

MAE 591	Higher Education Administration and Leadership	3
MAE 592	The Community College	3
MAE 594	Student Services	3
MAE 596	Human Resources Management in Higher Education	3
	Total	**12**

Completion Requirements

The certificate requires successful completion of a total of 12 semester credits. Students need to receive a grade of B or better in each course to receive the certificate. Students receiving a grade below a B would have to re-take the course before credit would be given.

***Transfer option: All required units of credit count toward the Master of Arts in Education Degree. We encourage students to apply within one year from their last course session; otherwise, the file closes and the student has to reapply.

Graduate Certificate in Special Education*

12 Semester Credits / 1-2 Semesters / 4 -8 Months
Delivery Mode: Online

This graduate certificate program in Special Education is designed for Education Specialist individuals who want to enhance their career and deepen their knowledge of special education and inclusive classroom management.

*This Concentration in Special Education does NOT qualify students for a Teaching Credential in Special Education.

Program Learning Outcomes

1. Examine the causes and characteristics of students with learning disabilities
2. Develop approaches for successful classroom management
3. Examine Instructional techniques for effective teaching and assessing
4. Identify and analyze behavioral solutions
5. Research accommodations and adaptions necessary for student success

Program Specific Admission Requirements

A qualified student, who wishes to enter United States University to obtain a graduate certificate, without being enrolled in a degree program, may apply for graduate admission to Graduate Certificate Status. The College of Education requires a GPA of 2.5 for admission to Graduate Certificate Status and official transcripts must be submitted. Completing a Graduate Certificate Application is required. Credits acquired through this certificate may be transferred to the Master of Arts in Education at USU. Certificates will be awarded upon the student's application for the certificate once they have successfully completed the course requirements.

Program Requirement
Graduate students must maintain a minimum cumulative grade point average (Cumulative GPA) of at least 3.0 (on a standard 4.0 scale) at the end of each semester.

Core Requirements

MAE 515	Literacy Instruction for Students with Mild Disabilities	3
MAE 519	Classroom and Behavior Management in the Inclusive Classroom	3
MAE 521	Content Area Instruction for Students with Mild Disabilities	3
MAE 523	Autism Spectrum Disorders: Characteristics and Educational Implications	3
	Total	**12**

Completion Requirements

The certificate requires successful completion of a total of 12 semester credits. Students need to receive a grade of B or better in each course to receive the certificate. Students receiving a grade below a B would have to re-take the course before credit would be given.

***Transfer option: All required units of credit count toward the Master of Arts in Education Degree. We encourage students to apply within one year from their last course session; otherwise, the file closes and the student has to reapply.

Graduate Certificate in Early Childhood Education

12 Semester Credits / 1-2 Semesters / 4-8 Months
Delivery Mode: Online

This graduate certificate program in Early Childhood Education is designed for teachers in a pre-school setting who want to enhance their career and deepen their knowledge of early childhood education and classroom management.

Program Learning Outcomes

1. Examine the diverse needs, characteristics and multiple influences on the development of children, as appropriate to children birth through age 8.
2. Demonstrate content and pedagogical knowledge necessary for successful performance in field settings
3. Assess developmentally appropriate curriculum, methods and teaching practices
4. Design developmentally appropriate activities that adhere to industry standards
5. Apply oral and written communication skills and research practices to discuss information related to early childhood education issues and topics

Program Specific Admission Requirements

A qualified student, who wishes to enter United States University to obtain a graduate certificate, without being enrolled in a degree program, may apply for graduate admission to Graduate Certificate Status. The College of Education requires a GPA of 2.5 for admission to Graduate Certificate Status and official transcripts must be submitted. Completing a Graduate Certificate Application is required. Credits acquired through this certificate may be transferred to the Master of Arts in Education at USU. Certificates will be awarded upon the student's application for the certificate once they have successfully completed the course requirements.

Program Requirement
Graduate students must maintain a minimum cumulative grade point average (Cumulative GPA) of at least 3.0 (on a standard 4.0 scale) at the end of each semester.

Core Requirements

MAE 535	Curriculum Across Content Areas for Diverse Young Learners	3
MAE 537	Developing Language, Literature and Communication of Diverse Young Learners	3
MAE 539	Methods of Teaching Early Childhood	3
MAE 541	Maintaining an Effective Learning Climate	3
	Total	**12**

Completion Requirements

The certificate requires successful completion of a total of 12 semester credits. Students need to receive a grade of B or better in each course to receive the certificate. Students receiving a grade below a B would have to re-take the course before credit would be given.

***Transfer option: All required units of credit count toward the Master of Arts in Education Degree. We encourage students to apply within one year from their last course session; otherwise, the file closes and the student has to reapply.

Graduate Certificate in K-12 Administration and Leadership

12 Semester Credits / 1-2 Semesters / 4-8 Months
Delivery Mode: Online

This graduate certificate program in K-12 Administration and Leadership is designed for credentialed teachers who want to explore the areas of public school administration, leadership, assessment and communication.

Program Learning Outcomes

1. Examine models for ensuring school effectiveness, accountability and continuous quality improvement
2. Examine methods of effectively communicating with multiethnic students, parents, teachers, and other staff
3. Analyze theoretical administrative organizational foundations of management and leadership of educational programs and institutions.
4. Analyze norm-referenced and criterion-referenced testing, standardized test score interpretation, data mining, data analysis, data reporting, and using data-based decision making to improve student achievement

Program Specific Admission Requirements

A qualified student, who wishes to enter United States University to obtain a graduate certificate, without being enrolled in a degree program, may apply for graduate admission to Graduate Certificate Status. The College of Education requires a GPA of 2.5 for admission to Graduate Certificate Status and official transcripts must be submitted. Completing a Graduate Certificate Application is required. Credits acquired through this certificate may be transferred to the Master of Arts in Education at USU. Certificates will be awarded upon the student's application for the certificate once they have successfully completed the course requirements.

Program Requirement

Graduate students must maintain a minimum cumulative grade point average (Cumulative GPA) of at least 3.0 (on a standard 4.0 scale) at the end of each semester.

Core Requirements

MAE 551	Managing Organizational Culture: Elementary and Secondary School Organizations	3
MAE 555	Leading for Assessment and Accountability	3
MAE 557	Leading School Communities in a Pluralistic Society	3
MAE 561	Leading for Learning and Development of the School Community	3
	Total	**12**

Completion Requirements

The certificate requires successful completion of a total of 12 semester credits. Students need to receive a grade of B or better in each course to receive the certificate. Students receiving a grade below a B would have to re-take the course before credit would be given.

***Transfer option: All required units of credit count toward the Master of Arts in Education Degree. We encourage students to apply within one year from their last course session; otherwise, the file closes and the student has to reapply.

Graduate Certificate in Effective K-6 STEM Education

12 Semester Credits / 1-2 Semesters / 4-8 Months
Delivery Mode: Online

This graduate certificate program in Effective K- 6 STEM Education is designed for Elementary School Teachers with a **Multiple Subject Credential.**

Program Learning Outcomes

1. Provide training in project-based, inquiry-based, experiential knowledge related to real-world applications; that encourages critical thinking, problem solving and team working and reflects state standards
2. Provide training in making Common Core Math and Engineering implicit in K-6 curricula
3. Address and implement Next Generation Science Standards (NGSS) in K-6

Program Specific Admission Requirements

A qualified student, who wishes to enter United States University to obtain a graduate certificate, without being enrolled in a degree program, may apply for graduate admission to Graduate Certificate Status. The College of Education requires a GPA of 2.5 for admission to Graduate Certificate Status and official transcripts must be submitted. Completing a Graduate Certificate Application is required. Credits acquired through this certificate may be transferred to the Master of Arts in Education at USU. Certificates will be awarded upon the student's application for the certificate once they have successfully completed the course requirements.

Program Requirement

Graduate students must maintain a minimum cumulative grade point average (Cumulative GPA) of at least 3.0 (on a standard 4.0 scale) at the end of each semester.

Core Requirements

MAE 529	Methods of STEM Education – Challenges and Opportunities	3
MAE 522	Teaching Mathematics and Engineering in Elementary Schools	3
MAE 525	Teaching Science in Elementary Schools	3
MAE 526	Coding, Robotics and 1:1 Devices	3
	Total	**12**

Completion Requirements

The certificate requires successful completion of a total of 12 semester credits. Students need to receive a grade of B or better in each course to receive the certificate. Students receiving a grade below a B would have to re-take the course before credit would be given.

***Transfer option: All required units of credit count toward the Master of Arts in Education Degree. We encourage students to apply within one year from their last course session; otherwise, the file closes and the student has to reapply.

Graduate Certificate in Effective 7-12 STEM Education – Natural Science

12 Semester Credits / 1-2 Semesters / 4-8 Months
Delivery Mode: Online

This graduate certificate program in Effective 7-12 STEM Education – Natural Science, is designed for Middle and High-School Teachers with a **Single Subject Credential** in the area of Natural Science.

Program Learning Outcomes

1. Applying the required **Natural Science** knowledge; project-based, inquiry-based, experiential knowledge related to real-world applications; that encourages critical thinking, problem solving and team working and reflects state standards
2. Exposing students to practical experience and workplace skills:
3. student engagement, communication, collaboration, risk taking and innovation

Program Specific Admission Requirements

A qualified student, who wishes to enter United States University to obtain a graduate certificate, without being enrolled in a degree program, may apply for graduate admission to Graduate Certificate Status. The College of Education requires a GPA of 2.5 for admission to Graduate Certificate Status and official transcripts must be submitted. Completing a Graduate Certificate Application is required. Credits acquired through this certificate may be transferred to the Master of Arts in Education at USU. Certificates will be awarded upon the student's application for the certificate once they have successfully completed the course requirements.

Program Requirement

Graduate students must maintain a minimum cumulative grade point average (Cumulative GPA) of at least 3.0 (on a standard 4.0 scale) at the end of each semester.

Core Requirements

MAE 529	Methods of STEM Education – Challenges and Opportunities	3
MAE 586	Teaching Technology in Secondary Science	3
MAE 587	Teaching Engineering in Secondary Science	3
MAE 589	Teaching Mathematics in Secondary Science	3
	Total	**12**

Completion Requirements

The certificate requires successful completion of a total of 12 semester credits. Students need to receive a grade of B or better in each course to receive the certificate. Students receiving a grade below a B would have to re-take the course before credit would be given.

***Transfer option: All required units of credit count toward the Master of Arts in Education Degree. We encourage students to apply within one year from their last course session; otherwise, the file closes and the student has to reapply.

Graduate Certificate in Effective 7-12 STEM Education – Math and Engineering

12 Semester Credits / 1-2 Semesters / 4-8 Months
Delivery Mode: Online

This graduate certificate in Effective 7-12 STEM Education – Math and Engineering is designed for Middle and High-School Teachers with a **Single Subject Credential** in the area of Mathematics.

Program Learning Outcomes

1. Applying the required **Math and Engineering** knowledge; project-based, inquiry-based, experiential knowledge related to real-world applications; that encourages critical thinking, problem solving and team working and reflects state standards
2. Exposing students to practical experience and workplace skills:
3. Student engagement, communication, collaboration, risk taking and innovation

Program Specific Admission Requirements

A qualified student, who wishes to enter United States University to obtain a graduate certificate, without being enrolled in a degree program, may apply for graduate admission to Graduate Certificate Status. The College of Education requires a GPA of 2.5 for admission to Graduate Certificate Status and official transcripts must be submitted. Completing a Graduate Certificate Application is required. Credits acquired through this certificate may be transferred to the Master of Arts in Education at USU. Certificates will be awarded upon the student's application for the certificate once they have successfully completed the course requirements.

Program Requirement

Graduate students must maintain a minimum cumulative grade point average (Cumulative GPA) of at least 3.0 (on a standard 4.0 scale) at the end of each semester.

Core Requirements

MAE 527	Digital Electronics	3
MAE 529	Methods of STEM Education – Challenges and Opportunities	3
MAE 547	Principles of Engineering	3
MAE 548	Engineering Design	3
	Total	**12**

Completion Requirements

The certificate requires successful completion of a total of 12 semester credits. Students need to receive a grade of B or better in each course to receive the certificate. Students receiving a grade below a B would have to re-take the course before credit would be given.

***Transfer option: All required units of credit count toward the Master of Arts in Education Degree. We encourage students to apply within one year from their last course session; otherwise, the file closes and the student has to reapply.

Graduate Certificate in Effective 7-12 STEM Education – Computer Science and Technology

12 Semester Credits / 1-2 Semesters / 4-8 Months
Delivery Mode: Online

This graduate certificate in Effective 7-12 STEM Education – Computer Science and Technology is designed for Middle and High-School Teachers with a **Single Subject Credential** in the area of Technology.

Program Learning Outcomes

1. Applying the required **Computer Science & Technology** knowledge; project-based, inquiry-based, experiential knowledge related to real-world applications; that encourages critical thinking, problem solving and team working and reflects state standards
2. Exposing students to practical experience and workplace skills:
3. Student engagement, communication, collaboration, risk taking and innovation

Program Specific Admission Requirements

A qualified student, who wishes to enter United States University to obtain a graduate certificate, without being enrolled in a degree program, may apply for graduate admission to Graduate Certificate Status. The College of Education requires a GPA of 2.5 for admission to Graduate Certificate Status and official transcripts must be submitted. Completing a Graduate Certificate Application is required. Credits acquired through this certificate may be transferred to the Master of Arts in Education at USU. Certificates will be awarded upon the student's application for the certificate once they have successfully completed the course requirements.

Program Requirement

Graduate students must maintain a minimum cumulative grade point average (Cumulative GPA) of at least 3.0 (on a standard 4.0 scale) at the end of each semester.

Core Requirements

MAE 529	Methods of STEM Education – Challenges and Opportunities	3
MAE 530	Programming	3
MAE 531	Artificial Intelligence	3
MAE 533	Simulation and Modeling	3
	Total	**12**

Completion Requirements

The certificate requires successful completion of a total of 12 semester credits. Students need to receive a grade of B or better in each course to receive the certificate. Students receiving a grade below a B would have to re-take the course before credit would be given.

***Transfer option: All required units of credit count toward the Master of Arts in Education Degree. We encourage students to apply within one year from their last course session; otherwise, the file closes and the student has to reapply.

Graduate Certificate in Effective English Language Instruction for English Language Professors

Outside the United States

12 Semester Credits / 2 Months
Delivery Mode: On ground

This graduate certificate in Effective English-Language Instruction for English-Language Professors outside of the USA is designed for those Professors of English who want to perfect their spoken English and be informed about best practices in language methodology and instruction.

Program Learning Outcomes

1. Examine best practices in English-language methodology
2. Examine instructional techniques for effective English language teaching and assessment
3. Perfect oral presentation skills

Program Specific Admission Requirements

A qualified student, who wishes to enter United States University to obtain a graduate certificate, without being enrolled in a degree program, may apply for graduate admission to Graduate Certificate Status. The College of Education requires a GPA of 2.5 for admission to Graduate Certificate Status and official transcripts must be submitted. Completing a Graduate Certificate Application is required. Credits acquired through this certificate may be transferred to the Master of Arts in Education at USU. Certificates will be awarded upon the student's application for the certificate once they have successfully completed the course requirements. **Enrollment may be limited based on class size.**

Program Requirement
Graduate students must maintain a minimum cumulative grade point average (Cumulative GPA) of at least 3.0 (on a standard 4.0 scale) at the end of each semester.

Core Requirements

MAE 601	Language Lab I	3
MAE 603	Language Lab II	3
MAE 605	Methodology and Instruction – Best Practices	3
MAE 607	Preparing Students for US Colleges	3
	Total	**12**

Completion Requirements

The certificate requires successful completion of a total of 12 semester credits. Students need to receive a grade of B or better in each course to receive the certificate. Students receiving a grade below a B would have to re-take the course before credit would be given.

College of Nursing

- **RN to BSN (Bachelor of Science in Nursing completion)**

- **Master of Science in Nursing (MSN)**
  - Family Nurse Practitioner
  - Nursing Leadership for Health Systems Management Innovations
  - Online Education and Education Technology

- **Certificates**
  - Telehealth
  - Nursing Leadership for Health Systems Management Innovation
  - Online Education and Education Technology
  - Post Masters Emergency Nurse Practitioner

Registered Nurse to Bachelor of Science in Nursing (RN to BSN)

36 Semester Credits/3 Semesters /12 Months/120 Credits Total
Delivery Mode: Online

The **RN to BSN program** is designed for the Associate Degree nurse to build on the leadership and management skills introduced in previous nursing programs while expanding the art and science of nursing into the baccalaureate level. This program is grounded in a Caring Science model to teach theoretical and the evidenced-based practice of nursing.

The RN to BSN program is offered online, and can be completed in one year (2 courses every 8 weeks). Students will complete one clinical experience that takes place where they live with a focus on community health during NUR 379 (Global Community Service Project Internship) and a second clinical experience where they live with a focus on leadership during NUR 490 Capstone in Evidenced Based Professional Nursing Practice.

California-licensed RN's will be eligible to apply for a Public Health Nurse Certificate from the BRN upon completion of the RN to BSN program.

Mission

To develop diverse lifelong learners grounded in caring science and prepared to be innovative leaders in a dynamic healthcare system.

Program Learning Outcomes

1. Synthesize theoretical and empirical knowledge derived from the physical and behavioral sciences and humanities as a basis for professional nursing practice.
2. Apply the nursing process to meet the health-promotion and disease prevention needs of global populations.
3. Adapt caring collaborative communication in interacting with patients, families, and the interdisciplinary healthcare team to improve healthcare outcomes.
4. Integrate critical inquiry and evidence-based thinking to affect excellence in client care outcomes.
5. Demonstrate professionalism in accepting accountability and responsibility for personal behavior and ethical practice.
6. Use current research findings, evidence-based practices, and critical thinking skills in promoting the health and welfare of people.
7. Collaborate with and advocate for consumers and colleagues in the delivery of healthcare services.
8. Analyze the application of innovative patient care technology to improve patient care outcomes with the potential to reduce healthcare costs.
9. Assume a leadership and advocacy role in promoting individual and global community health and wellness to improve healthcare outcomes

Program Specific Admissions Requirements

The College of Nursing at USU uses a holistic admission process to evaluate each applicant on their merits. A wide range of abilities, interests, background, life experiences, and other aspects that bring diversity to the academic environment are considered. Students who do not meet the admission requirements below may be considered on an individual basis.

- Completed program application
- Submit official transcripts from all previously attended colleges or universities. Only credits from accredited institutions will be accepted in transfer with a 2.5 or greater GPA and any foreign transcripts must be translated and evaluated by an acceptable agency. (Exceptions to this requirement are made on an individual basis or by specific agreement with another institution waiving this requirement.)

- Have a valid unrestricted, unencumbered RN license where clinical will be completed in the United States, or date for NCLEX scheduled before the end of the first term in a core nursing course.
- Proof of student professional malpractice insurance prior to clinical

Students may be required to have the following information current and uploaded into American DataBank and Complio prior to entering clinical courses based on site requirements:

- Background clearance
- Proof of negative drug screen
- Current professional liability insurance
- Current personal health insurance
- CPR certification for Healthcare providers by American Heart Association
- Proof of a negative Tuberculosis (TB) skin test or appropriate treatment
- Proof of two doses of Measles/Mumps/Rubella (MMR) or titer
- Proof of Tetanus/Diphtheria/Pertussis (Tdap) immunization within the last 10 years
- Proof of Varicella immunization or titer
- Proof of Hepatitis vaccine series or titer
- Proof of annual influenza vaccine
- Additional laboratory tests, immunizations and/or documentation may be required for clinical experiences.

Core Requirements for the RN-BSN

Course Number	Course Name	Credits
NUR 370	Transitions and Issues of the Professional Nursing Role	3
NUR 371	Foundations of A Caring Science	3
NUR 372	Evidence Based Nursing Practice	3
NUR 373	Healthcare Policy, Regulation and Finance	3
NUR 374	Managing System Change and Improving Patient Outcomes	3
NUR 375	Inter-professional Communication and Collaboration For Improving Healthcare Outcomes	3
NUR 376	Innovation in Patient Care Technology and Information Management	3
NUR 377	Cultural Diversity, Spirituality, and Ethics in Healthcare	3
NUR 378	Global and Community Based Nursing	3
NUR 379	Global Community Service Project Internship (96 hours of clinical internship)	3
NUR 380	Professional Nursing Leadership (48 hours of clinical internship)	3
NUR 490	Capstone in Evidenced Based Professional Nursing Practice(must be taken as last course)	3
	Total	**36**

Transfer Credits

United States University awards a maximum of 90 semester credits from an accredited institution (unless there is a specific agreement waiving this requirement with another educational institution). All except for

the 36 core nursing credits may be transferred in towards the degree. The core nursing courses must be taken at USU to satisfy the residency requirements of the University.

Degree Requirements

Requires 120 total credits to complete the degree, of which at least 36 credits must be completed at United States University. Students may take any missing prerequisites or additional credits at United States University.

Master of Science in Nursing - Family Nurse Practitioner (MSN-FNP)

50 Semester Credits/6 Semesters/ 24 Months

Delivery Mode: Online Hybrid

Students may transfer in up to 9 credits by petition (more credits will be approved on an individual basis)

The **Master of Science in Nursing - Family Nurse Practitioner (MSN-FNP)** is designed for registered nurses who want to provide evidence-informed practice to culturally diverse populations using the latest technology for learning and practicing. This Program is grounded in a Caring Science model to teach theoretical and the evidenced-based practice of nursing. Students will learn how to implement best practices for promoting and managing the health of individuals, families and communities. The Program provides the opportunity to be mentored as FNPs with distinctive populations in a variety of settings and communities. New this year is the addition of telehealth as a delivery model and all students who complete the FNP will also receive a certificate in telehealth.

Mission: To develop diverse lifelong learners grounded in caring science and prepared to be innovative leaders in a dynamic healthcare system.

Program Learning Outcomes

1. Demonstrate the ability to effectively engage in collaborative caring intra and inter-disciplinary relationships in the conduct of advanced nursing practice.
2. Demonstrate leadership and effective management strategies for advanced nursing practice in a culture of caring, including proficiency in the use of information technology/technology resources to support practice and to ensure continuity of patient care.
3. Synthesize concepts and theories from nursing and related disciplines to develop and integrate new approaches for nursing practice of the whole/healthy human being
4. Design and implement advocacy strategies that address healthcare policies and issues of social justice and equity in healthcare
5. Analyze socio-cultural, spiritual, ethical, economic, and political issues to improve healthcare outcomes and decrease healthcare costs.
6. Apply the process of scientific inquiry to validate and contribute knowledge relevant to improving healthcare outcomes within a dynamic healthcare environment.
7. Provide leadership in a dynamic high tech environment with the knowledge to optimize healthcare outcomes and decrease costs within populations.
8. Demonstrate expertise in a culture of caring and engage in critical dialogue with a vision for advanced nursing practice.

Course Delivery:

The College of Nursing has implemented new instructional strategies to provide an interactive, engaged curriculum for our 100% online hybrid curriculum. Courses will utilize real-time face-to-face instruction during scheduled immersions, supplemented with face-to-face instruction via web conference, phone conference, and/or live chats with fellow students and faculty. Students may work as teams with peers and mentors, participate in demonstrations, interact with computer-simulated patients, and actively examine case studies. Courses will include online and synchronous lectures, discussions, social networking, viewing video's, examining evidence, readings, and/or other activities needed to prepare for class.

Required Time On Campus:

Students in the FNP program will be required to come to campus four (4) four during the two (2) years of the program. All immersions are mandatory starting with a one (1) day virtual orientation at the beginning

of the program. During the second year of the program there are two (2) immersions that are required for MSN573 (Advanced Health Assessment Across the Lifespan and Cultures Lab), one (1) immersion at the end of FNP591 and one (1) immersion at the end of FNP595. The dates for all times on campus will be provided during orientation so students can plan accordingly for their time on campus.

Clinical Requirements:
All FNP students are required to complete a minimum of 612 clinical hours. These hours start the second year of the program. It is **critical** that FNP students meet with the clinical placement coordinator no later than the beginning of the second year (when registered for MSN 571 Advanced Pharmacology Across the Lifespan) to confirm clinical placements. Most clinical hours are completed Monday through Friday from 8:00 am – 5:00 pm so all students must plan their work schedule to accommodate clinical hours.

Student Support
United States University uses iPad mini's, clinical "apps", and up to date clinical software using the latest technology and translation programs. These are designed to increase student success and prepare the advance practice nurse of the future.

Admission Requirements
The College of Nursing at USU uses a holistic admission process to evaluate each applicant on their merits. A wide range of abilities, interests, backgrounds, life experiences, and other aspects that diversity brings to the academic environment are considered. Students who do not meet the admission requirements below may be considered on an individual basis.

- Completed Graduate Admissions Application
- Hold a Bachelor of Science Degree in Nursing from a Commission on Collegiate Nursing Education (CCNE) or a National League of Nursing Accreditation Commission (NLNAC) accredited program.
- Have an active, unencumbered RN license in the state where student resides
- Have an active, unencumbered RN license in the state of California
- Official transcripts from the Baccalaureate degree granting institution
- Cumulative GPA of 2.5
- Proof of student professional malpractice insurance

Students are required to have the following information current and uploaded into American DataBank/Complio prior to clinical courses:

- Background clearance
- Proof of negative drug screen
- Current professional liability insurance
- Current personal health insurance
- CPR certification for Healthcare providers by American Heart Association
- Proof of a negative Tuberculosis (TB) skin test or appropriate treatment
- Proof of two doses of Measles/Mumps/Rubella (MMR) or titer
- Proof of Tetanus/Diphtheria/Pertussis (Tdap) immunization within the last 10 years
- Proof of Varicella immunization or titer
- Proof of Hepatitis vaccine or titer
- Proof of annual influenza vaccine

- Active unencumbered RN license in the state where student resides
- Additional laboratory tests, immunizations and/or documentation may be required for clinical experiences

Degree Requirements

- MSN Core 16 Credits
- MSN Advance Practice Core 10 Credits
- FNP Specialty Core 24 Credits
- **Total Credits: 50 Credits**
- FNP Skills Lab Hours 36 Hours
- FNP Clinical Hours 612 Hours

Core Requirements MSN-FNP

Course Number	Course Name	Credit Hours	Lab Hours	Clinical Hours
MSN 560	Transitions in Practice: The Role of the Advanced Practice Nurse	3	0	0
MSN 561	Theoretical Foundations of Advanced Practice Nursing	3	0	0
MSN 563	Evidence Based Inquiry for Scholarship and Practice	3	0	0
MSN 564	Cultural and Spiritual Care Across the Lifespan	2	0	0
MSN 565	Nursing Leadership and Health Policy	3	0	0
FNP 590	Health Promotion, Education and Disease Prevention Across the Lifespan	3	0	0
MSN 570	Advanced Pathophysiology Across the Lifespan	3	0	0
MSN 571	Advanced Pharmacology Across the Lifespan	3	0	0
MSN 572	Advanced Health and Physical Assessment Across the Lifespan	3	0	0
MSN573	Advanced Health Assessment Across the Lifespan and Cultures Lab	1	12	36
FNP 591	Common Illnesses Across the Lifespan	3	0	0
FNP 592	Common Illnesses Across the Lifespan – Clinical Practicum	3	8	144
FNP 593	Primary Health of Acute Clients/Families Across the Lifespan	3	0	0
FNP 594	Primary Health of Acute Clients/Families Across the Lifespan – Clinical Practicum	3	8	144
FNP 595	Primary Healthcare of Chronic Clients/Families Across the Lifespan	3	0	0
FNP 596	Primary Healthcare of Chronic Clients/Families Across the Lifespan – Clinical Practicum	3	8	144
FNP 597	Clinical Residency and Practice Management	3	0	144
MSN 600	Evidence-Based Capstone Project	**2**	**0**	**0**
	Total	**50**	**36**	**612**

Master of Science in Nursing - Nursing Leadership for Health Systems Management Innovations

38 Semester Credits/6 Semesters/24 Months
Delivery Mode: Online
Students may transfer in 9 credits by petition (more credits will be approved on an individual basis)

The Master of Science in Nursing Concentration in Nursing Leadership for Health Systems Management Innovations is designed to build a foundation for the nurse leader/administrator/entrepreneur to meet the evolving needs of the emerging health care delivery models. This program is grounded in a Caring Science model to teach theoretical and the evidenced-based practice of nursing. With a focus on transformational innovation, this program of study provides students with the skills necessary to become the nurse leader/administrator/entrepreneur of the future. The program provides a customized clinical residency experience designed to support the goals of the emerging nurse leader/administrator/entrepreneur.

Mission
To develop diverse life-long learners grounded in caring science and prepared to be innovative leaders in a dynamic healthcare system.

Program Learning Outcomes

1. Demonstrate the ability to effectively engage in collaborative caring intra- and inter-disciplinary relationships in the conduct of advanced nursing practice.
2. Demonstrate leadership and effective management strategies for advanced nursing practice in a culture of caring, including proficiency in the use of information technology/technology resources to support practice, and to ensure continuity of patient care.
3. Synthesize concepts and theories from nursing and related disciplines to develop and integrate new approaches for nursing practice of the whole/healthy human being
4. Design and implement advocacy strategies that address healthcare policies and issues of social justice and equity in healthcare.
5. Analyze socio-cultural, spiritual, ethical, economic, and political issues to improve healthcare outcomes and decrease healthcare costs.
6. Apply the process of scientific inquiry to validate and contribute knowledge relevant to improving healthcare outcomes within a dynamic healthcare environment.
7. Provide leadership in a dynamic high tech environment with the knowledge to optimize healthcare outcomes and decrease costs within populations.
8. Demonstrate expertise in a culture of caring and engage in critical dialogue with a vision for advanced nursing practice.

Admissions Requirements
USU uses a holistic application process and each student is considered on their own merits by the admission committee. Students interested in entering the MSN in Nursing Leadership for Health Systems Management Innovations program must:

- Completed Graduate Admissions Application
- Hold a Bachelor of Science Degree in Nursing from a Commission on Collegiate Nursing Education (CCNE) or a National League of Nursing Accreditation Commission (NLNAC) accredited program.
- Have an active, unencumbered RN license in the state where student resides
- Provide official transcripts from the Baccalaureate degree granting institution
- Have a cumulative GPA of 2.5

- Proof of student professional malpractice insurance

All Students may be required to have the following information current and uploaded into American DataBank/Complio prior to clinical based on site requirements:

- Background clearance
- Proof of negative drug screen
- Current professional liability insurance
- Current personal health insurance
- CPR certification for Healthcare providers by American Heart Association
- Proof of a negative Tuberculosis (TB) skin test or appropriate treatment
- Proof of two doses of Measles/Mumps/Rubella (MMR) or titer
- Proof of Tetanus/Diphtheria/Pertussis (Tdap) immunization within the last 10 years
- Proof of Varicella immunization or titer
- Proof of Hepatitis vaccine or titer
- Proof of annual influenza vaccine
- Additional laboratory tests, immunizations and/or documentation may be required for clinical experiences.

MSN Core Requirements

Course Number	Title	Credits
MSN560	Transitions in Practice: The Role of the Advanced Practice Nurse	3
MSN561	Theoretical Foundations of Advanced Practice Nursing	3
MSN563	Evidence Based Inquiry for Scholarship and Practice	3
MSN564	Cultural and Spiritual Care Across the Lifespan	2
MSN565	Nursing Leadership and Health Policy	3
MSN600	Evidence-Based Capstone Project	2
	Total	**16**

Concentration

		Credits
MSN 580	Strategic Planning and Project Management in Healthcare	3
MSN 581	Innovation in Organizational and Systems Leadership	3
MSN 582	Leadership and Organizational Behavior	3
MSN 583	Legal and Ethical Issues For the Advanced Practice Nurse	2
MSN584	Quality Measure, Safety, and Improving Patient Outcomes	3
MSN585	Innovation in Healthcare Technology	3
MSN586	Entrepreneurship in Advanced Practice Nursing	3
MSN587	Residency in Nursing Leadership and Systems Management (96 Clinical Residency Hours)	2
	Total	**22**

Master of Science in Nursing - Online Education and Education Technology

40 Semester Credits/6 Semesters/24 Months

Delivery Mode: Online

Students may transfer in 9 credits by petition (more credits will be approved on an individual basis)

The **Masters of Science in Nursing – Online Education and Education Technology** program is designed for nurses who want to learn how to design curriculum and courses using the latest technology to teach in hybrid or completely online nursing programs. Graduates from this program may also seek positions as a nurse educator in clinical and academic settings. Students will also be prepared to step into emerging nurse educator roles such as nurse educator entrepreneurs and consultants designed to improve patient outcomes as new health care delivery models develop. This program is grounded in a Caring Science model to teach theoretical and the evidenced-based practice of nursing. Students will learn how to design teaching plans, implement evidence based teaching strategies, design and evaluate curriculum. The program provides the opportunity to be mentored as a student teacher in online nursing courses.

Mission

To develop diverse lifelong learners grounded in caring science and prepared to be innovative leaders in a dynamic healthcare system.

Program Learning Outcomes

1. Demonstrate the ability to effectively engage in collaborative caring intra and inter-disciplinary relationships in the conduct of advanced nursing practice.
2. Demonstrate leadership and effective management strategies for advanced nursing practice in a culture of caring, including proficiency in the use of information technology/technology resources to support practice and to ensure continuity for patient care.
3. Synthesize concepts and theories from nursing and related disciplines to develop and integrate new approaches for nursing practice of the whole/healthy human being
4. Design and implement advocacy strategies that address healthcare policies and issues of social justice and equity in healthcare
5. Analyze socio-cultural, spiritual, ethical, economic, and political issues to improve healthcare outcomes and decrease healthcare costs.
6. Apply the process of scientific inquiry to validate and contribute knowledge relevant to improving healthcare outcomes within a dynamic healthcare environment.
7. Provide leadership in a dynamic high tech environment with the knowledge to optimize healthcare outcomes and decrease costs within populations.
8. Demonstrate expertise in a culture of caring and engage in critical dialogue with a vision for advanced nursing practice.

Admission Requirements

The College of Nursing at USU uses a holistic admission process to evaluate each applicant on their merits. A wide range of abilities, interests, backgrounds, life experiences, and other aspects that diversity brings to the academic environment are considered. Students who do not meet the admission requirements below may be considered on an individual basis.

- Completed Graduate Admissions Application
- Hold a Bachelor of Science Degree in Nursing from a Commission on Collegiate Nursing Education (CCNE) or a National League of Nursing Accreditation Commission (NLNAC) accredited program.
- Have an active, unencumbered RN license in the state where student resides
- Provide official transcripts from the Baccalaureate degree granting institution
- Have a cumulative GPA of 2.5

- Proof of student professional malpractice insurance

All Students may be required to have the following information current and uploaded into American DataBank/Complio prior to clinical courses based on site requirements:

- Background clearance
- Proof of negative drug screen
- Current professional liability insurance
- Current personal health insurance
- CPR certification for Healthcare providers by American Heart Association
- Proof of a negative Tuberculosis (TB) skin test or appropriate treatment
- Proof of two doses of Measles/Mumps/Rubella (MMR) or titer
- Proof of Tetanus/Diphtheria/Pertussis (Tdap) immunization within the last 10 years
- Proof of Varicella immunization or titer
- Proof of Hepatitis vaccine or titer
- Proof of annual influenza vaccine
- Additional laboratory tests, immunizations and/or documentation may be required for clinical experiences.

MSN Core Requirements

Course Number	Title	Credits
MSN560	Transitions in Practice: The Role of the Advanced Practice Nurse	3
MSN561	Theoretical Foundations of Advanced Practice Nursing	3
MSN563	Evidence Based Inquiry for Scholarship and Practice	3
MSN564	Cultural and Spiritual Care Across the Lifespan	2
MSN565	Nursing Leadership and Health Policy	3
MSN600	Evidence-Based Capstone Project	2
	Total	**16**

Advance Practice and Specialty Core

Course Number	Title	Credits
MSN 570	Advanced Pathophysiology Across the Lifespan	3
MSN 571	Advanced Pharmacology Across the Lifespan	3
MSN 572	Advanced Health and Physical Assessment Across the Lifespan	3
MSN 574	Curriculum Design and Development in Nursing	3
MSN 575	Online Teaching and Learning Strategies in Nursing	3
MSN 576	Educational and Instructional Technology (Including Telehealth)	3
MSN 577	Educational Assessment and Evaluation Outcomes	3
MSN 578	Specialist Clinical Practicum for Nurse Educators	3
	Total	**24**

Online Certificate in Telehealth (Available in 2018)

12 Semester Credits/4 Courses

Delivery Mode: Online (with an optional On ground Experience)

The Telehealth Certificate is available to any health care provider, administrator, IT technician, industry decision maker, or business entrepreneur seeking to know more about Telehealth and how Telehealth is changing the delivery of healthcare globally.

Telehealth is the remote delivery of healthcare services and clinical information using telecommunications technology. This includes a wide array of clinical services using internet, wireless devices, satellite and cell phone technologies.

Students seeking only a certificate program are not eligible for financial aid. Courses taken after completion of a degree program in order to complete the certificate are not eligible for financial aid.

Admission Requirements

The College of Nursing at USU uses a holistic admission process to evaluate each applicant on their merits. A wide range of abilities, interests, backgrounds, life experiences, and other aspects that diversity brings to the academic environment are considered. Students who do not meet the admission requirements below may be considered on an individual basis.

- Complete an application for admission
- Submit documentation of associate, baccalaureate, or post-baccalaureate degree.

This 12 credit 100% online certificate is taken for academic credit and Continuing Education Units and will consist of 4 courses:

Course Number	Title	Credits
TEL500	Delivering Healthcare with Technology	3
TEL501	Legal and Regulatory Issues	3
TEL502	Infrastructure and Technology Requirements	3
TEL503	Integration into Practice (2 credit lecture/1 credit lab)	3
	Total	**12**

The Integration into practice course will be customized to the role the student plans to practice using telehealth i.e. provider role, registered nurse, or business entrepreneur.

Course Delivery

This certificate is tailored to meet the needs of the working professional. Courses are taught using an asynchronous, online, competency based, collaborative learning community with facilitation and mentoring from the USU College of Nursing Nurse Practitioner faculty. Students may move through the courses at their own pace and complete them in the standard 8 week term or finish them in a shorter or longer period of time. The optional on-campus experience is designed to allow students to work directly with the telehealth equipment and peripherals and will be conducted over a weekend.

This certificate may be delivered at your place of employment or as a conference where it may be taken for CEU's rather than academic credit.

Application Deadline

The certificate is designed for rolling admissions so students can apply at any time and can begin their first course at the start of the next term (unless there is a specific agreement waiving this requirement with another institution), preference for admissions of groups working with a hospital or practice is for everyone to start at the same time.

Graduate Certificate in Nursing Leadership For Health Systems Management Innovations (Available in 2018)

12 Semester Credits
Delivery Mode: Online

The graduate Certificate in Nursing Leadership For Health Systems Management Innovations is available to any nurse with a Bachelor's Degree in Nursing who wants to expand their skills in nursing leadership.

Students seeking only a certificate program are not eligible for financial aid. Courses taken after completion of a degree program in order to complete the certificate are not eligible for financial aid.

Admission Requirements
The College of Nursing at USU uses a holistic admission process to evaluate each applicant on their merits. A wide range of abilities, interests, backgrounds, life experiences, and other aspects that diversity brings to the academic environment are considered. Students who do not meet the admission requirements below may be considered on an individual basis.

- Complete an application for admission
- Submit documentation of baccalaureate degree.
- An unencumbered RN license in state where student resides.

This 12 credit 100% online certificate may be taken for academic credit, there are no clinical hours required and it will consist of 4 courses:

Course Number	Title	Credits
MSN 580	Strategic Planning and Project Management in Healthcare	3
MSN 581	Innovation in Organizational and Systems Leadership	3
MSN 582	Leadership and Organizational Behavior	3
MSN 584	Quality Measures, Safety, and Improving Patient Outcomes	3
	Total	**12**
Optional		
MSN 587	Residency in Nursing Leadership and Systems Management (96 Clinical Residency Hours; Additional requirements may be needed for clinical)	**2**
	Total	**14**
	(12 of didactic and 96 optional clinical hours)	

These courses may be reviewed for transfer into the MSN in Nursing Leadership For Health Systems Management Innovations.

Course Delivery
This certificate is tailored to meet the needs of the working professional and are 100% online. Courses are focused on assuring learning through a selection of engaged learning strategies. These strategies may include synchronous face to face meetings and/or online lectures, demonstrations, discussions, and other interactive activities.

Graduate Certificate in Online Education and Education Technology (Available in 2018)

12 Semester Credits/4 Courses/1 Course Every Session
Delivery Mode: Online

This graduate certificate is designed for nurses who want to learn how to design curriculum and courses using the latest technology to teach in hybrid or completely online nursing programs. Applicants with a Master's degree or Doctor of Nursing Practice who want to add knowledge in online education will want to take this certificate. Students will learn how to design teaching plans, implement evidence based teaching strategies, design and evaluate curriculum. The certificate provides the opportunity to be mentored as a student teacher in online nursing courses.

Admission requirements
The College of Nursing at USU uses a holistic admission process to evaluate each applicant on their merits. The wide range of abilities, interests, backgrounds, life experiences, and other aspects that diversity brings to the academic environment are considered.

- Complete an application for admission
- Submit documentation of baccalaureate degree
- An unencumbered RN license in state where student resides.

This 12 credit 100% online certificate may be taken for academic credit, and it will consist of 4 courses:

Course Number	Title	Credits
MSN 574	Curriculum Design and Development in Nursing	3
MSN 575	Online Teaching and Learning Strategies in Nursing (48 Hours of Practicum Teaching)	3
MSN 576	Educational and Instructional Technology (Including Telehealth)	3
MSN 577	Educational Assessment and Evaluation Outcomes	3
	Total	**12**

These courses may be reviewed for transfer into the MSN in Online Education and Education Technology.

Course Delivery
This certificate is tailored to meet the needs of the working professional and are 100% online. Courses are focused on assuring learning through a selection of engaged learning strategies. These strategies may include synchronous face to face meetings and/or online lectures, demonstrations, discussions, and other interactive activities.

Post Master's Emergency Nurse Practitioner (ENP) Certificate (Available in 2018)

13 to 19 Semester Credits (depending on experience)
Delivery: Online Hybrid (This certificate requires 1 weekend on campus to complete ENP 650A [a 1 credit course] and Skills Day)

This graduate certificate is designed for the family nurse practitioner working or wishing to work in an urgent care or emergency department setting. It is also appropriate for the primary care focused nurse practitioner who wants to add these skills to be certified as an Emergency Nurse Practitioner (ENP). This certificate does not provide the education to become certified as an acute care nurse practitioner with either the adult-geriatric or pediatric populations. A minimum of 13 credits is required although some students will need additional clinical credits. An analysis of the individual student's transcript will determine the specific number of credits required.

Students seeking only a certificate program are not eligible for financial aid. Courses taken after completion of a degree program in order to complete the certificate are not eligible for financial aid.

Admission Requirements

The College of Nursing at USU uses a holistic admission process to evaluate each applicant on their merits. A wide range of abilities, interests, backgrounds, life experiences, and other aspects that diversity brings to the academic environment are considered. Students who do not meet the admission requirements below may be considered on an individual basis.

- Completed Graduate Admissions Application
- Hold a Bachelor of Science Degree in Nursing from a Commission on Collegiate Nursing Education (CCNE) or a National League of Nursing Accreditation Commission (NLNAC) accredited program.
- Have an active, unencumbered RN license in the state where the student resides.
- Have an active, unencumbered RN license in the state of California
- Official Transcripts from Nurse Practitioner program where received the MSN or DNP
- Proof of student professional malpractice insurance

Students are required to have the following information current and uploaded into American DataBank/Complio: (Students who do not have all data in Complio by the date of orientation will be administratively withdrawn from the certificate).

- Background clearance (must be cleared for admission into the certificate)
- Proof of negative drug screen (must be cleared for admission into the certificate)
- Current professional liability insurance
- Current personal health insurance
- CPR certification for Healthcare providers by American Heart Association
- PALS and ACLS certification
- Proof of a negative Tuberculosis (TB) skin test or appropriate treatment
- Proof of two doses of Measles/Mumps/Rubella (MMR) or titer
- Proof of Tetanus/Diphtheria/Pertussis (Tdap) immunization within the last 10 years
- Proof of Varicella immunization or titer
- Proof of Hepatitis vaccine or titer
- Proof of annual influenza vaccine
- Active unencumbered RN and APRN license in the state where student resides
- Additional laboratory tests, immunizations and/or documentation may be required for clinical

experiences.

Course Number	Title	Credits
ENP650	Acute Care Essentials	3
ENP650A	Emergency Skills for the Nurse Practitioner	1
ENP651	Emergency Diagnosis and Management I	3
ENP652	Emergency Diagnosis and Management II	3
ENP653	Practicum in Emergency and Acute Care	3-9
	Total	**13-19**

Course Delivery
All courses are online except the 2 day ENP 650A which is delivered face to face over a weekend.

*ENP 650A may be taken as a separate course for either credit or CEU without being enrolled in the Certificate.

Post Graduate Family Nurse Practitioner Certificate

(This is only open to cohorts 1, 2, and 3 graduates of the FNP program)
12 Semester Credits
Delivery: Online

Admission: Permission of the Dean

Students seeking only a certificate program are not eligible for financial aid. Courses taken after completion of a degree program in order to complete the certificate are not eligible for financial aid

Program of Study:

MSN 561	Theoretical Foundations of Advanced Practice Nursing	3 credits
FNP 591	Common Illnesses Across the Lifespan	3 credits
FNP 593	Primary Health of Acute Clients/Families Across the Lifespan	3 credits
FNP 595	Primary Healthcare of Chronic Clients/Families Across the Lifespan	3 credits
		12 credits

Extended Studies

Health Sciences (see College of Health Sciences for descriptions)

- Health Informatics
- Global Health
- Dietary Manager

Education (see College of Education for descriptions)

- Higher Education Administration
- Special Education
- Early Childhood Education
- K-12 Administration and Leadership
- Effective K-6 STEM Education
- Effective 7-12 STEM Education – Computer Science and Technology
- Effective 7-12 STEM Education – Math and Engineering
- Effective 7-12 STEM Education – Natural Science
- Effective English Language Instruction for English Language Professors Outside of the USA

Nursing (see College of Nursing for descriptions)

- Telehealth
- Nursing Leadership for Health Systems Management Innovation
- Online Education and Education Technology
- Emergency Nurse Practitioner

English Language Program

English Language Program

736 Clock Hours

Program Description

The English Language Program is an intensive academic English as a Second Language program designed for students who have not yet met the English Language requirements for enrolling in a degree program. this program, upon satisfactory completion will permit the waiver of the language test score requirement at United States University, allowing the student to commence a degree program. Students will also be awarded a certificate of competency.

Program Goals

- Encourage and increase the students' exposure to English in order to further develop their academic and communicative competence.
- Help students adapt to any number of rhetorical situations.
- Prepare students for additional tasks found in the academic setting.
- Incorporate writing, speaking, listening and reading skills in class activities in order to provide an opportunity for students to practice and improve their overall English language skills.

Program Learning Outcomes

- Develop critical language competency, such as listening, reading, speaking, and writing, at the college level.
- Master the foundational aspects of producing simple and complex sentences.
- Develop their academic identity and understand the expectations of the university.
- Gain a wide repertoire of appropriate methods and techniques for learning English in the academic setting.
- Understand how to conduct research and apply research writing skills.

Program Specific Admission Requirements

Present qualifying TOEFL or IELTS score: minimum of 32 TOEFL or 4.5 IELTS

Testing and Placement

After taking the ELP placement examination, students will be placed into their courses according to the strength of their language skills.
Approximate placement based on TOEFL/IELTS score (actual placement dependent on ELP Placement Exam)

Modality and Schedule

- On ground delivery
- 8 week sessions
- Monday through Thursday, plus 4 Friday activity sessions*
- Course Total Hours: 184 hours (22 per week, 2 per Friday session)
- Program Total Hours: 736

*Off-campus guided activities

Course and Exam Equivalencies

Level	1	2	3	4	Admission to USU Programs
TOEFL (IBT)	Entry Level Score: 32 32-34	Entry Level Score: 35 35-45	Entry Level Score: 46 46-56	Entry Level Score: 57 57-60	Entry Score 61 or above
IELTS	Entry Level Score: 4.5 4.5	Entry Level Score: 5 5	Entry Level Score: 5.5 5.5	Entry Level Score: 5.5 (listening and reading above 6) 5.5	Entry Score 6 or above

*Level 1 scores are required for admission into the program; placement into course levels is dependent on placement exam results.

Completion Requirements

- Pass the ELP final assessment. Students must qualify for the final assessment through participation scores in the ELP 95 course.
- At each level, students must maintain satisfactory participation in their course along with passing each level's assessment exam in order to proceed to the next level.

Program Courses

Course Numbering

1-99 Preparatory Level courses
These are designed to prepare students for entry into degree programs. They do not carry credit toward any degree nor fulfill General Education Breadth Requirements. Courses are graded on a Credit/No Credit basis, can be repeated, and are not used in computing a student's GPA.

100-199 Lower Division courses
These courses are open to freshmen and sophomores. They are not acceptable for upper division credit. These numbers usually designate Freshman status courses.

200-299 Lower Division courses
These are open to freshman and sophomores. They are not acceptable for upper division credit. These numbers usually designate sophomore status courses.

300-399 Upper Division courses
These are open to juniors and seniors. Sophomores and freshman may apply for entrance to a class with permission from the faculty. Some courses require prerequisites.

400-499 Upper Division courses
These are open to juniors and seniors. Some courses require prerequisites. The courses are usually in the major field of study.

500+ Post Baccalaureate
Courses designed for students who have earned a Bachelor degree. Most 500 and 600 courses designate post baccalaureate, credential, and/or Master's level courses.

Some courses are offered in specific sequences as described in the catalog. Students who have not taken the prerequisites must ask permission from the faculty to register for the course.

Course Prefixes

ACT	Accounting
ART	Art
BHA	Health Care Administration
BHE	Health Education
BHS	Health Science
BIO	Biology
BUS	Business
CAEL	Prior Learning Credit
CHM	Chemistry
CIS	Computer Information Literacy
COM	Communications
ECN	Economics
ENG	English
FIN	Finance
FNP	Family Nurse Practitioner
GER	Gerontology
HED	Health Science
HES	Health Science
HRM	Human Resource Management
ILR	Information Literacy
MAE	Education
MAT	Mathematics
MGT	Management
MHS	Master Health Science
MKT	Marketing
MSN	Master of Science in Nursing
NUR	Nursing
PHI	Philosophy
PSY	Psychology
SCI	Science
SOC	Sociology
TEB	Bilingual Credential
TED	Teacher Education
TEL	Telehealth
TEM	Multiple Subject Credential
TES	Single Subject Credential

Course Descriptions

ACT 321 Accounting
3 Credits (Formerly MGT 331)
This course provides students with a functional knowledge of basic accounting principles to facilitate their interpretation of financial statements and how to use them to understand an organization's financial performance. Students will also be introduced to the methods for summarizing, analyzing and reporting financial data for business decision-making.

ACT 514 Managerial Accounting
3 Credits (Formerly MGT 515)
Students will learn how accounting data are used in controlling operations, planning and decision-making.

ART 137 Art Appreciation
3 Credits
Analysis and interpretation of art. Art in life and society. Emphasis on style, form, and meaning. A survey of works and artists across the visual and performing arts.

BHA 401 Strategic Management in Healthcare Organizations
3 Credits
This course introduces the principles, methods, theories, and concepts of strategic management as it relates to health care organizations. Topics include: Strategic planning and management, strategic assessment, marketing, macroeconomics, and principles of quality.

BHA 404 Human Resources in Health Administration
3 Credits
The course is to study the essential role of human resource management within health care organizations. The human problems involved in supervisory leadership, dealing with the human resource planning, development and administration vital to the human resource manager.

BHA 405 Quality Management in Healthcare
3 Credits
This course explores administration and organization of quality and patient safety definitions, practices, and processes within the health care system in the United States. It also examines the trends in health care quality and patient safety, measurement development, quality of practices in different health care environments, administrative responsibilities and structures regarding production and service quality, as well as the functions and roles of professional organizations, regulatory agencies and the federal government.

BHA 406 Financial Management in Healthcare
3 Credits
Given the complex environment of the US Healthcare System, the increasing constraints on reimbursement and revenue, trend towards "value based healthcare"; tracking, understanding, allocating, and evaluating financial resources have become increasingly important. In this course, students learn about the use of accounting and financial practices to manage revenue and expenditures in healthcare, including planning for future operations.

BHA 408 Healthcare Marketing
3 Credits
This course provides analysis, evaluation, and implementation of marketing strategies within health care and managed-care environments. Designed to develop skills in segmenting customer and medical markets, marketing research, market segmentation, target marketing and control marketing.

BHA 414 Healthcare Law, Policy and Management
3 Credits
As the United States Healthcare system has become increasingly regulated, centralized and overseen by accrediting agencies, the legal environment has become increasingly complex. Students in this course will learn the general structure of healthcare law in the United States, and how laws and regulation constrain the management and administration of healthcare entities.

BHA 416 Business Intelligence Tools
3 Credits

Healthcare has seen a data revolution with the rate and volume of data collected increasing as the connected healthcare enterprise uses more devices that collect and store data. Such vast stores of data challenge the organization to identify what data are important and actionable, and to develop meaningful ways to display complex data. This course introduces students to the discipline of, and the use of tools for, business intelligence.

BHA 440H Applied Databases: Structured Query Language (SQL)
3 Credits (Healthcare only)
Organizations require quality data that are readily available, in a standard format, and reliably accessible to permit analysis and reporting. Relational databases are one of the major repositories for data, and the Structured Query Language (SQL) language is used to access, manipulate and manage that data. Students are taught to use SQL to store, retrieve, manipulate, and analyze data. Prerequisite: CIS 120

BHA 441H Applied Analytic Tools
3 Credits (Healthcare only)
Modern, data-driven healthcare organizations frequently require complex reporting of their processes and outcomes. This course covers advanced techniques, using popular analytic tools, to produce precise, unambiguous, clear analyses, including reports and visualizations.
Prerequisite: BUS 316

BHA 442H Analytic Tools: Advanced Methods
3 Credits (Healthcare only)
The modern, data-driven enterprise requires complex analyses that exceed the capabilities of commercial desktop tools, like spreadsheets. This course introduces students the best practices in using popular programming languages and environments that are more suitable to complex analyses. Additionally, students apply frameworks to create analyses that align with business needs, develop quality data, and include clear documentation for understanding and reproducing the analyses.

BHA 443H Database Management Tools
3 Credits (Healthcare only)
Data obtained within organizational departments and across the enterprise must be stored and organized in a structured environment that enables reliable access, analysis, and reporting. Students will learn the fundamentals of a modern database management tool used to access, analyze, report and modify data.
Prerequisite: CIS 120

BHA 444H Database Management Tools II
3 Credits (Healthcare only)
Increased regulatory and accrediting compliance, as well as a more competitive marketplace with demands for concomitant cost-control and improved outcomes, require robust methods of accessing, analyzing, and reporting. In this course, students examine the use of dedicated reporting applications as tools to produce sophisticated reports and data displays.
Prerequisite: BHA 443H

BHE 300 Introduction to Health Education
3 Credits
This introductory course provides the foundation to the concepts of health education and the typical responsibilities of health educators, including assessing the needs of individuals and communities; planning effective health education programs; implementing health education programs and evaluating their effectiveness; administering services; acting as a resource person; and communicating and advocating for health and health education.

BHE 302 Health Promotions and Lifestyle Modification
3 Credits
The course provides an overview of the history of health promotion and disease prevention. The focus will be on the US Health Indicators described in Healthy People 2010. Healthy People in Healthy Communities will be discussed, and Healthy People 2020 will be framework settings, strategies, and model programs for promoting health. The purpose of the course is to familiarize the student with resources regarding the leading issues facing health educators, including physical activity, overweight and obesity, responsible sexual behavior, mental health, tobacco use, substance abuse, injury and violence, access to health care, immunization, and environment quality.

BHE 304 Principles of Educating and Teaching
3 Credits
The purpose of this course is to introduce the student to educational theories and principles that may be used as a guiding framework in developing and evaluating health education programs for individuals and communities. The student will become familiar with effective health education planning for diverse populations. The course also explores the philosophical and scientific foundations of client-community teaching, including theories and principles that support the design and delivery of effective teaching. Development of teaching plans and evaluation of learning and of teaching are included.

BHE 305 Human Nutrition
3 Credits
The purpose of the course is to introduce the student to key concepts of human nutrition. Emphasis is placed on macro and micronutrients as methods of assessing nutrient intake in the well client. Additional topics include digestive processes, food additives, safety and sanitation as well as factors that influence nutrient intake. Fundamentals of normal nutrition, carbohydrates, proteins, fats, vitamins, minerals and their roles in human metabolism as well as nutrition and the life cycle are presented and explored.

BHE 306 Developing and Working in Teams
3 Credits
This course builds awareness of interpersonal skills needed when working with individuals and groups. Explores group dynamics/processes and their effects on changes in health behavior within individuals and members of groups. In this course, we will be exploring the steps of team formation and development. We will explore some barriers to effective team development, such as communication issues. Finally, we will be learning about ways to overcome obstacles to the success of teams and ways to appraise the success of teams. Application to teaching and to working with health care teams is included.

BHE 308 Cultural Competence in Healthcare
3 Credits
This course is designed to enable healthcare professionals to deliver sensitive, humanistic and respectful care to clients and their families living in a global community. Emphasized is the valuing of differences to work effectively in cross-cultural situations. Explored are the changing demographics, awareness and acknowledgement of various cultural beliefs which are vital to delivering quality healthcare.

BHE 313 Gerontology
3 Credits
The course deals with the foundations, biological, safety and security needs of the aging population. Special issues discussed include healthcare systems, financial stability and end of life decisions. The course is an elective course for the BSHS concentration in Health Education.

BHE 315 Environmental Health and Safety
3 Credits
This course explores the major elements of environmental health. This is a survey course and is intended to introduce the student to the field of environmental health in a manner which brings each topic to life. This course is essentially an assessment of health and safety issues in the home and community from a life cycle perspective. The role of the multi-disciplinary team and the relationship between health, disease and society is explored. Risk and resilience are discussed as they apply to individuals and communities. Implications for family teaching and community health programs are inherent in the course. Environmental health is often thought of as the foundation of public health. You will find that environmental health in a broad sense affects almost every aspect of your life. It helps to control the food you eat and the water you drink; the home you live in and the places you go for recreation and entertainment; the condition of your schools; and of course, the air you breathe.

BHE 317 Survey of Public Health Biology
3 Credits
Because healthcare organizations are encouraged to apply proven evidence-based techniques to manage the health of populations and their individual members, knowledge of relevant biomedical concepts are important to administrators, managers and analysts. This course presents the foundation concepts of pathophysiology, infectious disease and chronic conditions in the context of public health as a discipline for improving outcomes.

BHE 400 Healthcare Delivery System
3 Credits
Introduction to the health care delivery system in the United States; overview of U.S. health care delivery, health care providers and professionals, technology and its effects, financing, outpatient services and primary care, healthcare delivery institutions, the role of federal government, methods of reimbursement and managed care, implications for the health care provider, professional practice, and for individuals, families and communities included. Emphasis is on access, cost, affordability and quality of care and the future of health services delivery.

BHE 404 Principles of Epidemiology
3 Credits
The course introduces the principles used to assess and study the distribution and determining factors of disease, injuries, and death in human populations. Infectious diseases are studied in terms of transmission and control/prevention. Infectious diseases are presented from a public health perspective. Characteristics, risk and prevention of non-infectious diseases that are important to the public are also discussed. Implications for health education are presented.

BHE 406 Development and Evaluation of Health Programs
3 Credits
The course is designed to help the student in understanding the development and evaluation of health programs, including the establishment of goals, baseline, needs assessment, and program recommendations.

BHE 499 Capstone
3 Credits
The course is designed to offer students the opportunity to synthesize and integrate knowledge and skills acquired through academic studies and apply that knowledge to a current public health issue.

BIO 150 General Biology
3 Credits
Biological concepts and functions of living systems examined at the cellular level, from biochemistry to cellular structure and function to molecular biology and genetics of the cell.

BIO 150L General Biology Lab
1 Credit
Laboratory activities for BIO 150

BIO 150A General Biology
3 Credits
An introduction to the major concepts of biology with emphasis on their relevance to current problems in the world. The course stresses the scientific process, genetics, heredity, cellular structure, cellular chemistry, evolution, reproduction, ecology, behavior, and diversity of plants and animals.
Prerequisite: ENG 127 with a grade of C or better

BIO 150AL General Biology Laboratory
1 Credit
This is the laboratory part of General Biology and is taken in conjunction with the main course. An introduction to common laboratory techniques and the process of science is presented. The laboratory experiments are designed to complement the topics presented in the companion lecture course.
Corequisite: BIO150

BIO 251 Microbiology
3 Credits
Introduction to the biology of major groups of microorganism including their role in infectious diseases, their role in nature and their relationship to humankind.
Prerequisite: BIO 150

BIO 251L Microbiology Lab
1 Credit
Laboratory activities for BIO 251

BIO 251A Microbiology
3 Credits
This course is an Introduction to microorganisms as biological entities. Topics include microscopy, cell structures and functions, metabolism, genetics, disease transmission, host response to microbial invasion, control of infectious disease, impact of microbes on the environment and applications of microorganisms to industrial and environmental problems.
Prerequisite: BIO 150A or equivalent.

BIO 251AL Microbiology Lab
1 Credit
This is the laboratory part of Microbiology and is taken in conjunction with the main course. An introduction to common laboratory techniques and the process of science is presented. The laboratory experiments are designed to complement the topics presented in the companion lecture course.
Corequisite: BIO 251A

BIO 252 Human Physiology
3 Credits (on-ground *only*)
Physiology of nerve and muscle, digestive, circulatory, respiratory, excretory, endocrine and reproductive systems.
Prerequisite: BIO 261

BIO 252L Human Physiology Labs
1 Credit (on-ground *only*)
This is the laboratory part of Human Physiology and is taken in conjunction with the main course. The laboratory experiments are designed to complement the topics presented in the companion lecture course. Topics include the physiology of cell transport mechanisms, skeletal muscle, nerve impulses, endocrine, cardiovascular, respiratory, digestion, renal, acid-base balance, blood analysis and serological testing.
Corequisite: BIO 252

BIO 252A Human Physiology
3 Credits
Presents the physiology of human body systems with emphasis upon functions of muscular, cardiovascular, respiratory, nervous, endocrine, lymphatic, digestive, urinary, and reproductive systems.
Prerequisite: BIO 261A

BIO 252AL Human Physiology Lab
1 Credit
This is the laboratory part of Human Physiology and is taken in conjunction with the main course. The laboratory experiments are designed to complement the topics presented in the companion lecture course. Topics include the physiology of cell transport mechanisms, skeletal muscle, nerve impulses, endocrine, cardiovascular, respiratory, digestion, renal, acid-base balance, blood analysis and serological testing.
Corequisite: BIO 252A

BIO 254 Pathophysiology
3 Credits
This course provides a study of variations in physiologic functioning and alterations in physiologic response of body systems. The course addresses physiologic changes that will help identify alterations in body systems and their relationship to the patient's state of health. Topics include altered cell functioning, genetic disorders, risk factors, health promotion, and disease prevention.

BIO 261 Anatomy
3 Credits *(on-ground only)*
Anatomy and histology of human organ systems including the muscle and skeletal systems, the digestive, circulatory, respiratory, excretory, endocrine and reproductive systems.
Prerequisite: BIO 150

BIO 261L Anatomy Lab
1 Credit *(on-ground only)*
This is the laboratory part of Human Anatomy and is taken in conjunction with the main course. An introduction to common laboratory techniques and the process of science is presented. The laboratory experiments are designed to complement the topics presented in the companion lecture course. Topics include human cadaver, anatomical models, histology slides, cat dissections, fetal pig dissections. Corequisite: BIO 261A

BIO 261A Human Anatomy
3 Credits
This course provides a study of the anatomical structure of the human body. Emphasis on gross and histological study of the skeletal, muscular, cardiovascular, respiratory, nervous, endocrine, lymphatic, digestive, urinary, and reproductive systems.
Prerequisite: BIO 150A or equivalent.

BIO 261AL Human Anatomy Lab
1 Credit
This is the laboratory part of Human Anatomy and is taken in conjunction with the main course. An introduction to common laboratory techniques and the process of science is presented. The laboratory experiments are designed to complement the topics presented in the companion lecture course. Topics include human

cadaver, anatomical models, histology slides, cat dissections, fetal pig dissections.
Corequisite: BIO 261A

BIO 280 Anatomy and Physiology I
4 Credits (Online only)
This is part of a paired, two semester course that provides an overview of the anatomical structures and physiology of the human body. The course discusses each body system in terms of the major anatomical structures and functions and explains how each system participates in homeostasis of the body. In addition, the course discusses selected major pathologies, including disease definitions and causes, signs and symptoms, diagnostic procedures, and possible treatments. Finally, the course discusses common issues and changes that occur in each body system throughout the lifespan. BIO 280 covers anatomical terminology and tissue types, along with the integumentary, skeletal, muscle, nervous, and endocrine systems. Course includes lab activities.

BIO 282 Anatomy and Physiology II
4 Credits (online only)
This is part of a paired, two semester course that provides an overview of the anatomical structures and physiology of the human body. The course discusses each body system in terms of the major anatomical structures and functions and explains how each system participates in homeostasis of the body. In addition, the course discusses selected major pathologies, including disease definitions and causes, signs and symptoms, diagnostic procedures, and possible treatments. Finally, the course discusses common issues and changes that occur in each body system throughout the lifespan. BIO 2820 covers the circulatory, respiratory, lymphatic, digestive, renal, and reproductive systems. Course includes lab activities.

BIS 318 Introduction to Business Information Systems
3 Credits (Formerly MGT 304, BUS 330)
This course introduces undergraduate business students to information systems (IS). The course includes important topics related to IS, such as the drivers of IS, database concepts, IS development, and the types of systems used in organizations.

BIS 321 Database Systems
3 Credits
Data obtained within the organizational departments and across the enterprise must be stored and organized in a structured environment that enables reliable access, analysis, and reporting. Students will learn the fundamentals of modern database systems and be introduced to structured query language (SQL).

BIS 333 Business Intelligence Tools
3 Credits
Cutting-edge organizations are at the forefront of data revolution and have realized the advantage of transforming raw data into meaningful and useful information. Such vast stores of data challenge the organization to identify what data are important and actionable, and to develop meaningful ways to display complex data. This course introduces students to the discipline of, and the use of tools for business intelligence.

BIS 440 Data Analysis & Decision-Making for Managers
3 Credits (Formerly MGT 301, BUS 440)
This course examines how managers use large amounts of data to solve business problems. Students will be introduced to basic statistics and data analysis, and learn how to use data to make forecasts and support business decisions. As part of the course requirements, students will practice gathering, organizing, analyzing, data, and presenting their findings.

BIS 543 Business Process Modeling and Enterprise Wide Information Systems
3 Credits
The course will provide an introduction to the concepts of business process modeling, the definition of a process, characteristics of a process-oriented application, business process analysis, basic design patterns for process control flow used to assemble tasks, and standard graphical representations used to model a process. It focuses on the strategic role of information technology and information systems in today's society. Issues include: Identifying the challenges faced by managers of modern firms, understanding the technologies that will help them meet these challenges, designing business processes to take advantage of the technologies

and creating management procedures and policies to protect these assets.

BIS 545 Organizational, Legal and Ethical Issues in the Digital Enterprise
3 Credits
This course discusses the regulatory context and the ethical implications in which the digital enterprise operates. It investigates the context in which professionals work, the laws and how they are created, human aspects of running a company, software contracts and liability, intellectual property rights, and the legislation that affects the way in which computers are used or misused. Topics include social, legal, financial, organizational and ethical issues in the context of the modern organization, the role of professional codes of conduct and ethics and regulatory requirements.

BUA 440 Applied Databases: Structured Query Language (SQL)
3 Credits
Organizations require quality data that are readily available, in a standard format, and reliably accessible to permit analysis and reporting. Relational databases are one of the major repositories for data, and the Structured Query Language (SQL) is used to access, manipulate and manage that data. Students are taught to use SQL to store, retrieve, manipulate, and analyze data.

BUA 441 Applied Analytic Tools
3 Credits
Modern, data-driven organizations frequently require complex reporting of their processes and outcomes. This course covers advanced techniques, using popular analytic tools, to produce precise, unambiguous, clear analyses, including reports and visualizations.

BUA 442 Analytic Tools: Advanced Methods
3 Credits
The modern, data-driven enterprise requires complex analyses that exceed the capabilities of commercial desktop tools, like spreadsheets. This course introduces students to the best practices in using popular programming languages and environments that are more suitable to complex analyses. Additionally, students apply frameworks to create analyses that align with business needs, develop quality data, and include clear documentation for understanding and reproducing the analyses.

BUA 443 Database Management Tools I
3 Credits
Data obtained within organizational departments and across the enterprise must be stored and organized in a structured environment that enables reliable access, analysis, and reporting. Students will learn the fundamentals of a modern database management tools used to access, analyze, report and modify data.

BUA 444 Database Management Tools II
3 Credits
Increased regulatory and accrediting compliance, as well as a more competitive marketplace with demands for concomitant cost-control and improved outcomes, require robust methods of accessing, analyzing, and reporting. In this course, students examine the use of dedicated reporting applications as tools to produce sophisticated reports and data displays.

BUA 539 Business Systems Analysis, Modeling and Design Methodologies
3 Credits
This course provides an overview of widely used techniques for the design and improvement of information systems and the systems development life cycle. It introduces tools and methods for the analysis and design of information systems and the management and organizational skills needed for their implementation. Information analysis in entity-relationship modeling and process modeling in dataflow diagrams will be covered as the key skills in structured system analysis and design.

BUI 441 Survey of Accounting Analytics
3 Credits
Although businesses are accustomed to using the standard financial statements (e.g., balance sheet, profit and loss statement, budget, accounts receivable and revenue and expenses) to report on financial activities, businesses seek additional targeted, timely, and actionable data. In this course, students will study tools and techniques that can be applied to accounting data to provide information for managing risk, improving

business processes and efficiency, reducing operating costs, and optimizing the business.

BUI 442 Using Analytics to Improve Business Processes
3 Credits
Businesses must understand how their policies, processes and operations affect the organization's performance. This course examines how businesses can use data to align supply and demand and to evaluate alternative courses of action. The course examines the tools and techniques available to collect, manage, and analyze data to achieve a clearer understanding of a company's operations and processes.

BUI 443 Introduction to Consumer Metrics
3 Credits
Businesses must understand how their policies, processes and operations affect the organization's performance, which means both understanding the needs, and meeting the demands, of its customers. Businesses face the challenge of making decisions despite risk at every step of conducting their activities. This course examines how businesses can use consumer data to align supply and demand and to evaluate alternative courses of action. The course examines the tools and techniques available to collect, manage, and analyze data to achieve a clearer understanding of a company's operations.

BUI 444 Data Analysis Tools
3 Credits
Modern, data-driven organizations require insight into their processes and outcomes. This course examines the use of popular analytic tools to report, display, and visualize their operations. The course includes approaches and techniques that enable design flexibility to meet the needs of different audiences, as well as that support maintainability and reproducibility.

BUI 541 Decision Support Systems and Business Intelligence
3 Credits
This course is a survey of the broad field of management support systems ad includes an examination of Decision Support Systems and other collaborative systems, Executive Support Systems, Expert Systems, and Intelligent Systems, with emphasis on managerial applications and the implications of the decision support technologies on management-related issues.

BUS 310 Introduction to Business
3 Credits (Formally MGT 340)
This is the first in the BAM program, and it provides a solid business foundation for more detailed and higher-level study in subsequent courses. It includes an overview of business terminology, concepts, environments, systems, strategies, and current issues, and examines Topics include business ethics, entrepreneurship, global business, management, marketing, production, information systems, and accounting and finance.

BUS 312 Business Math
3 Credits (Formally MGT 347)
Topics include a basic math review, business statistics, profit calculations, payroll, banking, interest calculations, insurance, taxes, and mathematical calculations.

BUS 316 Data Analysis & Communication Tools
3 Credits (Formally MGT 346)
Industry has developed from paper-based, isolated practices to connected systems that acquire and store electronic data, which can be used to help manage organizations. In this course, students learn how to use specific, popular analytic tool(s) to organize, analyze and display data.

BUS 331 Business Ethics
3 Credits (Formally MGT302)
This course provides students with the tools necessary to examine moral problems and make effective decisions on ethical issues faced in the workplace. Topics considered include discrimination, affirmative action, sexual harassment, informational privacy, drug testing, ethics in advertising, business and the environment, and global ethics. Emphasis will be placed on the study of the ethical values, principles, and theories pertinent to management. Students will also examine social responsibilities of managers in the workplace.

BUS 332 Business Law
3 Credits (Formally MGT 318)

This course provides an overview of the U.S. legal system structure, basic terms and concepts of Business Law. Topics may include legal issues associated with ethical conduct in business, consumer protection, employment law, and social responsibility of corporations. Information literacy skills are honed as students learn to retrieve, read, and analyze business law cases.

BUS 335 Quality and Process Improvement
3 Credits
Quality and process improvement is an essential strategy for modern organizations. Seeking systematic and continuous actions lead to measurable improvement of operations and customer satisfaction. In this course, students learn the characteristics of quality, the variables that affect quality, and how process improvement can include outcomes.

BUS 441 Small Business Management
3 Credits (Formally MGT 325)
In this course, students acquire a basic understanding of how to plan and start a new business, as well as improve an existing business. Students will work in groups and utilize a case based approach to develop a business plan that includes financial, operations, staffing, and marketing and sales.

BUS 442 Sales & Marketing
3 Credits (Formally MGT 329)
This course is designed to cover basic sales and marketing management topics. Emphasis is on the total marketing process that includes programs as well as strategies to address: customer loyalty and relationship management, pricing, distribution, marketing communications, advertising, and sales management.

BUS 443 Business Opportunity Analysis
3 Credits (Formally MGT 337)
This course assesses the feasibility of a new business idea by applying a solid business analysis framework. Students will explore the factors that influence an entrepreneur's opportunity to be successful and obtain long-term growth. Analyses will include accessing the competitive strengths and viability of a business "idea", the entrepreneurs' skills and experience, and its financial requirements and funding sources.

BUS 444 New Ventures and E-Business
3 Credits (Formerly MGT 339)
This course examines the process, experience, and requirements for creating a new on line business. Students will also study production, marketing, sales, advertising, cost/revenue models and strategies. The course will cover strategies for maintaining and monitoring an online visibility and results.

BUS 500 Information Systems and Operations
3 Credits (Formerly MGT500)
This course provides an overview of ~~the~~ decision support systems and the important role they play in supporting business decision-making. The course focuses on approaches to decision-making management information systems (MIS), and precepts from management science and operations management.

BUS 502 Business Legal & Ethical Issues
3 Credits (Formerly MGT 502)
This course examines both theoretical and practical approaches to addressing and resolving conflicts that arise within organizations. Students will examine the role negotiation plays in conflict management, and learn how to apply various negotiation strategies.

BUS 544 Managerial Economics
3 Credits (Formerly MGT 544)
This course is an introductory economics course. Students will learn how to apply micro and macroeconomics to managerial decision-making.

CAEL 100 Prior Learning Experience
3 Credits

CHM 102 Principles of Chemistry
3 Credits
This course covers the applications of chemistry for science majors. Topics included are the composition of matter, atomic structure, periodic relations and nomenclature. Includes qualitative and quantitative experiments.

CHM 102L Principles of Chemistry Lab
1 Credit
Laboratory activities for CHM 102

CHM 102A Principles of Chemistry
3 Credits

Presents an introduction to chemistry and chemical laboratory techniques covering the basic principles and applications of chemistry. Designed for general education and students in programs that require a chemistry background. Topics include metric and English conversions, atomic theory, solution preparation and their properties, chemical reactions, inorganic chemical nomenclature, bonding, periodic table, mass relationships and acid/base theory.
Prerequisite: Math 104 or equivalent with a grade of C or better.

CHM 102AL Principles of Chemistry Lab
1 Credit
This is the laboratory part of Introductory Chemistry and is taken in conjunction with the main course. An introduction to common laboratory techniques and the process of science is presented. The laboratory experiments are designed to complement the topics presented in the companion lecture course. Topics include density, filtration systems, chemical nomenclature, determining chemical change, synthesis, quantitative analysis and acid/base theory.
Corequisite: CHM 102A

CHM 331 Organic Chemistry I
3 Credits
A study of the aliphatic and aromatic compounds of carbon. Emphasis on functional groups and their reaction to and representative compounds of interest in biology and medicine.
Prerequisite: CHEM 102

CHM 331L Organic Chemistry I Lab
1 Credit
Laboratory activities for CHM 331

CIS 120 Computer Literacy
3 Credits
Introduction to computer concepts, techniques, and terminology. General overview of computer systems, operations, and the Internet and web-based tools, with a focus on communication and collaboration. Includes an introduction to Microsoft Word, PowerPoint, and Excel.

COM 104 Speech
3 Credits
Concepts of communication. Includes audience analysis, selection of topic, reasoning, mapping, material organization, visual aids, public speaking, verbal and non-verbal cues.

COM 105 Intercultural Communication
3 Credits
Definition and strategies of cross cultural communication. Principles related to the communication skills both overt and covert within a diverse society. Includes verbal and non- verbal strategies.

COM 204 Argumentation
3 Credits
Basic principles and skills involved in understanding, analyzing, evaluating, and constructing arguments. Writing intensive.
Prerequisite: ENG130

CSS 101 Fundamentals of University Success
3 Credits
Introduces students to a range of skills, tools and services necessary to student success at the university level, including study skills; computer literacy tools; communication tools, guidelines, and expectations; research tools and applications; and web-based student service platforms.

ECN 101 Principles of Economics
3 Credits
Principles of economic analysis, economic institutions, and issues of public policy. Emphasis on production, allocation of resources, and distribution of income. Comparison between micro analysis and macro analysis.

ELP 80 Intensive Academic English I
184 Clock Hours
This lower intermediate-level course is designed to develop different language skills for lower intermediate students. Through various activities and tasks, students develop their reading fluency, accuracy, and comprehension; students begin to develop basic compositional writing skills and improve their vocabulary. This course is also designed to develop oral communication skills and build the confidence of lower intermediate-level students.

ELP 85 Intensive Academic English II
184 Clock Hours

This intermediate-level course is designed to develop different language skills for intermediate students. Students develop reading and writing fluency, accuracy, and comprehension through multiple hands-on activities inside and outside the classroom. Also, this course develops students' linguistic understanding at an intermediate level by focusing on the language functions required for their academic achievements and everyday life activities.

ELP 90 Intensive Academic English III
184 Clock Hours
This course is designed for high-intermediate level students. Throughout this course, students can learn strategies for improving discussion skills and listening comprehension. In this course, students also learn multiple strategies for listening, reading, speaking, and writing through various classroom activities in academic settings. Also, students can develop their academic knowledge through reading authentic texts that expand their vocabulary and serve as guides for when they write their own academic papers.

ELP 95 Intensive Academic English IV
184 Clock Hours
This academic preparation course is designed for advanced level students. This course mainly focuses on helping students build a good foundation and understanding of college academic listening, reading, speaking and writing. This course will cover various Academic English topics. In addition, this course covers composition and revision of college-level writing and also reviews quoting, paraphrasing, and summarizing.

ENG 95 Bridge to College English
3 Credits
Reviews the fundamentals of written communication, including the writing process, paragraphing, essay elements and organization, the rhetorical modes, and an introduction to research writing including the use of quotation, paraphrase, and summary and APA style format. Completion of the course cannot be applied towards a degree. Prerequisite: Placement Exam

ENG 130 English Composition & Reading
3 Credits
Expressing ideas and conveying information in writing. Includes reasoning, factual support, clarity of purpose, organization, and language. Instruction and practice in reading and writing of expository and argumentative essays.

ENP 650 Acute Care Essentials
3 Credits
This course is the first of three courses to prepare nurse practitioners for roles in an urgent care setting. This course builds on the concepts of advanced health assessment, diagnosis, management, and treatment of acute problems across the lifespan focusing on the care of the patient in an urgent setting. This course will introduce the learner to concepts and basic strategies used in the care of patients with acute problems.

ENP 650A Emergency Skills for the Nurse Practitioner
1 Credit
Skills lab activities for ENP650.
*This course may be taken for 1 credit or 16 CEUS

ENP 651 Emergency Diagnosis and Management I
3 Credits
This course is the second of three courses to prepare nurse practitioners for roles in an emergency department setting. This course builds on the concepts of acute care diagnosis, management, and treatment of acute problems across the lifespan. This course will introduce the learner to concepts and basic strategies used in the care of patients with acute problems presenting to the emergency department for care.

ENP 652 Emergency Diagnosis and Management II
3 Credits
This course is the third of three courses to prepare nurse practitioners for roles in an emergency department setting. This course builds on the concepts of acute care diagnosis, management, and treatment of acute problems across the lifespan. This course will introduce the learner to concepts and basic strategies used in the care of

patients with acute problems presenting to the emergency department for care.

ENP 653 Practicum in Acute Care
3 Credits
A minimum of 3 clinical credits (144 hours) is required of all students. Some students will be required to complete more clinical hours (up to 9 credits or 432 hours) to satisfy credentialing requirements. All credits will be precepted clinical hours focusing on the management of common and acute problems in an urgent care or emergency department setting. Students will work as a part of a team and apply the latest evidence to practice. This course is a pass/fail course.

FIN 335 Introduction to Finance
3 Credits (Formerly MGT 312)
The purpose of this course is to introduce basic financial principles preparing students to interpret a company's financial statements. Topics include analyzing the deployment of company funds, employee staffing, revenues, expenses, and cash flow. Emphasis is on understanding and gauging the financial health of an organization to assist in managerial decision-making and strategic planning to ensure its success.

FIN 441 Corporate Finance
3 Credits
This course emphasizes the fundamentals of the theory of finance and the issues that corporate managers face when making financial decisions. Concepts covered include: arbitrage, net present value, efficient markets, agency theory, options, and the trade-off between risk and return.

FIN 442 Financial Markets and Institutions
3 Credits
This course addresses the risks faced by investors and savers interacting through financial institutions and financial markets, as well as strategies that can be adopted for controlling and managing risks. Topics covered include risk management, investments, stock markets, and globalization of financial services.

FIN 443 Investment Fundamentals and Portfolio Management
3 Credits
This course emphasizes various types of financial investments, including stocks, bonds, options, and futures. Students will examine these investments and use analytical techniques to make investment decisions.

FIN 510 Financial Management
3 Credits (Formerly MGT 510)
The financial management of an organization is critical to its long-term viability. In this course students are introduced to financial management concepts. They will develop basic math skills and learn how financial analysis is used to make decisions. Topics covered include: ratio analysis, risk assessment, ROI, cost of capital, and the time value of money.

FNP 590 Health Promotion, Education and Disease Prevention Across the Lifespan
3 Credits
This course incorporates caring science to establish a strong theoretical foundation in health promotion, wellness preservation and maintenance of function across the health-illness continuum with clients: the individual, family, and community. Epidemiological, social, and environmental data will be used to evaluate populations regarding the health status of client populations. A holistic, multidisciplinary plan of care will be examined to address health promotion and disease prevention need of populations. Public policy, regulatory and legislative influence in public and private arenas will be explored and opportunity to promote and preserve healthy communities will be discussed.
Prerequisites or Corequisites MSN 560, MSN 561, MSN 563 MSN 565

FNP 591 Common Illnesses Across the Lifespan
3 Credits
This course for advanced practice nursing students concentrates on the levels of prevention and primary care management of common health care problems of individuals and their families. Patients across the life spectrum are managed within a culturally, and spiritually diverse environment using the clinical decision making

process. Evidence-based research is utilized to develop comprehensive, cost effective, least invasive, quality health care guidelines for these common health care problems. These guidelines include health promotion counseling, screening, and client education to optimize the client's health. Emphasis is placed on critical thinking, diagnostic reasoning, implementing appropriate diagnostic tests, prescribing pharmacologic and non-pharmacologic integrative healing therapies, professional interpersonal relationships, the caring professional role and teaching/coaching techniques.
Prerequisites: MSN 572, MSN 573
Co-requisite: FNP 592

FNP 592 Common Illnesses Across the Lifespan- Clinical Practicum
3 Credits
The 144 hours of precepted clinical practice time required this semester will afford the student beginning clinical decision making opportunities in the primary health care of diverse clients with common health care problems across the life span. Health care includes assessment of health needs, diagnostic testing, development of diagnoses using diagnostic reasoning and clinical decision-making, the planning, implementation and management of care, and the evaluation of outcomes using the SOAP format for documentation. Evaluation is to include revision of the plan, consultation and referrals as needed. Clinical evaluations will be performed using the College Practicum Evaluation Rubric.
Prerequisites: MSN 572, MSN 573
Corequisite: FNP 591

FNP 593 Primary Health of Acute Clients/Families Across the Lifespan
3 Credits
This course focuses on the primary care management of acute health problems of individuals and families. It provides an opportunity to integrate evidence based research into clinical evaluation and implementation of primary health care of clients across the life span. Emphasis is placed on the application of advanced health assessment skills, preventive health care practices, the promotion of health and the application of evidence based practice. Students focus on the use of theory, critical thinking, diagnostic reasoning, implementing appropriate diagnostic tests, prescribing pharmacologic and non-pharmacologic integrative healing therapies, professional interpersonal relationships, the caring professional role and teaching/coaching techniques. Concepts including family support systems, cultural considerations, environmental factors, spiritual concerns, genetic influences, and psychosocial factors are integrated to meet the health care needs of individuals and families within a culturally diverse environment.
Pre-requisites: FNP 591 and FNP 592
Corequisite: FNP 594

FNP 594 Primary Health of Acute Clients/Families Across the Lifespan- Clinical Practicum
3 Credits
The 144 hours of precepted clinical practice time is focused on acquiring the knowledge and skills needed to assess, maintain, and promote the health and well-being of culturally diverse population with acute presentation in a variety of primary care settings, urgent care or emergency department. It evaluates the evidence for screening, differential diagnosis, and management of health problems, including pharmacological and non-pharmacological treatment modalities in a culturally appropriate manner. Health care includes assessment of health needs, diagnostic reasoning, the planning, implementation and management of care, and the evaluation outcomes using the SOAP format for documentation. Evaluation is to include review and change of the plan, consultation and referrals as needed. Standardized procedures will be discussed and reviewed throughout the class. Clinical evaluations will be performed using the College Practicum Evaluation Rubric. Project Concert will track the students' clinical experiences.
Prerequisites: FNP 591, FNP 592
Corequisite: FNP 593

FNP 595 Primary Healthcare of Chronic Clients/Families Across the Lifespan
3 Credits

This course prepares nurse practitioner students with an understanding of comprehensive evidence based plans of care to manage chronic, complex health problems with multisystem disorders. Patients across the life spectrum are managed within a culturally and spiritually diverse environment using the clinical decision making process in the evaluation of the chronic conditions. Emphasis is placed on critical thinking, diagnostic reasoning, implementing appropriate diagnostic tests, prescribing pharmacologic and non-pharmacologic integrative healing therapies, professional interpersonal relationships, the caring professional role and teaching/coaching techniques. It focuses on health promotion, prevention, and diagnosis and management of chronic conditions common to individuals and families across the lifespan including timely consultation and referral process. Students' clinical experiences are provided in a variety of primary care settings such as community clinics, skilled nursing facility, and home care setting, with emphasis on collaborative partnerships among individuals, families and other health care professionals.
Prerequisites: FNP 593, FNP 594
Corequisite: FNP 596

FNP 596 Primary Healthcare of Chronic Clients/Families Across the Lifespan - Clinical Practicum
3 Credits
The 144 hours of precepted clinical practice time is focused on acquiring the knowledge and skills needed to assess, maintain, and promote the health and well-being of culturally diverse populations with chronic conditions in a primary care settings, community clinics, and/or a skilled nursing facility. It evaluates the evidence for screening, differential diagnosis, and management of health problems, including pharmacological and non-pharmacological treatment modalities in a culturally appropriate manner. Health care includes assessment of health needs, diagnostic reasoning, the planning, implementation and management of care, and the evaluation outcomes using the SOAP format for documentation. Evaluation is to include revision of the plan, consultation, and referrals as needed. Standardized procedures will be discussed and reviewed throughout the class. Clinical evaluations will be performed using the College Practicum Evaluation Rubric. Project Concert will track the students' clinical experiences.
Prerequisites: FNP 593, FNP 594
Corequisite: FNP 595

FNP 597 Clinical Residency and Practice Management
3 Credits
Clinical Residency requires completion of 144 hours of preceptored clinical practice time. Provides an opportunity to integrate evidence based research into clinical evaluation and implementation of primary health care for clients across the life span. In this final clinical rotation, students advance to a level of competency, and proficiency, that allows them to function independently and become ready to move to the entry role of the professional nurse practitioner. Integrated into this course is the practice management which emphasizes the professional practice role, ethical, and legal aspects of advanced clinical practice. Updates on legislation and health policy utilizing multidimensional clinical case studies are incorporated into this course. Role development, regulations, standards, prescriptive authority, certification and health care reimbursement are also discussed. Focus is on resume/CV writing, interviewing, contract negotiation, hospital privileges, practice start-up and ownership, office management, insurance, malpractice and liability, risk management, and interprofessional collaboration with the multidisciplinary team.
Prerequisites: FNP 595, FNP 596
Corequisite: MSN 600

GER 402 Aging Programs and Services
3 Credits
This course will present a survey of the major contemporary services and programs focusing on the needs of older adults. Through a comprehensive assessment and review, students will gain a thorough introduction to the variations, strengths, and limitations that reflect these resources. Emphasis will be placed upon the governmental organizations, modalities of care,

legislative initiatives, and supportive networks that typify the growing needs and interests of this vulnerable population.
Prerequisite: HES256

GER 404 Elder Law
3 Credits
The impact of the aging society on healthcare mandates discussions on home health, assisted living and nursing homes for seniors. Financial, end of life planning, trust wills, advance directives and powers of attorney are included.
Prerequisite: HES256

GER 408 Studies on Aging
3 Credits
Course provides an overview of studies in aging through the perceptions of the life cycle, health care systems, family and interpersonal relationships and aging in diverse communities at large. Emphasis is on theory, methods and research in aging, and future trends in aging in various cultures.
Prerequisite: HES256

GER 410 Technology and Aging
3 Credits
The extent and optimization on how older adults use new technologies, their attitudes for the adoption of technology, and the influence of technology design on older adults' performance are discussed. Emerging areas of research like home monitoring systems, health care technologies (e.g., telehealth), robotics (e.g., Nursebot), and automated systems (e.g., cruise control) as opportunities and challenges are analyzed. This course will address the needs of clinicians, other healthcare providers, payers, and policy makers.

HED 310 Health Informatics
3 Credits
This course provides a multi-disciplinary approach to health informatics. The course explores the informatics in health care delivery and focuses on the clinical applications. The focus is on information technology including hardware, software, systems, and conceptual models of information. Different data types and data models are explored across various functional aspects of health care disciplines.

HED 315 Terminologies and Classification Systems
3 Credits
Health informatics, to promote meaningful and reliable analysis and sharing of data, utilizes a common set of abstractions, terminologies, and coding systems. Students will gain an understanding of these terminologies and their use within various institutional settings. Special attention and focus will be given to the selection of terminologies based on various institutional or business needs.

HES 256 Health and Society
3 Credits
Analysis of major health problems affecting the life of the individual, the family and community at large. Evaluation, planning and implementation of approaches to meeting personal and societal health needs.

HRM 321 Human Resources Management
3 Credits (Formerly MGT306)
This introductory course to human resource management examines the role and functions of both members and leaders within an organization. Exposure to areas critical to modern day leadership includes counseling, training and development, recruiting, retention, compensation, and diversity in the workplace. Role-playing and class discussion is encouraged to stimulate intellectual growth and human resource management awareness.

HRM 441 Learning and Development
3 Credits (Formerly MGT 303)
This is an introductory course that develops understanding of training and development from both the individual and organizational perspectives. Students will receive theory and practical knowledge regarding individual and employee training and development in the business environment.

HRM 442 Workforce Planning & Performance Management
3 Credits (Formerly MGT 315) In this course, students are exposed to the fundamentals and best practices of performance management in various organizations. The importance of leadership and

interpersonal skills will be explored as students learn the dynamics of individual performance and its contributions to a successful organization.

HRM 443 Legal Environment of HR Management
3 Credits (Formerly MGT 335)
This course examines the laws and regulations that directly influence human resource management functions and decisions. Students will address the foundations of the United States legal system, employment law, the challenges of operating in multiple countries (i.e., having different legal systems and customs), and the use of legal consultants to support the HR function.

HRM 444 Compensation and Benefits
3 Credits (Formerly MGT 349)
The objective of this course is to develop knowledge of the philosophies, decisions, and mechanics behind structuring employee compensation and benefit policies and packages. Topics include: job structuring and evaluation, performance management/ assessment, and benefits.

IBM 534 International Political Economy
3 Credits
This course examines the linkages between international politics and international economics that shape the environment for international managers. The course develops tools of analysis to assess trends and current events that affect management decisions. Analyses of international monetary and financial relations and global institutions such as the International Monetary Fund highlight the course.

IBM 536 Communication across Cultures
3 Credits
This course provides a series of models and skills for building performance n competitive global business settings. The implementation of effective international and bilingual interaction and conflict resolution are two of the primary foci of the course. Successful completion of the course will enable to global manager to address a series of international issues prevalent in the contemporary global business arena.

IBM 538 Global Leadership and Change
3 Credits
This course provides the student with a practical analysis of those external and internal facts which impact leadership effectiveness in the international marketplace. The course emphasizes the application of those skills necessary to successfully drive business entities – both large and small – in a global environment.

IBM 540 Global Marketing Strategy
3 Credits
This course analyzes how international entities create value, and covers topics ranging from country specific competitive advantage and the notion of distance, to alternative global strategy models, and sources of competitive advantage for emerging market multinationals.

ILR 201 Foundations of Information Literacy
3 Credits (Formerly CIS201)
Introduction to information literacy, including the recognition of a need for information, the location and evaluation of information, the appropriate use and communication of information, and an understanding of the ethical issues concerning information retrieval and use.
Prerequisite: ENG130

LTC 406 End of Life Ethics
3 Credits
Ethical issues such as suffering, death and dying, futility of treatment, withholding and withdrawing treatment, artificial food and nutrition, palliative care, euthanasia, and compassion are the main focus of this course. The course provides an analysis of the major moral traditions as well as the philosophical debate on the goals of health care.
Prerequisite: HES256

MAE 500 Psychology of Education
3 Credits
This course provides an overview of education and learning theories. Classical paradigms and current pedagogical theory and research will be discussed. Current pedagogical research and learning theories will be presented. Students will be able to discuss and criticize different teaching practices.

MAE 502 Concepts in Educational Inquiry
3 Credits

This course is designed to provide students a foundation to inquiry and research in education. The goal of the course is to provide students the tools to understand research and publications in the field of education, and provide basic tools for developing research and advance the profession of the field of education.

MAE 504 Legal Aspects of Education
3 Credits
This course will explore topics in education law and ethics with a focus on legislative enactments and cases which had a major impact on the education profession. Topics including: Elementary and Secondary Education Act, students with disabilities, sexual harassment and violence on campus. The course will also survey legislative.

MAE 506 Cultural Perspectives in Education
3 Credits
This course provides an understanding of current issues and foundations of cultural perspectives in America. Multicultural topics, including race, gender, and other constructs of difference are explored. The foundations of multicultural education are examined and practical aspects of implementing multicultural education are addressed with the focus remaining on the theoretical and conceptual aspects of multicultural education enactments and cases having a major impact on professional practice of teachers and education leaders in the United States.

MAE 508 Technology in Education
3 Credits
Students will be introduced to an overview of educational technology, and theoretical and practical perspectives with example applications. Topics to be covered in this course include: how technology can be used to support student learning, the role of technology in the development and evolution of education, different types of digital technological advances, the role of computers in the classroom, and current and future technological trends. Further areas of discussion will include an overview of the challenges and possibilities of using technology in educational environments.

MAE 510 Theories of and Approaches to Literacy
3 Credits
The focus of this course is to explore the meaning of literacy and to examine literacy practices in the U S and abroad.

MAE 512 Assessment in Education
3 Credits
This course is a critical overview of the history and role of assessment in education and an appraisal assessment practices and strategies.

MAE 515 Literacy Instruction for Students with Mild Disabilities
3 Credits
The course focuses on language development and the relationship between language and reading acquisition for students with mild disabilities. Students will learn concepts central to typical and atypical language development; language achievements at different ages; concepts of emergent literacy, models of reading acquisition and skilled reading.

MAE 519 Classroom and Behavior Management in the Inclusive Classroom
3 Credits
This course focuses on children with special needs. It provides an overview of behavioral disturbances in the classroom. Medical, behavioral and socio-cultural interventions will be explored with an emphasis on creating positive classroom environments that enable students with learning and behavior problems to participate productively in the classroom learning community. Embracing a philosophy of inclusion, diversity is celebrated. It examines and applies an approach of differentiated learning to meet the strengths and needs of a wide range of children in the classroom.

MAE 521 Content Area Instruction for Students with Mild Disabilities
3 Credits
This course focuses on expanding the understanding of development and cognition in and academic and functional performance of students with disabilities, how these are similar to and different from all developing students, and how this understanding informs the teaching of

students with disabilities in the primary and middle school environments. Another area of exploration is the ways in which these differences need to be addressed within a standard aligned system that demands high expectations of students with disabilities so that they have true access to the general education curriculum. This course will enhance the development of a range of instructional supports and use of validated practices in prospective teachers for inclusive settings, especially in content area subjects, but also the supporting skills of reading, written language and math, that are necessary for success in today's classrooms.

MAE 522: Teaching Mathematics and Engineering in Elementary Schools
3 Credits
This course will investigate how engineering can be utilized to enhance mathematics in the elementary classroom. The very nature of STEM requires an integration of Science, Engineering, Technology and Mathematics thus while this course is focused on mathematics and engineering, there will be some overlap of science and technology. Within this course students will investigate opportunities for including engineering into their mathematics curriculum and develop lesson plans that integrate the two subjects.

MAE 523 Autism Spectrum Disorders: Characteristics and Educational Implications
3 Credits
This course is designed to prepare teachers to work in a variety of environments serving children and young adults with Autism Spectrum Disorder (ASD) including the general education classroom, inclusive settings and specialized settings. Evidence-based practice, philosophical approaches, and specific intervention techniques are examined. These practices are considered within the continuum of services and collaborative models utilized in designing effective instructional environments for students with ASD. Attention is given to current and evolving research related to etiology, brain function, and early intervention as well as Applied Behavior Analysis, PECS and TEACHH practices.

MAE 525 Teaching Science in Elementary Schools
3 Credits
This course will take a deep look at the Next Generation Science Standards (NGSS). Students will examine and analyze the three dimensions that make up the NGSS as well as the conceptual shifts that set NGSS apart from previous science pedagogy. Given that the nature of NGSS integrates science and engineering, students will explore how to incorporate the M and T dimensions of STEM into NGSS. Lastly, students will reflect on their own science teaching practices and how they can move toward a more integrated approach to teaching.

MAE 526 Coding, Robotics, and 1:1 Devices
3 Credits
This course will examine the role of technology in today's classroom. Students will be exposed to resources for teaching coding and robotics with their students. In addition, students will gain a basic knowledge of coding so that they may better teach it to their students. The course will also examine critical pedagogy for working with devices in the classroom.

MAE 527 Digital Electronics
3 Credits
This course will examine methods for teaching the study of electronic circuits that are used to process and control digital signals. Combinational and sequential logic design, engineering standards, and technical documentation are examined. This course addresses methods to design, develop and evaluate authentic learning experiences and assessments.

MAE 529 Methods of STEM Education-Challenges and Opportunities
3 Credits
This course will take a critical look at the need for STEM education in today's educational curriculum. Students will develop a STEM action plan for their own institution. In addition, students will be introduced to the fundamental teaching methods of STEM; scientific inquiry, project based learning and design thinking.

MAE 530 Programming
3 Credits
This course will examine methods for teaching computational thinking, computing practice and programming, including app creation and languages such as SQL and Python. This course

addresses methods to design, develop and evaluate authentic learning experiences and assessments.

MAE 531 Artificial Intelligence
3 Credits
This course will examine methods for teaching artificial intelligence, including core topics such as knowledge representation, reasoning and learning, probabilistic methods, Natural Language Processing, Perception (primarily vision), and Robotics. This course addresses methods to design, develop and evaluate authentic learning experiences and assessments.

MAE 533 Simulation and Modeling
3 Credits
This course will examine methods for teaching types of simulation: live, virtual, and constructive, as well as types of modeling: physical, mathematical and process models. This course addresses methods to design, develop and evaluate authentic learning experiences and assessments.

MAE 535 Curriculum across Content Areas for Diverse Young Learners
3 Credits
This course focuses on the design and implementation of individualized and culturally responsive learning opportunities and curriculum for young children, with and without disabilities, in inclusive early childhood environments (i.e., child care centers, preschool, Head Start, and early elementary school). Students will deepen their understanding of and ways of responding to young learners with a wide range of abilities and diverse backgrounds.

MAE 537 Developing Language, Literacy & Communication of Diverse Young Learners
3 Credits
This course examines strategies to develop language, literacy, and communication in young children with varying abilities. It explores the importance of adult-child interaction and the effect of bilingualism, cultural diversity, cognitive ability, and language disorders.

MAE 539 Methods of Teaching Early Childhood
3 Credits
This course provides a foundation in program content and methodology for the teaching of language and literacy, the arts, and physical activity and physical education to young children, including children with special needs. Curricular content, modifications, integration of content area standards, the impact of new technology, and cultural and sociopolitical contexts are explored.

MAE 541 Maintaining an Effective Learning Climate
3 Credits
This course examines developmentally effective strategies used in managing a positive learning environment within the framework of today's diverse early childhood population. Topics include classroom management strategies, professional standards of practice for early childhood education, theories of motivation in young learners, managing diverse classrooms and families.

MAE 547 Principles of Engineering
3 Credits
This course will examine methods for teaching the study of engineering concepts such as mechanisms, the strength of structures and materials, and automation. This course addresses methods to design, develop and evaluate authentic learning experiences and assessments.

MAE 551 Managing Organizational Culture: Elementary and Secondary School Organizations
3 Credits
In this course the modern U.S. K-12 School is thoroughly examined as is the role of the principal in fostering a school culture and ethic supportive of continuously improving curriculum, instruction, and student achievement. Students are also introduced to theoretical administrative organizational foundations of management and leadership of educational programs and institutions.

MAE 555 Leading for Assessment & Accountability
3 Credits
In this course students will examine research-based models for ensuring school effectiveness, accountability, and continuous quality improvement. Considered are norm-referenced and criterion-referenced testing, standardized test score interpretation, data mining, data analysis,

data reporting, and using data-based decision making to improve student achievement. California's system of school accountability and grading is studied.

MAE 557 Leading School Communities in a Pluralistic Society
3 Credits
In this course strategies to promote school and community cooperation and partnering are examined, as are methods of effectively communicating with multiethnic students, parents, teachers, and other staff. Best practices for managing and effectively using school advisory committees will be examined and leadership and advocacy skills will be developed.

MAE 561 Leading for Learning and Development of the School Community
3 Credits
This course focuses upon research-based, practical approaches for leading, managing, and evaluating the training and development function in organizations. It explores the role of training and development in achieving individual and organizational goals, as well as strategies and resources used in effective personnel development. Students analyze how to: develop, manage and evaluate the training function; identify strategies and resources for effective training management; and diagnose how the organization's culture and needs affect the selection and success of training management efforts.

MAE 569 K-12 Administration and Finance
3 Credits
The course examines current economic theories, budgeting processes, sources of revenues, expenditure of funds, and trends in the fiscal structure and operations of public education from a federal, state and local perspective. Throughout the course students will be examining the social-economic-political context in which public finance decisions are evolved and their relationship to current educational issues throughout the nation.

MAE 579 Administration Practicum
3 Credits
This course is a culminating experience for all students seeking certification as a principal. This practicum is designed to provide intensive study and field experience in activities/problems related to a specific leadership role at an elementary, middle, or high school site. Under the guidance of the University Supervisor and School Based Mentor, the practicum provides an opportunity for the student to integrate theory into practice.

MAE 586 Teaching Technology in Secondary Science
3 Credits
This course will examine the role of technology in the science classroom. Students will be exposed to modeling and lab simulation software and how these tools can further student understanding. The course will also examine critical pedagogy for working with devices in the classroom.

MAE 587 Teaching Engineering in Secondary Science
3 Credits
This course will investigate how engineering can be utilized to enhance science in the secondary classroom. The very nature of STEM requires an integration of Science, Engineering, Technology and Mathematics thus while this course is focused on science and engineering, there will be some overlap of mathematics and technology. Within this course students will investigate opportunities for including engineering into their science curriculum and develop lesson plans that integrate the two subjects.

MAE 589 Teaching Mathematics in Secondary Science
3 Credits
This course will investigate how mathematics can be utilized to enhance science in the secondary classroom. Students will examine the Common Core State Standards mathematical practices to find relevant connections to the Next Generation Science Standards. As the final course in this series, students will develop lesson plans that integrate science, technology, engineering and mathematics to further their students' conceptual understanding.

MAE 591 Higher Education Administration and Leadership
3 Credits
The course focuses on strategic leadership and decision making, specifically in the context of the higher educational setting. The course examines

contemporary leadership theories, with emphasis on transformational and transactional leadership styles. Application of principles of organizational change, team dynamics, strategic planning and other topics that a leader of higher education needs to know to successfully lead organizations of higher learning.

MAE 592 The Community College
3 Credits
This course is designed to provide students with a working knowledge of the structures, functions, policies, major issues, and concerns within the community college system, and provides opportunities to engage in an amalgam of thoughtful analysis to address community college matters and issues through readings, discussions, research, and leadership.

MAE 594 Student Services
3 Credits
This course will provide a broad overview of the many functional areas of student services in higher education institutions. Students will be in introduced to theoretical underpinnings of student services as well as reflect upon their own philosophy and values as it relates to various student services areas. Topics to be covered include: the historical development of higher education institutions and student services, issues impacting diverse populations and campus climate, theoretical underpinnings of student service areas, organizing and managing programs, and future developments in the field.

MAE 596 Human Resources Management in Higher Education
3 Credits
The course examines the Human Resources function in higher education and explores how Human Resources can become a transformative department.

MAE 599 Capstone
3 Credits
This capstone course provides students with the opportunity to integrate and apply learning from their Masters of Arts in Education by completing a portfolio. Students will demonstrate mastery of the knowledge and research base in their area of specialization. During the capstone course students will also reflect on the attainment of the Program Learning Outcomes, as well as reflect on the meaning, quality and integrity of the MAEd.

MAT 92 Elementary Algebra
4 Credits
This course is designed for students without any algebraic background. The course covers all the essential topics needed to be successful in Intermediate Algebra. Topics include real numbers and algebraic expressions, linear equations, inequalities, exponents, order of operation, polynomial expressions, factoring, quadratic equations, graphing linear equations, radical expressions and equations, linear systems and mathematical modeling.

MAT 95 Bridge to College Algebra
3 Credits
Develops number sense and critical thinking strategies, introduces algebraic thinking, and connects mathematics to real-world applications. Topics in the course include the study of fractions, mixed numbers, and the real number system. Also included are vocabulary, operations and applications of ratio, proportion, percent, area, perimeter, US and metric measures, integers, and an introduction to algebraic expressions and the solution of basic first-degree equations. No credit towards degree.
Prerequisite: Placement

MAT102 Foundational College Math Skills
3 Credits
This course reintroduces students to basic concepts in mathematics with an emphasis on application and problem solving. Students will use adaptive technologies to practice and improve on their ability to solve equations. Additionally, discussions and assignments will focus on the real-world applications and practical uses of these problem solving skills, laying the foundation for the use of quantitative reasoning throughout the remainder of the curriculum.

MAT 103 Plane Geometry
3 Credits
This course is designed to prepare students in the understanding of properties and applications in Euclidean geometry. Extensive use of definitions, postulates and theorems are used throughout this course to write proofs using deductive reasoning.

Critical thinking skills are used in solving real world applications. Topics include congruence, similar and other properties of triangles, introduction to trigonometry, transformations, three dimensional space and conics, angles, parallel and perpendicular lines, polygons, circles, area, perimeter, surface area and volume.
This course is equivalent to one year of High School Plane Geometry or one semester of college level Geometry. This course meets Common Core standards as well as the California state requirements.
Prerequisite: MAT 92 with a grade of C or better

MAT 104 Intermediate Algebra
4 Credits
Credits Intermediate Algebra is designed to broaden the concepts from Elementary Algebra. This course covers all the essential topics needed to be successful in College Algebra or Precalculus. Topics include: algebraic techniques with polynomials, rational expressions, exponents, radical expressions and equations, factoring, linear and quadratic equations, inequalities, logarithmic and exponential functions, solving systems of two or more linear equations, mathematical modeling, complex numbers, probability, functions and their graphs.
Prerequisite: MAT 92 with a grade of C or better

MAT 105 College Algebra
3 Credits
Algebraic concepts and methods. Includes real numbers, graphs, linear and quadratic equations, systems of equation, polynomials, sinusoidal equations, theory of functions.

MAT 210 Trigonometry
3 Credits
The study of the relationships between the angles and sides of triangles, relationships between central angles and coordinate points on a circle, right triangles, circular functions, degree/radian measures of angles, trigonometric functions of angles, inverse functions, identities, graphic representations of trigonometric functions, solutions of right and oblique triangles equations, vectors, complex numbers, and polar coordinates. This course is designed to prepare students' for further study in mathematics required in the sciences and other technical fields.
Prerequisite: MAT 104 with a grade of C or better

MAT 240 College Algebra
4 Credits
Presents a study of College Algebra and analytic Geometry with an emphasis on mathematical modeling. Covers topics such as algebraic equations and inequalities, polynomial functions, functions and graphs, zero of functions, rational functions, exponential and logarithmic functions, conic sections, systems of equations and inequalities, matrices and determinants, sequences and series, and probability. This course is designed to prepare students for Calculus.
Prerequisite: MAT 104 with a grade of C or better

MAT 241 Introduction to Probability and Statistics
3 Credits
Basic concepts of probability and statistics. Includes sets and probability, random variables and probability distribution, sampling, estimation theories, tests of hypotheses.
Prerequisite: Passing Math Assessment test

MAT 241A Introduction to Statistics
4 Credits
A study of descriptive and inferential statistics and its applications to the fields of economics, business, ecology, psychology, education, mathematics, and applied science. Topics are inclusive of, but not limited to, the analysis and classification of data, numerical summary measures, probability, discrete and continuous probability distributions, statistics and their sampling distribution, the Central Limit Theorem, point estimation, confidence intervals, hypothesis testing with one and two samples, correlation and regression, Chi-Test and the F-Distribution, Analysis of Variance, and Nonparametric Tests.
Prerequisite: MAT 104 with a grade of C or better

MAT 242 Precalculus
4 Credits
This course is primarily designed to emphasize topics which are fundamental to the study of calculus. The student will analyze functions in depth including transformations, inverses and compositions; paying particular attention to quadratic, polynomial, rational, exponential and

logarithmic functions and their graphs. Other topics include right triangle trigonometry, trigonometric identities and equations, vectors, complex numbers, laws of Sines and Cosines, the binomial theorem, arithmetic and geometric sequences and series, systems, partial fractions, matrices and determinants, conic sections and probability. The student will solve applications and modeling problems related to the above topics. Upon completion, students should be able to solve practical problems and use appropriate models for analysis.
Prerequisite: MAT 104 with a grade of C or better

MAT 245 Business Calculus
4 Credits
A study of Calculus with emphasis placed on the application of these concepts to business and management related problems. The course explores mathematical concepts, methods and applications from life issues, science, business, finance and environmental issues. Derivatives and integrals of functions including polynomials, rational, exponential and logarithmic functions are covered.
Prerequisites: MAT 210 and MAT 240 or MAT 242 with a grade of C or better

MAT 248 Calculus I
4 Credits
Presents a study of analytic geometry, limits, continuity, the calculus of algebraic, trigonometric, exponential and logarithmic functions as well as applications of the derivative and integral. Each topic is taught geometrically, numerically, and algebraically. The course explores mathematical concepts, methods and applications from life issues, science, business, finance and environmental issues.
Prerequisite: MAT 210 and MAT 240 or MAT 242 with a grade of C or better

MAT 249 Calculus II
4 Credits
Presents a continuing study of integration techniques, applications to physics and engineering, improper integrals, transcendental functions, first order differential equations, series and sequences, parametric equations and polar coordinates. Each topic is taught geometrically, numerically, and algebraically.
Prerequisite: MAT 248 with a grade of C or better

MAT 250 Calculus III
4 Credits
Presents a study of differentiation and integration of functions of several variables, parametric curves and surfaces, and the calculus of vector fields. Topics are inclusive of, but not limited to, multivariable vector functions, partial derivatives, directional derivatives, surfaces and hyper surfaces, parametric equations, multiple integrals using several different coordinate systems, line integrals, Green's Theorem, the Divergence Theorem and Stokes Theorem.
Prerequisite: MAT 249 with a grade of C or better

MAT 340 Discrete Structures
4 Credits
This course is designed for students in math and computer science. Logic is emphasized in this course, and topics include: proof and theory including inductive and deductive proofs, propositional and predicate logic & calculus, set theory, algorithms including recursion, trees, relations and functions, counting & probability, elements of the theory of directed and undirected graphs including Dijkstra's shortest path algorithm. Additionally, an introduction to complexity of algorithms and recurrence relations are included. The student will solve applications and modeling problems related to the above topics.
Prerequisites: MAT 240 or MAT 242 with a grade of C or better

MAT 341 Linear Algebra
4 Credits
This course includes the study of vectors in the plane and space, systems of linear equations, matrices, determinants, vector spaces, linear transformations, inner products, eigenvalues, eigenvectors, diagonalization, matrix decomposition, and the Spectral Decomposition theorem.
Prerequisites: MAT 248 with a grade of C or better Advisory MAT 340

MAT 343 Number Theory
4 Credits
Topics include: distribution of primes, representations of integers, Fibonacci numbers, divisibility, Euclidean algorithm, fundamental theorem of arithmetic, number-theoretic

functions, Diophantine equations, congruence, primitive roots, the Chinese remainder theorem, quadratic residues, and elementary partition theory.
Prerequisite: MAT 340 and MAT341 or equivalent coursework

MAT 346 Abstract Algebra
4 Credits
An introduction to the principles and concepts of modern Abstract Algebra. Topics include groups, rings, and fields, isomorphisms, and homeomorphisms with applications to number theory, the theory of equations and geometry
Prerequisites: MAT 340 and MAT 341 or MAT 343 with a grade of C or better

MAT 348 Real Analysis
4 Credits
Introduction to concepts and methods basic to real analysis. Topics such as the real numbers, uniform convergence and functions of several variables.
Prerequisites: MAT 250 and MAT 340 with a grade of C or better

MGT 321 Organizational Behavior and Management
3 Credits (Formerly MGT 310)
The purpose of this course is to develop student skills in applying theories and concepts of organizational behavior to enable the student to identify and resolve behavioral issues within global organizations. Topics include factors affecting individual and group motivation in the workplace, development of effective groups and teams, organizational cultures, ethical issues in organizational behavior, as well as organizational behavior issues in global organizations.

MGT 326 Operations Management
3 Credits
Enterprises attempt to fulfill their missions in a complex world of regulations, changing consumer demographics and expectations, and fierce worldwide completion for both customers and resources. Businesses must optimize their operations to meet the demand of a complex marketplace. In this course, students learn about the stages of business operations, opportunities for improving processes, and the tools and techniques that are available to analyze operations.

MGT 330 International Management
3 Credits (Formerly MGT 315)
The course will address management issues from a global perspective. Special emphasis is placed on multinational corporations and managing areas, which include human resources, marketing, finance, and ethics. A special emphasis is placed on the role and effect of culture within the global business environment.

MGT 332 Project Management Essentials
3 Credits (Formerly MGT 307)
This course introduces students to best practices in project management. Topics include definitions of project management and the environment, writing proposals to include: project deliverables, work breakdown structure (WSB), emergency procedures, risk management, and project budgets. Group collaboration is emphasized to assist in understanding the effects of team/group dynamics in project management

MGT 333 Leading Organizations
3 Credits (Formerly MGT 320)
This course focuses on management skills 21st century leaders need to be successful. Emphasis is on the difference between managing and leading. Topics include: leadership skills, diversity, communication, organizational culture and change management.

MGT 334 Organizational Communication
3 Credits (Formerly MGT 345)
This course provides an overview of the mechanics and politics of organizational communications. Students will learn theories of organizational communication and have practice in applying these theories to business situations. The course will cover both external and internal communications, as well as leadership and cross-functional communications.

MGT 399 Intermediate Business Principles
3 Credits
The course provides a culminating experience at the midpoint of the program. It provides students the opportunity to demonstrate their

comprehension of the inner-workings of the business environment through research, ethical principles and challenges, and the elements of the research process within quantitative, qualitative, and mixed methods approaches.

MGT 441 Negotiation & Conflict in Management
3 Credits (Formerly MGT 350) Conflict is inherent in all organizations and is often driven by the competition for limited resources and power. This course is an introduction to the sources and types of internal and external conflicts, and the strategies for understanding and managing these conflicts.

MGT 442 Leading Diverse and Dispersed Teams
3 Credits (Formerly MGT 351)
We have become a global economy, and as a result are operating across different time zones and cultures. Future leaders will need to have skills to create and lead both diverse and dispersed workforces. In this course, students will learn about the challenges of managing in a global economy by reading case studies demonstrating how some organizations have successfully addressed these new leadership challenges.

MGT 443 Supply Chain Management
3 Credits (Formerly MGT 353)
In this course, students study the following supply chain functions: logistics, operations, purchasing/sourcing, transportation, inventory and warehouse management. The use of analytical tools to guide decision-making is emphasized.

MGT 444 Strategic Management
3 Credits (Formerly MGT 316)
This course is an examination of strategic management concepts. Students will study the strategic planning process, which includes creating goals, making decisions, taking actions, and analyzing results. The benefits of strategic planning will be identified and distinguished from operational planning. Through discussions, exercises and assignments, students will practice using analytical tools to critically assess an organization's internal and external environments, competitive opportunities, and threats. Students will be expected to recommend an appropriate organizational strategy, while at the same time critically analyzing other strategic approaches.

MGT 499 Capstone
3 Credits
In this course students design, develop, and complete a comprehensive capstone project that integrates all courses in the BAM program. The purpose of this project is to demonstrate the ability to evaluate, assess, and synthesize the topics covered in the program.

MGT 504 Human Resources Leadership
3 Credits
In this course, students will study the changing role of the Human Resources function, and the impact this change is having on organizations. In addition, students will analyze current trends students will analyze current trends and issues facing the HR professional, and the skills that will be required to be successful.

MGT 508 Organizational Behavior
3 Credits (Formerly MGT 503)
This course examines the theories and concepts used to analyze and understand organizational behavior at both the individual and group levels. Other topics covered in the course include power and conflict management.

MGT 511 Managing Organizational Change & Innovation
3 Credits
Students will be introduced to the principles and practices for understanding, analyzing and implementing organizational change. They will also learn the strategies and "mindset" necessary to foster innovation within organizations.

MGT 512 Cross-Cultural Management
3 Credits
In this course, students will analyze the opportunities and challenges facing organizations as they operate in international markets. They will also examine how to lead organizations in other countries and the challenges faced in working with different languages, societal norms, business practices, and legal, political and economic systems.

MGT 516 Strategic Management & Analysis
3 Credits

This course is an introduction to different approaches, theories and methods of `strategic management. Students will learn how to perform competitive analysis of the environment (social, technological, economic, and global), industry and competition.

MGT 599 Capstone
3 Credits
This is the final course in the MBA program. It is designed to have students demonstrate their understanding and synthesis of business concepts and theories from all of their coursework.

MGT 999 Graduate Professional Symposium (GPS)
0.5 Credits
This course provides practical learning experience and application for qualified graduate students. The objective of the course is to provide hands-on and practical work experience that intersects the theory and practice of the learning objectives of the MBA Program that will give students a competitive advantage when they graduate.

MHS 500 Health Through the Life Course
3 Credits
The course provides an overview of human development and aging as normal part of the life cycle. Demographic and epidemiological trends with respect to the life course will be examined. Common diseases over the life course and their impact upon caregivers will be explored. Health behavior theory and health education planning models will be introduced and applied in the context of chronic disease prevention. The course provides a conceptual framework to understand the interrelationships among psychological, biological, and social factors and their influence on development and health.

MHS 501 Aging and Health Education
3 Credits
The course teaches students about the physical, social, psychological, and economic changes related to aging, and the impacts of an aging population on the delivery of health care services. Overall discussion will include socioeconomic/ demographic trends, public policies, long-term care, Alzheimer's disease, and family care giving.

MHS 502 Health Promotions, Program Planning, Design and Evaluation
3 Credits
The course provides students with the capacity to plan, implement, and evaluate health promotion programs in various community and health care settings. Needs assessment methods, planning models, goals and objectives setting, strategy selection, data collection, and quality and evaluation issues will be addressed. Prerequisites: None

MHS 503 Perspectives in Community Health Education
3 Credits
This course is an introduction to the theory and practice of public and community health. Models, theories, and policy analyses are included. It also provides an introduction to the nature of community health services and resources.

MHS 504 Cultural and Cross-Cultural Perspectives in Health
3 Credits
The course provides an overview of essential concepts related to culture and cross-cultural perspectives in health and health care. The overreaching goals of this course are to develop cultural awareness and an intercultural understanding of health, to provide the ability to function effectively in multicultural settings as health educators and health administrators, and to learn to identify social determinants of health to effectively address cultural factors related to individual and population health, health disparities, and health services.

MHS 506 Health Behavior and Change
3 Credits
The course provides the student with an overview of the health education/health promotion field and an opportunity to develop skills in needs assessment and program planning. The student will learn why health behavior is such an important contributor to current public health problems and how health education and promotion programs can be used to address the problems. The student will be introduced to a hands-on experience using the PRECEDE/PROCEED planning framework to conduct a needs assessment and design a health promotion program.

MHS 507 Ethical Issues in Public Health
3 Credits
The course examines the legal and ethical issues involved in the use of health related information in public health. Issues of autonomy, individual rights, fairness, the private and the public good are important to public health policy.

MHS 508 Research in Health Sciences
3 Credits
The course is designed to provide students the capability to evaluate research findings in the field of health sciences in preparation for the Capstone course, and in addition to identify the relationship of conceptual models and theories to research (knowledge building). Quantitative reasoning and statistical analysis will be introduced as they are applied to performing scientific investigations.

MHS 510 Mental Health and Society
3 Credits
This course is an overview of mental disorder in our society. Topics include biological, psychological, medical, legal, social, and health services issues related to mental health and wellness. Major legal cases, legislation, and governmental reports relevant to health care policies on mental health will be covered.

MHS 512 Health Education Program Administration
3 Credits
The course provides a full introduction to health care program administration and an overview of the skills and models commonly utilized by members of the profession. The main skills applied to managing health care programs are discussed.
Prerequisite: MHS 502

MHS 513 Health Policy Analysis
3 Credits
This course introduces students to policy analysis by examining issues in the health sector with a problem focused and multi-disciplinary approach that builds on political science, public administration, epidemiology, biostatistics, public policy and political theory. It explores the complexity of health policy and provides the basic tools used in policy design, implementation and evaluation.

MHS 515 Information Systems in Health Care
3 Credits
Overview of various health information systems with emphasis on case studies like patient-care, clinical decision-support, disease and demographic surveillance, imaging and simulation, and safety and environmental assessment. Fundamentals of proposing, reporting, and refereeing evaluation studies are covered. Legal and ethical issues related to training, security, confidentiality, and the use of informed consent are also addressed.

MHS 516 Health Economics
3 Credits
This course examines the linkages between health and economics that shape the environment for international managers. It develops tools of analysis to assess trends and current events that affect management decisions in health science. Analyses of monetary and financial relations and global institutions such as the Monetary Aspect of Health and hospital facilities highlight the course including : (A) understanding the complex relationship between health, population, and economic growth; (B) understanding key challenges to improving individual and global health; (C) recognizing differences between optimal health decisions from an individual, national, and global perspectives.

MHS 517 Healthcare Financial Management
3 Credits
Operational knowledge of financial management theory and concepts adhering to Government Accounting Standards Board or the Financial Accounting Standards Board are presented. Understanding basic principles is vital for the economic well-being of the healthcare organization.

MHS 518 Global Health
3 Credits
Knowledge of the tenets of global health strategically addressing health inequities is introduced. Priority- setting and evidence-based health promotion on issues will be discussed. Emphasis is placed on the best practices and future directions to be undertaken as an individual, community and or as part of a national endeavor.

MHS 519 Health Literacy and Communication
3 Credits
Understanding health information is essential to "helping the people connect the dots." This course will focus on gaining access vital to one's health sustenance and maintenance. Strategies to improve literacy from the grassroots to policy-making levels are discussed and applied.

MHS 520 Interprofessional Education
3 Credits
Healthcare delivery is a function shared among different professionals. Collaborating and working as a team wherein each maintains its identity and complements each other will result in optimal services to a given community.

MHS 524 Fundamentals of Health Informatics
3 Credits
Evolution of health informatics to improve quality and enhance patient safety. Includes definitions, theories, technologies, workflow and expectations in the informatics field, tools and professional organizations.

MHS 525 Strategic Planning and IT Management
3 Credits
Strategic planning addresses long-term goals and the allocation of IT resources. Tactical plans outlining specific steps and timetables to achieve the strategic goals including hardware and software architecture, and end-user computing resources are. Topics include budget and risk management controls.

MHS 527 Data Standards and Analytics
3 Credits
With major provisions for electronic health records with the Affordable Care Act, there will be a reduction in costs, in errors, improved and standardized data, and the meaningful use of such data improving the quality of care. Design of a better disease management strategy leading to lifestyle adjustments and wellness measures will follow. The grand challenge problems healthcare of connecting medicine and computational thinking will be elucidated.

MHS 530 Healthcare Compliance
3 Credits
This course is designed for administrative and legal counsels in healthcare for keeping their organizations in compliance with federal and state regulations. Strategies for plan development and implementation are discussed. The essential ingredients for an effective compliance program in agreement with key statutes, regulations, policy guidance and enforcement are discussed.

MHS 599 Capstone Integrative Project
3 Credits
The integrative Capstone course is for students completing their master studies in Health Sciences. The focus is on helping students to choose and define their research topic, to formulate the research question, and guiding them through research and writing process of their thesis. It also teaches how to effectively present the results of their work to the Graduate Committee.
Prerequisite: MHS 508

MHS 999 Graduate Professional Symposium (GPS)
0.5 Credits
This course provides practical learning experience and application for qualified graduate students. The objective of the course is to provide hands-on and practical work experience that intersects the theory and practice of the learning objectives of the MSHS Program that will give students a competitive advantage when they graduate.

MKT 321 Principles of Marketing
3 Credits (Formerly MGT 308)
This course provides a familiarization with the field of marketing with an emphasis on the elements of marketing and associated strategies (analyses of customer, company, and competitor).

MKT 441 Customer Service Management
3 Credits (Formerly MGT 323)
In this course, students examine the characteristics of "excellent" customer service, strategies for gaining and retaining customers and how these can lead to competitive advantages. Emphasis is on an integrative approach to customer service management, involving different areas of companies (i.e., operations, information technology, production, etc.) to provide a

seamless approach to providing excellent customer service.

MKT 442 Marketing Communications & Advertising
3 Credits (Formerly MGT 341)
The purpose of this course is to provide students basic skills to develop an understanding of the requirements for designing and executing marketing and advertising plans. Topics include media selection, types of advertising, personal selling, sales promotion, public relations, and demand creation

MKT 443 Marketing Analysis and Research
3 Credits (Formerly MGT 342)
This course is an introduction to marketing research and data analysis critical to the firm's success. Students will learn how to apply research results to make strategic marketing decisions. Some of the topics addressed in the course are: forecasting demand, pricing, assessing customer satisfaction, testing and creating strategic marketing/advertising strategies.

MKT 444 Strategic Internet Marketing
3 Credits (Formerly MGT 343)
This course examines interactive technologies used for Internet marketing. The following topics will be covered in the course: e-Business strategies, online consumer behavior, the website and blog design and creation, selection of the correct domain name, and marketing mix.

MKT 445 Search Engine Optimization (SEO) & Search Engine Marketing (SEM)
3 Credits
The purpose of this course is to provide students the skills to optimize websites in order to maximize rankings, site traffic, and sales. Students will learn how to use Google Analytics and other search engine optimization tools to analyze consumer data and develop effective marketing campaigns.

MKT 506 Marketing Strategy
3 Credits (Formerly MGT 506)
This course builds on the fundamentals of marketing. Topics covered include: pricing decisions, managing/developing/utilizing marketing data bases (data mining), managing existing products/services, assessing demand for and creating new products/services, creating supply chain/distribution strategies, analyzing strategic competencies and competitiveness, creating and executing strategic marketing plans, and managing sales.

MSN 560 Transitions in Practice: The Role of the Advanced Practice Nurse
3 Credits
This course focuses on the role and accountabilities of advanced practice nurses. Emphasis is on historical and contemporary contexts, major themes and theories crucial to successful development; execution of and leadership in advance practice nursing. Focus is also on the impact and evolution, certification, legal issues, ethics, best practices, standards, standardized procedures, prescriptive authority, and professional activities inclusive of advanced practice nursing roles.

MSN 561 Theoretical Foundations of Advanced Practice Nursing
3 Credits
This course will analyze major nursing theories and explore theories from related fields. This course will apply the knowledge of nursing theory to evidence-based practice in domains of clinical, research, leadership, management and education. Students in this course will explore in depth the core concepts of Jean Watson's Caring Science Theory. The student will develop a personal theoretical framework for their practice of advanced practice nursing- clinical practice, education, or administration.
Prerequisite: MSN560

MSN 563 Evidence Based Inquiry for Scholarship and Practice
3 Credits
This course is designed to prepare the advanced practice nurse for utilization of existing knowledge to provide high quality health care, initiate change and improve nursing practice incorporating the principles of caring science. Emphasis will be placed on the evaluation of research and evidence, problem identification within the practice setting, awareness of practice outcomes, and the clinical

application of evidence based practice. Reasoning and critical thinking will be applied to explore qualitative and quantitative research methods. Understanding of statistical methods and critical analysis of data for the purpose of validating evidence will be integrated into course content. Integration of knowledge from the humanities and science within the context of nursing science will be discussed. The student will define a clinical problem and design the evidence based practice project approach that will be developed in MSN 600: Evidence Based Family Health Project. Prerequisite: MSN561

MSN 564 Cultural and Spiritual Care across the Lifespan
2 Credits
This course focuses on an evidence-based approach to examining a wide range of cultural norms, religions, and alternative health care practices of varied racial and ethnic groups. Emphasis will be placed on using critical dialogue, reflection in action, and scholarship to explore how these practices affect design and implementation of culturally competent, individualized health care. The value of a multicultural professional nursing work force to assess, plan, and manage care according to the cultural and spiritual needs of individual patients and populations will be incorporated into dialogue and scholarship.

MSN 565 Nursing Leadership and Health Policy
3 Credits
This course will focus on providing students with the skills to navigate the challenges and opportunities that confront nursing leaders in complex healthcare environments. Techniques to develop successful leadership methodologies will include the use of multiple technology platforms, social media, e-leadership along with other emerging tools for the optimization and development of the nurse leader. Emphasis will be placed on the responsibilities of the nurse leader to understand and drive health policy at the local, state, national and international level. Prerequisite: MSN564 or MSN563 or MSN583

MSN 570 Advanced Pathophysiology Across the Lifespan
3 Credits
This focus of this course for advanced practice nursing students is to apply concepts of pathophysiology from the cellular level to disease process for assessment of patients with a variety of conditions across clinical settings. The concepts and principles of normal physiology, pathophysiology, and genetics are emphasized. Current research is used to explore disruptions in normal physiological functioning. The impact of positive health behaviors on pathophysiology is addressed. A systems approach and psychophysiological interrelationships are used to analyze the disease processes and their causative factors. The course stresses critical thinking and decision-making in clinical settings based on these concepts.

MSN 571 Advanced Pharmacology across the Lifespan
3 Credits
The focus of this course for advanced practice nursing students is to expand theoretical and evidence-based knowledge and promote synthesis of pharmacotherapeutic concepts across the lifespan. The application of knowledge of pharmacological principles to prevent and/or treat specific conditions will be emphasized from a systems approach. Iatrogenic problems caused by the pharmacologic agents will be explored. Drug classifications, cost-effective drug therapy, management and monitoring of therapy including over the counter and herbal preparations and educating/counseling strategies will be included. Ethical, legal, cultural considerations and safety standards of pharmacotherapeutics will be discussed in relationship to the advanced practice nursing role. Legalities and regulations around prescription-writing privileges will be addressed, including standardized procedures and furnishing numbers. The course is also designed to meet the California BRN pharmacology course requirements for the NP to furnish drugs or devices pursuant to the business and professions code, Section 2836.1.

MSN 572 Advanced Health and Physical Assessment Across the Lifespan
3 Credits
The focus of this course for advanced practice nursing students is to expand upon basic health assessment skills and includes strategies for history taking and for physical, functional, developmental, and psychosocial assessment that recognizes and includes normal individual, cultural, and developmental variations and pathophysiological changes across the lifespan. Comprehensive and focused data collection and physical examination strategies culminating in a differential diagnosis will be addressed. An overview of appropriate protocols for performing health screening, ordering, performing, and interpreting laboratory, radiographic, and other diagnostic data, as well as verbal case presentation, documentation and record keeping is included.
Prerequisite: MSN571

MSN 573 Advanced Health Assessment Across the Lifespan and Cultures Lab
1 Credit
This course will provide advance practice nursing students with the opportunity to develop and refine comprehensive health assessment skills necessary for advanced health assessment across the lifespan. Students will be expected to demonstrate and document, both in a laboratory and clinical setting, their ability to perform a comprehensive and organized history and physical examination that considers cultural and socioeconomic background, developmental variations, and pathophysiological changes. This course is graded on a Pass/No Pass basis.
Prerequisites: MSN571
Corequisite: MSN572

MSN 574 Curriculum Design and Development in Nursing
3 Credits
Students will learn how to design and develop innovative and creative nursing curriculum to meet the challenges of an evolving technological and complex health care system. Students will consider traditional and contemporary methods of curriculum planning and design for revolutionizing nursing education. Emphasis is placed on philosophy, theory, curriculum planning, design, implementation and evaluation.
Prerequisite: MSN572

MSN 575 Online Teaching and Learning Strategies in Nursing
3 Credits
This course focuses on teaching and learning strategies adapted to online and distance learning. Students will explore classroom tactics to engage the learner within an online environment. The course will explore strategies for content delivery, incorporation of various learning platforms, and the use of emerging online instructional technologies.
Prerequisites MSN574

MSN 576 Educational and Instructional Technology (Including Telehealth)
3 Credits
This course will introduce students to educational platforms using a variety of computer and technology-based media utilized in online or blended courses. The focus is on providing students with skill acquisition in the application of cutting edge online classroom technologies to engage online learners. Examination of current technologies in multimedia, interactive software, online testing, clinical practice and telehealth will be explored.
Prerequisites MSN575

MSN 577 Educational Assessment and Evaluation Outcomes
3 Credits
This course will examine the principles and practices in assessment and evaluation outcome methods. Assessment strategies and evaluation processes relevant to course and nursing program outcomes will be examined. Students will develop learning outcomes, construct valid and reliable student measurements, and analyze testing data for classroom, skills labs and clinical practice environments in both on-ground and online learning.
Prerequisites MSN576

MSN 578 Specialist Clinical Practicum for Nurse Educators
3 Credits
The 144 hours of precepted clinical practice time required this affords the student clinical decision-making opportunities in the specialist clinical nurse role through the application of theoretical concepts and strategies for a diverse patient population in a variety of clinical settings. The specialist clinical role for the nurse educator will be analyzed and applied in collaboration with a master's or doctoral prepared nurse preceptor with experience in the clinical specialty. Evidence-based strategies will be developed into a comprehensive learning plan to engage learners in active learning and implemented to meet mutually determined outcomes. Clinical evaluations will be performed using evaluation rubrics. Project Concert will be used to track students' clinical experiences.

MSN 578 Specialist Clinical Practicum for Nurse Educators
3 Credits
The 144 hours of precepted clinical practice time required this affords the student clinical decision-making opportunities in the specialist clinical nurse role through the application of theoretical concepts and strategies for a diverse patient population in a variety of clinical settings. The specialist clinical role for the nurse educator will be analyzed and applied in collaboration with a master's or doctoral prepared nurse preceptor with experience in the clinical specialty. Evidence-based strategies will be developed into a comprehensive learning plan to engage learners in active learning and implemented to meet mutually determined outcomes. Clinical evaluations will be performed using evaluation rubrics. Project Concert will be used to track students' clinical experiences.

MSN 580 Strategic Planning and Project Management in Healthcare
3 Credits
This course examines a variety of strategic planning methodologies and the theoretical perspectives behind each. It will review strategic planning process and resources allocation, and students will participate in the exploration of national health care delivery policy, financing structures, and review a development of marketing plans in health care.

MSN 581 Innovation in Organizational and Systems Leadership
3 Credits
This course will leverage current and emerging trends and innovations in health care system to enhance their organization and system leadership skillsets and leadership opportunities. Students will have the opportunity to explore sustainable solutions for today's complex healthcare systems in a transdisciplinary environment.

MSN 582 Leadership and Organizational Behavior
3 Credits
This course will examine the nuances of leadership roles and organizational behaviors in today's complex health systems. Students will learn to design, implement and lead transformation in complex healthcare systems.

MSN 583 Legal and Ethical Issues for the Advanced Practice Nurse
3 Credits
This course presents an overview of the legal issues facing the health care industry. It provides students with a basic working knowledge of health law and ethics. It is a comprehensive and inclusive review of a wide variety of health care legal issues. Students are provided with a realistic knowledge of health law and its application to the real world.

MSN 584 Quality Measures, Safety, and Improving Patient Outcomes
3 Credits
This course focuses on the key drivers affecting healthcare delivery such as the Quality and Safety movement. Students will learn methods of assessing quality and techniques for improving quality. They will learn how to develop a patient safety, and quality assurance program in healthcare.

MSN 585 Innovation in Healthcare Technology
3 Credits
This course will examine innovations theory as it relates to healthcare innovations. How to develop an environment that supports innovation in healthcare will be explored. A focus on emerging technologies for clinical practice and healthcare management will be examined as they relate to new healthcare delivery models and Telehealth. The changing role of technology, its use and abuse, and the barriers to implementation will be covered.

MSN 586 Entrepreneurship in Advanced Practice Nursing
3 Credits
This course will focus on the development of the nurse entrepreneur. With the guidance and support of the faculty, students will collectively tie together the lessons from their previous courses to design, develop and implement an entrepreneurial endeavor that will include a business plan, marketing strategy and tools that will align with their goals for their future.

MSN 587 Residency in Nursing Leadership and Systems Management
2 Credits
The course focuses on the Clinical Nurse Leader and System Management role immersion. This course includes 96 clinical residency hours.

MSN 600 Evidence-Based Capstone Project
2 Credits
This culminating integrative course provides the opportunity for students to develop and design an innovative evidence based project (PICO-T) that was identified and defined in MSN563. The capstone project must be founded in evidence based practice and either be supported by evidence in peer-reviewed literature or provide outcomes in identifying the effectiveness of the project. The students will be guided in the process of evidenced based project development, including formulation of goals and objectives, refinement of project design, implementation strategies, development of tools, data collection, identification of resources and evaluation. Through group discussion, students will participate in a process of peer consultation and critique in support of project refinement. Faculty will supervise students in developing their capstone project in conjunction with other educational resources that are selected by the students. The faculty will advise and approve the final project according to students' specialty area. The projects may include electronic practice portfolio, a quality improvement project, an evaluation of a new practice model, clinical practice project, poster presentation, and manuscripts submitted for publication.
Prerequisite: Must be the last course in the degree or paired with one other course such as FNP597.

MSN 610 Special Topics
Variable Credits: 1 – 3 credits
A course of study not currently encompassed in the curriculum and relevant to evolving topics of growing importance in Nursing and Health.
Prerequisite: Admission to graduate study. Permission of the Dean required.

MSN 620 Independent Practicum
Variable Credits: 1 – 3 for up to 144 clinical hours
Additional clinical hours not encompassed in the student's curriculum and relevant to the area of concentration.
Prerequisite: Admission to graduate study. Permission of the Dean required.

NUR 370 Transitions and Issues of the Professional Nursing Role
3 Credits
This course focuses on the professional nursing role. Students will explore professional nursing practices and role transition. Advanced theoretical concepts will be examined using the nursing process as a framework. Students will examine advocacy, empowerment, life-long learning and self-renewal in an evolving nursing role.
Prerequisite: Acceptance into the RN-BSN Program

NUR 371 Foundations of a Caring Science

3 Credits
This course offers a detailed examination of caring as an essential framework for nursing practice. The fundamental components of nursing theory development will be defined. The students will examine the meaning of caring in relation to the use of multiple ways and patterns of knowing. The humanities, arts and sciences, and other nursing theories will be examined and applied as the student develops a personal theoretical framework for nursing practice.
Prerequisite: NUR 370

NUR 372 Evidence Based Nursing Practice
3 Credits
This course explores the theories, concepts, values and behaviors required to transition to the professional nursing role. Included are historical, ethical, legal, legislative and political processes that impact the practice of professional nursing in the contemporary healthcare system. Introduced is the impact of culture on delivering nursing care to diverse clients, their families and communities.
Prerequisite: NUR371

NUR 373 Healthcare Policy, Regulation and Finance
3 Credits
This course is designed to enable the learner to understand health care delivery systems. Students will explore the nursing role in the formulation of health care policy and political processes with a focus on the legislative and regulatory processes. The business of health care, including the internal and external environment, financing of health care, and resource management and utilization are reviewed.
Prerequisite: NUR372

NUR 374 Managing System Change and Improving Patient Outcomes
3 Credits
This course focuses on the analysis and application of systems theory and skills needed to assess, plan and evaluate the care of populations within health systems. The evaluation of current outcome measures as well as the acquisition and management of outcome data will be studied. Systems change is discussed as it relates to effective outcomes of care. An emphasis is placed on clinical, functional, and financial outcomes as well as satisfaction indicators.
Prerequisite: NUR373

NUR 375 Inter-Professional Communication and Collaboration for Improving Healthcare Outcomes
3 Credits
This course explores the impact of inter-professional collaboration and communication on patient outcomes. Students will investigate barriers that exist within and between disciplines that can obstruct a team-based care system. An emphasis is placed on methods and actions to foster a collaborative approach in clinical settings in order to jointly make decisions, coordinate patient treatment, combine resources, and develop common goals which may result in improved healthcare outcomes.
Prerequisite: NUR374

NUR 376 Innovation in Patient Care Technology and Information Management
3 Credits
Students in this course will explore the recent changes in health care technology including electronic medical records, patient care, decision support, radio-frequency identification (RFID) systems, and work flow. Students will evaluate these technologies in terms of nursing practice and their impact on patient outcomes. Barriers and incentives to implementation will be examined. Emphasis will be placed on learning how to stay current in the area and use of information management and patient care technology and related health care technologies to improve the design, delivery, and evaluation of evidence-based, quality health care.
Prerequisite: NUR375

NUR 377 Cultural Diversity, Spirituality and Ethics in Healthcare
3 Credits
This course focuses on the fundamentals of an evidence-based approach to examining a range of cultural norms, religions, and alternative health

care practices of varied racial and ethnic groups, and how these practices affect the definition, design and implementation of culturally competent, individualized health care. Variations in race, ethnic, age and gender groups, family structure and patient support will be explored. Emphasis will be placed on summarizing intercultural aspects and how the multicultural professional nursing work force can collaborate to assess, plan, and manage care according to the cultural and spiritual needs of individual patients and populations.
Prerequisite: NUR 376

NUR 378 Global and Community Based Nursing
3 Credits
This course explores the factors that impact the health of individuals, communities, and populations at the local, national, and global levels. Issues including public health, environmental health, emerging infectious diseases, and chronic illness will be explored, while incorporating societal and cultural issues.
Prerequisite: NUR377

NUR 379 Global Community Service Project Internship
3 Credits
This course provides students the opportunity to apply theoretical knowledge gained in their RN-BSN coursework and apply it in a variety of clinical settings at the local, national or global level. Service projects may include but are not limited to, developing a plan for impacting health issues, evaluating and participating in community health initiatives at the local or national level, or participating in global health settings.
Prerequisite: NUR378

NUR 380 Professional Nursing Leadership
3 Credits
This course introduces students to the fundamentals of leadership and management in nursing and the health environment. Emphasis is placed on understanding the health care system and social forces affecting care delivery, effective leadership, patient outcomes, project management, accounting principles, and entrepreneurship. Health care policies and their effects on professional practice are explored.
Prerequisites: NUR379

NUR 490 Capstone in Evidenced Based Professional Nursing Practice
3 Credits
This capstone course synthesizes program concepts through analysis of a documented health issue. Students use evidence-based resources, address health competencies and analyze the identified issue. Students will develop a plan of interventions that incorporated current evidence for management of the identified issue. Students will present their capstone work via a poster or podium presentation. Presentation forums may be on-campus, at a professional conference, or conducted virtually.
Prerequisite: NUR380

PHI 105 Introduction to Philosophy and Ethics
3 Credits
Synthesizes philosophical and ethical topics from the Western tradition including: theory of knowledge, metaphysics and reality, ethical relativism, deontology, God, skepticism, justice, free will, and moral responsibility, with inclusion of selected philosophers from Classic Era to the twentieth century.

PHI 380 Ethics in Healthcare
3 Credits
Examines the principles of ethics and how personal and professional values relate to ethics in Nursing. Recognize and analyze ethnical principles in daily practice.
Prerequisite: ENG130

POS 120 International Relations
3 Credits
Introduces the basic concepts of and approaches to the study of international relations, focusing on the two fields of international conflict and security and international political economy (IPE). Topics discussed will include regional conflict, foreign policy-making, international organizations, human rights, globalization, and environmental protection. The purpose of the course is to

develop the analytical skills necessary to understand developments in the contemporary global community.

PSY 101 Introduction to Psychology
3 Credits
A survey of the principles and concepts basic to understanding of human behavior. Includes history and development of basic theories.

PSY 101A Psychology
3 Credits
This course provides an introduction to psychology as the scientific study of mental processes and human behavior. Biological, environmental and social factors which influence human behavior are examined as well as how humans feel, reason, remember, learn and develop. Psychological disorders and therapy methods are introduced.

PSY 495 Lifespan Cycles
3 Credits
This course provides an understanding of the psychological aspects of human development from birth to death. Exploration of the patterns and sequences of physical, cognitive, social and psychological development and how individuals fulfill their potential at each stage of the life cycle. Also emphasized are the norms and variations that occur during the life cycle with the impact that heredity, environment and social factors play in creating human development.

SCI 220 Survey of Physical Science
3 Credits
Introduction to the basic principles and general concepts of physical sciences. Selected topics from chemistry and physics.

SOC 101 Introduction to Sociology
3 Credits
Study of human behavior. Includes sociological perspective, culture, socialization, social organization and stratification, deviant behavior and the family.

SOC 305 Critical Perspectives in Society
3 Credits
Study of human society from diverse perspectives. Analysis of the nature of social organizations and cultures developed by human need.
Prerequisites: PSY 101

TEB 580 Latinos in the United States
3 Credits
The course will explore the historical, cultural, and social characteristics of major Latino groups in the United States. This will include Latino contributions, cultural conflicts, demographics, migration and immigration patterns. It analyzes the legal, political, and social contexts that have shaped the status and educational experiences of Latinos in the U.S.

TEB 581 Desarrollo del Lenguaje y Lectura
3 Credits
The focus of the course will be strategies and methodologies in Spanish language development, reading readiness, and beginning reading in the primary language. Special emphasis will be on the current trends and social issues affecting bilingual programs including program models, instructional approaches, bilingualism and illiteracy and selection and use of primary language materials.
Prerequisite: Spanish Proficiency

TED 501 Affirming and Valuing Diversity in the Classroom
3 Credits
The course addresses the preparation of teachers for the wide diversity of students they are certain to meet in their classrooms, schools, and communities. The course provides a broad treatment of the various forms of human diversity found in today's schools; including nationality, ethnicity, race, religion, gender, class, language, sexual orientation, and ability levels. The students will examine research-based cross-cultural psychological emphasis on how people learn about culture. The course content is based on the assumption that it is at the level of the individual teacher where the change that must occur with regard to diversity in schools begins. It assumes that teachers must learn to incorporate issues of diversity in all their teaching, not simply teaching about members of minority groups.

TED 503 Foundations of Education
3 Credits

The course is designed to give students an overview of the historical, cultural, philosophical and political history of the American Educational System. Theories and research and the relationship to pedagogical strategies and student performance will be examined. The aim of the course is to provide critical perspectives on education and educational settings.

TED 504 Educational Psychology
3 Credits
This course is the study of learning environments, the evaluation of learning and the teaching/learning process. There will be an analysis of the physical, intellectual, emotional, cultural and ethnic factors affecting development, learning and behavior. Emphasis is placed on implications for teaching and learning in the primary, elementary and secondary schools.
Prerequisites: Admission to preliminary credential program

TED 506 Introduction to Special Education
3 Credits
This course is an in depth review of the history and evolution of special education in the American school system. Special focus is placed on providing an overview of issues confronting educators of students with exceptional needs. Emphasis will be on the understanding of psychological, legal and educational implications for instruction and program planning. All exceptionalities and implications of current legislation will also be covered.
Prerequisite: ENG 310

TED 508 Integrating Educational Technology into Teaching
3 Credits
This course will examine the use of technology in the teaching of subject matter. Students will be introduced to teaching and learning pedagogies in traditional and non-traditional school setting using technology across the curriculum. Topics to be covered in this course are mobile computing, the use of tablets in education, social media, the exploration of how technology can be used to support students learning, digital media, the Internet, educational software including productivity tools for teachers and students, and web-based resources in education. Further areas of discussion will include an overview of the challenges, advantages, cultural issues in technology, and of using and information literacy and fair use.

TED 520 Introduction to Classroom Instruction
3 Credits
This course is a prerequisite for the preliminary credential program. Students must complete the course prior to student teaching (clinical practice) as an orientation to teaching in culturally and linguistically diverse classrooms. Candidates participate in 45 hours of classroom observations with emphasis on school systems, administrative policies, teacher expectations, classroom management systems and other aspects of classroom and school environments. Documentation of visits is required.
Prerequisite: Senior Level

TED 522 First and Second Language Acquisition
3 Credits
This course will study the historical, political, socio-cultural and pedagogical factors related to the acquisition of first and second language. Theoretical frameworks will be examined with emphasis on identification, assessment, performance and placement of English Language Learners. Other topics covered will be the laws, legislation and litigation related to English Language Learners.
Prerequisite: Admission to preliminary credential program

TED 525 English Language Developmental Strategies for English Language Learners
3 Credits
This course explores instructional models, strategies, approaches, assessment and placement of students in English as a second language and content based second language teaching. Teaching strategies, techniques and methods for teaching English to speakers of other languages will be explored including instructional planning for the development of aural and oral language proficiency. (*SDAIE and Sheltered Instruction*)
Prerequisite: Admission to preliminary credential program

TEL 500 Delivering Healthcare with Technology

3 Credits
This course uses a multidisciplinary approach to explore definition, impact and theoretical application of Telehealth. Both real-time communication and store-and-forward methods of Telehealth will be discussed where core knowledge in Telehealth is established. Current peer reviewed literature is critiqued and synthesized to identify care settings and populations who benefit from Telehealth, as well as strengths and challenges of Telehealth in the current health care environment. This course is taught in an asynchronous distance collaborative learning community with the oversight and resource of USU, College of Nursing online faculty. Students establish online learning techniques and strategies necessary to complete the Certificate. The Blackboard platform is utilized for course format, and Blackboard Collaborate Ultra for both mobile and desktop device is utilized for face-to-face presentation and discussion. Wiki, Prezi, PowerPoint, Discussion Board, and Screencast-o-matic are used for delivery and synthesis of course content. In this first course the student will establish a professional e-portfolio to manage the e-library of resources and professional projects that are develop throughout the Certificate. Every student will select their own unique method for the store and forward of private data to be used for their private analysis instruction assignment.

TEL 501 Legal and Regulatory Issues
3 Credits
This course uses a multidisciplinary approach to identify, classify and select legislative bodies and agendas impacting Telehealth. State, national and international regulation of Telehealth will be explained and discussed. Current literature is used to discuss current regulatory agenda and legislation impacting legislative reimbursement for delivery of Telehealth services.

Professional organizations providing resources for implementation of Telehealth and arenas for professional discussion are identified to meet the unique need of the learner. The student participates in instructor led discussion on HIPPA, healthcare alerts, and state-to-state regulation. Reciprocity and compact state agreements are discussed. This course is taught in a distance collaborative learning community utilizing asynchronous learning strategies. Online learning strategies established in TEL 500 are implemented.

The student will identify key stakeholders, legislators, and regulators in their system of interest. Each student will develop an Infographic with key facts important to disseminate impact Telehealth initiatives. The library in the professional e-portfolio will include pages for notes, letters and action plans for establishing Telehealth competency in every student's arena of interest. Mozilla backpack badges will be added to the e-portfolio as the key milestone of the certificate are reached.
Prerequisite: TEL 500

TEL 502 Infrastructure and Technology Requirements
3 Credits
This course uses a multidisciplinary approach to apply a variety of point-of-care devices utilized to deliver Telehealth. Smart phone applications, peripherals and telehealth base-stations are discussed. Specific point-of-care devices are explored based on the unique need of the class participant. Identification of support technologies and technical infrastructure requirements are discussed. This course is taught in a distance collaborative learning community utilizing asynchronous learning strategies.
Prerequisite: TEL 501

TEL 503 Integration into Practice
2 Credits Lecture/1 Credit Lab
This course uses a multidisciplinary approach to demonstrate and practice strategies for delivery of telehealth. Compatibility and technical support of devices are discussed. The Polycom RealPresence EDU 500 cart and Polycom RealPresence Utility cart, in conjunction with learner specific Smart Phone applications and peripherals, are utilized to demonstrate and practice delivery of telehealth. Strategies for delivery of telehealth to multicultural populations is also discussed. The unique store and forward data collected throughout the certificate course is downloaded and analyzed to provide hands-on experience with equipment and data management. An optional onsite experience is available.
Prerequisite: TEL 502

TEM 534 Curriculum & Instruction I
3 Credits
Teacher candidates will learn how to use and develop curriculum embedded in California State Standards and Frameworks. They will learn a variety of instructional methods and strategies in delivery of curriculum strategies. The Focus of the course will be the integration of content in all subject areas and in cross-cultural contexts.

TEM 535 Curriculum & Instruction II
3 Credits
Continuation of TEM 534.Teacher candidates will learn how to use and develop curriculum embedded in California State Standards and Frameworks. They will learn variety of instructional methods and strategies in delivery of curriculum strategies. The focus of the course will be the integration of content in all subject areas and cross-cultural contexts.

TEM 536 Language Arts and Reading K-3
3 Credits
An analysis and study of theories related to language and literacy. Approaches, methods and techniques for teaching literacy skills will be explored. Opportunities for understanding and ability to teach reading/language arts to all students will be provided. Special consideration will be given to the procedures, instructional materials and to AN integrated approach to teaching reading. The course meets the requirements of the California Education Code and will offer students support in preparation for the Reading Instruction Competency exam.

TEM 561 Student Teaching - Clinical Practice I
3 Credits
This course is a full time 10 week supervised placement in a public elementary school. The clinical practice courses are intended to guide candidates through their daily classroom instructional practice as student teachers. The sequence of clinical practice experiences includes multiple opportunities for interaction with diverse populations and communities such as English Language Learners and Special Needs students. All students are provided with experiences which are age and grade appropriate and are required and authorized by the credential they are seeking. Clinical practice is a critical component of the Teacher Preparation Program which combines theory to practice and is rooted in the Unites States University Mission and informed by the California Commission on Teacher Credentialing requirements.

TEM 562 Directed Student Teaching Seminar I
3 Credits
This course is designed to provide students with academic and professional support during their student teaching assignment. The courses are offered in a seminar format consisting of reflective discussions that evolve around events in content classes, field experiences, supervised teaching, and collaboration between the candidates, university personnel, and the on-site support provider.

TEM 563 Student Teaching - Clinical Practice
3 Credits
This course is a full time 10 week supervised placement in a public elementary school. The clinical practice courses are intended to guide candidates through their daily classroom instructional practice as student teachers. The sequence of clinical practice experiences includes multiple opportunities for interaction with diverse populations and communities such as English Language Learners and Special Needs students. All students are provided with experiences which are age and grade appropriate and are required and authorized by the credential they are seeking. Clinical practice is a critical component of the Teacher Preparation Program which combines theory to practice and is rooted in the Unites States University Mission and informed by the California Commission on Teacher Credentialing requirements.

TEM 564 Directed Student Teaching Seminar II
3 Credits
This course is designed to provide students with academic and professional support during their student teaching assignment. The courses are offered in a seminar format consisting of reflective discussions that evolve around events in content classes, field experiences, supervised teaching, and collaboration between the candidates, university personnel, and the on-site support provider.

TES 540 Secondary Teaching Strategies I
3 Credits
The course is an overview of curriculum and California State Frameworks and Subject Specific Standards, and district performance standards. It includes classroom procedures, instructional planning, lesson plan delivery skills, English Language Development (ELD), and Specially Designed Academic Instruction in English techniques for grades 6-12 with/and diverse student populations. Prerequisites: Admission to credential program

TES 541 Secondary Teaching Strategies II
3 Credits
This course is designed to provide opportunities for prospective teachers to observe, develop, and practice a variety of methods to create positive learning environments, effective discipline, and traditional and alternative assessments. Emphasis is placed on strategies used for students with widely ranging linguistic and academic abilities, diverse learning styles and varying cultural backgrounds. Methods and content are aligned with California State Framework for grades 6-12 with/and diverse student populations. Prerequisite: Admission to credential program

TES 542 Reading in the Content Area
3 Credits
This course will focus on the theoretical basis of literacy and approaches to teaching reading across content areas. It will cover methods and techniques for teaching literacy skills in diverse urban school settings with linguistically diverse students. The course also explores literacy processes and assessment in secondary school curricula. Methods and content are aligned with California State Framework for grades 6-12 with/and diverse student populations. Prerequisites: Admission to credential program

TES 565 Student Teaching - Clinical Practice I
3 Credits
This course is a full time 8 week supervised placement in a public secondary school. The clinical practice courses are intended to guide candidates through their daily classroom instructional practice as student teachers. The sequence of clinical practice experiences includes multiple opportunities for interaction with diverse populations and communities such as English Language Learners and Special Needs students. All students are provided with experiences which are age and grade appropriate and are required and authorized by the credential they are seeking. Clinical practice is a critical component of the Teacher Preparation Program which combines theory to practice and is rooted in the Unites States University Mission and informed by the California Commission on Teacher Credentialing requirements.

TES 566 Directed Student Teaching Seminar I
3 Credits
This course is designed to provide students with academic and professional support during their student teaching assignment. The courses are offered in a seminar format consisting of reflective discussions that evolve around events in content classes, field experiences, supervised teaching, and collaboration between the candidates, university personnel, and the on-site support provider.

TES 567 Student Teaching - Clinical Practice-II
3 Credits
This course is a full time 10 week supervised placement in a public secondary school. The clinical practice courses are intended to guide candidates through their daily classroom instructional practice as student teachers. The sequence of clinical practice experiences includes multiple opportunities for interaction with diverse populations and communities such as English Language Learners and Special Needs students. All students are provided with experiences which are age and grade appropriate and are required and authorized by the credential they are seeking. Clinical practice is a critical component of the Teacher Preparation Program which combines theory to practice and is rooted in the Unites States University Mission and informed by the California Commission on Teacher Credentialing requirements.

TES 568 Directed Student Teaching Seminar II

3 Credits
This course is designed to provide students with academic and professional support during their student teaching assignment. The courses are offered in a seminar format consisting of reflective discussions that evolve around events in content classes, field experiences, supervised teaching, and collaboration between the candidates, university personnel, and the on-site support provider.

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