



**UNITED STATES**  
**UNIVERSITY**

**University Catalog - Version 3**

**Addendum**

# Effective March 07, 2018

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## General Information – Page 9-13

*The following policies have been added:*

### **Institution or Program Teach Out Policy**

The decision to close an institution or a program requires substantial planning and careful consultation with those affected. Every effort should be made to inform everyone affected as fully as possible about the conditions leading to a decision of such importance, and all available information should be shared. The university teach-out policy aims to protect the interests of students and faculty and to satisfy the requirements established for the university by the WASC Senior College and University Commission (WSCUC).

In accordance with Federal regulations, the University will execute and submit a required teach-out plan to WSCUC for approval if any of the following occurs:

1. The institution intends to cease operation entirely.
2. The Commission terminates accreditation or the candidacy of an institution.
3. The USDE notifies the Commission that it has initiated an emergency action against an institution or an action to limit, suspend, or terminate an institution participating in any Title IV, Higher Education Act program
4. A State Licensing or authorizing agency notifies the Commission that an institutions license or legal authorization to provide an educational program has been or will be revoked
5. The institution decides that it will cease instruction in one or more degree programs before all students have a reasonable opportunity to graduate.

### Terminating a Program

The Dean and/or relevant Program Chair whose scope of authority involves an educational program being considered for termination shall inform and involve affected faculty and staff at the earliest possible stage of consideration. Once the decision to pursue closure of an educational program has been made, the Dean/Program Chair shall forward a proposal to the Provost. The Provost will work with the Dean to develop and coordinate presentations on the proposal to the President and the University Board of Trustees. The Provost will develop and coordinate the presentation on the proposal to the University Board of Trustees and work with the relevant Dean to insure all affected parties are notified on pending decision The Provost will insure the proposal for termination is brought forward for discussion by the President. Once the President and the University Board of Trustees have approved termination of the program, the Provost will be updated periodically by the relevant Dean on the notification and approval process, and will receive periodic updates from the relevant Dean on the implementation of the teach-out plan.

Both current and prospective students should be notified as soon as practicable. The Dean/Program Chair is responsible for notifying programmatic accreditors. The Dean/Program Chair is responsible for on-going monitoring, notifying and reporting on implementation of the teach-out plan. A monitoring report should be used to provide periodic reports to the Provost on the status of the teach-out. The Provost will oversee the Dean/Program Chair during the execution of the teach-out plan.

In the unlikely event of the closure of United States University (USU), the institution will at all times maintain the highest level of regulatory compliance regarding all governmental and accrediting laws, rules, and regulations throughout the teach out and closure process.

### Student Completion Support

Students will be notified immediately in the event of the initiation of teach-out protocol. All obligations to students will be continued by developing a course schedule and maintaining student learning and support services which will afford them the opportunity to complete their programs of study prior to the closure of the school. An education plan course schedule or completion timeline of the courses needed per session will be issued to each student. The Office of the Provost and Registrar will conduct regular audits of student progress to ensure students are on track for completion within established timeframes. The Library will remain open to the end of the teach-out period to ensure students retain access to resource materials. The online databases will remain available as well.

Financial aid eligibility and student assistance are to be maintained throughout the duration of the teach-out period. Institutional scholarships will be honored.

Articulation agreements between USU and institutions offering a programmatically similar academic portfolio will be announced. Representatives of the Office of the Provost and Registrar will facilitate individual transfer agreements via direct contact with their counterparts at these institutions.

### Provisions for Faculty and Staff

Faculty and staff will be notified as to final date of employment. Calculation of sums owed at the time of closure will be calculated and discussed individually with each faculty and staff member. Policies concerning the rehiring of employees whose position had been eliminated due to a reduction in force are being reviewed for refinement as a contingency for accommodating potential changes in university needs while completing the teach-out. All personnel policies and benefits are being maintained for current employees. Benefits and payroll processes, currently being maintained by ADP, will not be disrupted during the teach-out period. Every effort will be made to assist faculty and staff members in their reemployment efforts.

### Governing Board Obligations

The Board of Trustees will continue to meet with focus on this Teach-Out Plan. The plan will be updated at regular intervals in order to keep the Board up to date on student enrollments, reductions in force, financials, and the disposition of assets. The Board will remain in existence during the course of the teach-out period until such a time it is determined that the Board has fulfilled its stated purpose on behalf of USU.

### Overarching Goal of Policy

USU seeks to ensure fulfillment of its obligations to students, employees, and regulatory agencies throughout the teaching-out of its programs and the closure of the school. The overarching goal of the institution in the management of its teach-out is to uphold the integrity of the school, maintain student services, and ensure appropriately credentialed faculty are available to instruct and support students.

## Satisfactory Academic Progress - Page 39-43

The following policy has been revised as follows:

The University has established a reasonable policy to measure satisfactory academic progress (SAP) in order to become a United States University graduate and to be eligible for federal student aid (FSA), if applicable. USU measures SAP by using qualitative (cumulative grade point average) and quantitative (pace of completion) standards.

In order to maintain satisfactory progress both qualitative and quantitative standards must be met:

### 1. Qualitative Standards:

- a. Undergraduate students must maintain a minimum cumulative grade point average (CGPA) of at least 2.0 (on a standard 4.0 scale) at the end of each semester. At the end of the second academic year students must have a GPA of at least 2.0.

Graduate students must maintain a minimum CGPA of at least 3.0 (on a standard 4.0 scale) at the end of each semester.

How to calculate CGPA: CGPA 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 the University.

### 2. Quantitative Standards:

- a. Students must maintain a pace of completion rate of at least 66.67% at the end of each semester measured by dividing the total number of credit hours successfully completed by the total number credit hours attempted.

Example: A student who has successfully completed only 12 credit hours of 24 attempted credit hours would have a rate of 50%. Divide 12 by 24 is equal to 50%.

- b. Undergraduate and graduate students must complete their program of study within a maximum timeframe of 150% of the published length measured in credits hours in order to graduate.

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).

The following table is to help clarify how grades count towards calculating completion rates and GPA for SAP purposes:

Grade	Credits Attempted	Credits Earned	Calculated in GPA
>D-/C*	Yes	Yes	Yes
F	Yes	No	Yes
CR	Yes	Yes	No
I	Yes	No	No
NC	Yes	No	No
R	Yes	No	No
TC	Yes	Yes	No
W	Yes	No	No
AU	No	No	No

\* BSN grading scale has minimum passing grade of 'C' or higher. MSN grading scale has a minimum passing grade of 'B' or higher.

### **Academic and Financial Aid Warning**

Students will be placed on academic and financial aid warning if they fail to meet the qualitative and/or quantitative standards at the end of a semester. A student will be notified in writing when placed on warning for failing to meet SAP.

Students will be placed on warning for a period of one (1) semester during which time the student will be given the opportunity to improve their academic progress to meet the minimum standards. 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 SAP standards, the student will then be removed from warning. A determination of academic and financial aid warning status may not be appealed. However, students on SAP Warning may be eligible for Title IV funding.

If at the end of the semester on academic and financial aid warning the student fails to meet the minimum qualitative and/or quantitative standards, the student will be dismissed from the University.

### **Academic Dismissal Appeal Policy**

Students that have been academically dismissed for not meeting SAP standards may file an appeal if they believe University policy or procedures were not followed; or, if there were extenuating circumstances that affected their academic performance. Extenuating circumstances may include (but are not limited to), the death of a relative, an injury or illness of the student, or care for immediate family member. It is the responsibility of the student who appeals to ensure he or she has met the terms and conditions of the appeals process in order for the appeal to be reviewed.

Procedure to submit SAP Appeal:

1. Appeal form may be obtained by contacting Academic Advisor
2. Appeal must be submitted in writing within 30 calendar days from the date notification of dismissal was sent to student. At the time of submission, the appeal must include:
  - a. Explanation why the student is submitting an appeal
  - b. Explanation of mitigating circumstances why student failed to meet SAP standards during the warning/probationary period
  - c. Documentation that supports the appeal (for example, documentation related to the extenuating event)
  - d. Action plan addressing how prior mitigating circumstances no longer pose an issue to the students success and what the student will do in order to meet minimum SAP standards.
3. An appeal committee will convene to review the student's appeal and provide a response within ten (10) business days. The Committee will consist at a minimum one staff/faculty member from each area: Student Services, Academics, Financial Aid.

*Please Note: Failure to provide documentation of the circumstances or submit a completed Petition to Appeal or Action Plan may result in a denial.*

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

### **Academic and Financial Aid Probation**

Students that receive an approved appeal will be placed on academic and financial aid probation for one (1) semester. Students will be given the opportunity to improve their academic progress to meet the minimum SAP standards during this period.

During the academic and financial aid probationary period, the student will remain eligible for Federal Student Financial Aid, if applicable. If by the end of the probationary period, a student raises his or her CGPA and rate of progress to the minimum qualitative and quantitative standards, or to meet their academic plan requirements, the student will be removed from probation. However, if at the end of the probationary period the student fails to meet the minimum qualitative and/or quantitative standards, or their Academic Plan requirements, the student will be academically dismissed from the University.

Please note, students that receive VA educational benefits may only be placed on probation a maximum of two semesters. If at the end of the two semesters the students CGPA remains below 2.0, benefits will be terminated. 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.

**College of Health Sciences - Page 63-67**

*The curriculum for the Bachelor of Science in Health Sciences with concentrations has been revised as follows:*

Core: Bachelor of Science in Health Sciences

BIO251	Microbiology	3
BIO280	Anatomy and Physiology I	4
BIO282	Anatomy and Physiology II	4
GER310	Gerontology	3
HCA101	Healthcare Delivery in the United States	3
HCA201	Terminologies and Classification Systems	3
HCA401	Strategic Management in Healthcare	3
HCA414	Healthcare Law, Policy and Management	3
HDA310	Health Informatics	3
HED201	Human Nutrition	3
HED302	Health Promotion and Lifestyle Modification	3
HSC101	Health and Society	3
HSC105	Cultural Competence in Healthcare	3
HSC210	Environmental Health Safety	3
HSC215	Survey of Public Health Biology	3
HSC380	Ethics in Healthcare	3
HSC404	Principles of Epidemiology	3
HSC499	Capstone	3
MAT241	Introduction to Probability and Statistics	3
<b>Total</b>		<b>59</b>

Concentration – Healthcare Data Analytics

HDA440	Applied Databases: Structured Query Language	3
HDA441	Applied Analytic Tools	3
HDA442	Analytic Tools: Advanced Methods	3
HDA443	Database Management Tools I	3
HDA444	Database Management Tools II	3
Total		15

Concentration – Health Education

HED300	Introduction to Health Education	3
HED304	Principles of Educating and Teaching	3
HED306	Developing and Working in Teams	3
HED406	Development and Evaluation of Health Programs	3
HED407	Strategies for Patient Engagement	3
Total		15

Concentration – Health Services Administration

HCA404	Human Resources in Healthcare Administration	3
HCA405	Quality Management in Healthcare	3
HCA406	Financial Management in Healthcare	3
HCA408	Healthcare Marketing	3
HCA416	Business Intelligence Tools	3
Total		15

Concentration – Gerontology

GER402	Aging Programs and Services	3
GER404	Elder Law	3
GER408	Studies on Aging	3
GER410	Technology and Aging	3
HSC406	End of Life Ethics	3
Total		15

General Education Requirements

ART137	Art Appreciation	3
BIO150	General Biology	3
BIO150L	General Biology Lab	1
CIS120	Introduction to Digital Literacy	3
COM104	Speech	3
COM105	Intercultural Communication	3
ENG130	English Composition and Reading	3
ENG140	English Composition and Critical Thinking	3
ENG205	Information and Media Literacy	3
HUM499	Senior Seminar: Humanities	3
MAT105	College Algebra	3
PHI399	Applied Philosophy and Ethics	3
POS399	Special Topics in Political Science and International Relations	3
PSY101	Introduction to Psychology	3
SOC101	Introduction to Sociology	3
SSC499	Senior Seminar: Social Sciences	3
Total		46

## College of Business and Management - Page 75-79

The curriculum for the Bachelor of Arts in Management with concentrations has been revised as follows:

### Core: Bachelor of Arts in Management

ACT101	Introduction to Financial Accounting	3
ACT102	Introduction to Managerial Accounting	3
BIS101	Introduction to Business Information Systems	3
BUS101	Introduction to Business	3
BUS110	Data Analysis and Communication Tools	3
BUS112	Business Mathematics	3
BUS220	Introduction to Business Law	3
BUS331	Business Ethics	3
ECN102	Macroeconomics	3
FIN310	Introduction to Finance	3
HRM210	Introduction to Human Resources	3
MGT321	Organizational Behavior and Management	3
MGT326	Operations Management	3
MGT332	Project Management Essentials	3
MGT334	Organizational and Business Communication	3
MGT410	Leading Organizations	3
MGT420	International Management	3
MGT499	Capstone	3
MKT210	Principles of Marketing	3
MKT320	Consumer Behavior and Customer Relations	3
<b>Total</b>		<b>60</b>

### Concentration – General Management

BIS440	Data Analysis and Decision-Making for Managers	3
MGT441	Negotiation and Conflict Management	3
MGT442	Leading Diverse and Dispersed Teams	3
MGT443	Supply Chain Management	3
MGT444	Strategic Management	3
<b>Total</b>		<b>15</b>

### Concentration – Entrepreneurship

BIS440	Data Analysis and Decision-Making for Managers	3
BUS441	Small Business Management	3
BUS442	Sales and Marketing	3
BUS443	Business Opportunity Analysis	3
BUS444	New Ventures and E-Business	3
<b>Total</b>		<b>15</b>

### Concentration – Human Resources

BIS440	Data Analysis and Decision-Making for Managers	3
HRM441	Learning and Development	3
HRM442	Workforce Planning and Performance Management	3
HRM443	Legal Environment of Human Resource Management	3
HRM444	Compensation and Benefits	3
<b>Total</b>		<b>15</b>

Concentration – Marketing

BIS440	Data Analysis and Decision-Making for Managers	3
MKT442	Marketing Communications and Advertising	3
MKT443	Marketing Analysis and Research	3
MKT444	Strategic Internet Marketing	3
MKT445	Search Engine Optimization (SEO) and Search Engine Marketing (SEM)	3
Total		15

Concentration – Business Intelligence

BIS440	Data Analysis and Decision-Making for Managers	3
BUI441	Survey of Accounting Analytics	3
BUI442	Using Analytics to Improve Business Procedures	3
BUI443	Introduction to Consumer Metrics	3
BUI444	Data Analysis Tools	3
Total		15

Concentration – Business Analytics

BUA440	Applied Databases: Structured Query Language (SQL)	3
BUA441	Applied Analytic Tools	3
BUA442	Analytic Tools: Advanced Methods	3
BUA443	Database Management Tools I	3
BUA444	Database Management Tools II	3
Total		15

Concentration – Finance

BUA440	Applied Databases: Structured Query Language (SQL)	3
BUA441	Applied Analytic Tools	3
FIN441	Corporate Finance	3
FIN442	Financial Markets and Institutions	3
FIN443	Investment Fundamentals and Portfolio Management	3
Total		15

General Education Requirements

ART137	Art Appreciation	3
BIO150	General Biology	3
CIS120	Introduction to Digital Literacy	3
COM104	Speech	3
COM105	Intercultural Communication	3
ECN101	Microeconomics	3
ENG130	English Composition and Reading	3
ENG140	English Composition and Critical Thinking	3
ENG205	Information and Media Literacy	3
HUM499	Senior Seminar: Humanities	3
MAT105	College Algebra	3
PHI399	Applied Philosophy and Ethics	3
POS399	Special Topics in Political Science and International Relations	3
PSY101	Introduction to Psychology	3
SSC499	Senior Seminar: Social Sciences	3
Total		45

## College of Education - Page 85-88

*The following statement has been removed:*

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.

*The following statement under Teacher Credentialing Program has been revised as follows:*

Students may transfer in a maximum 6 semester credits from another accredited institution or from United States University Master of Arts in Education program.

*The following statement under Master of Arts in Education Program has been revised as follows:*

Students may transfer in a maximum 6 semester credits from another accredited institution or from United States University Teacher Credentialing program.

## Program Courses - Page 121-162

*The following course prefixes have been added:*

BIS – Business Information Systems

BUA – Business Analytics

BUI – Business Intelligence

HSC – Health Science

HCA – Health Care Administration

HDA – Healthcare Data Analytics

HUM – Humanities

SSC – Social Sciences

*The following course prefixes have been updated to read as follows:*

HED – Health Education

*The following course titles and numbers have been updated:*

CIS120 - Introduction to Digital Literacy – 3 Credits

ECN101 - Microeconomics – 3 Credits

FIN310 – Introduction to Finance – 3 Credits

MGT410 – Leading Organizations – 3 Credits

MGT420 – International Management – 3 Credits

*Prerequisites have been removed from the following courses:*

NUR371 - Foundations of A Caring Science

NUR372 - Evidence Based Nursing Practice

NUR373 - Healthcare Policy, Regulation and Finance

NUR374 - Managing System Change and Improving Patient Outcomes  
NUR375 - Inter-professional Communication and Collaboration For Improving Healthcare Outcomes  
NUR376 - Innovation in Patient Care Technology and Information Management  
NUR377 - Cultural Diversity, Spirituality, and Ethics in Healthcare  
NUR380 - Professional Nursing Leadership

*Prerequisites and/or co-requisites have been updated for the following courses:*

NEW:

NUR378 - Global and Community Based Nursing –  
Co-requisite: NUR379 Global Community Service Project Internship

NEW:

NUR490 - Capstone in Evidenced Based Professional Nursing Practice –  
Prerequisite: NUR372 Evidence Based Nursing Practice

*The following course titles and/or descriptions have been updated:*

**ECN101 - Microeconomics – 3 Credits**

This course examines how individual households and firms make decisions. It addresses microeconomic issues and problems, such as competition and monopoly, pricing, consumer demand, and producer supply. Students will also be introduced to the use of microeconomic applications to address practical domestic and international economic policy problems.

*The following courses have been added:*

**ACT101 – Introduction to Financial Accounting – 3 Credits**

This course provides an introduction to financial accounting. Topics include accounting concepts and principles and how they apply to the various business organizational structures; the recording of transactions in journals, ledgers, and sub-ledgers; and reporting and analyzing the summarized transactions in the financial statements. An additional topic is the use of internal control design to ensure adherence to financial accounting concepts and principles.

**ACT102 – Introduction to Managerial Accounting – 3 Credits**

This course provides an introduction to managerial accounting. Topics include job order and process costing, cost structure, changes in cost behavior as business activity changes, cost-volume-profit analysis; cost allocation, budgeting, and capital investment decisions. Prerequisite: ACT101 Introduction to Financial Accounting or equivalent

**BIS101 - Introduction to Business Information Systems – 3 Credits**

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.

**BUS101 - Introduction to Business – 3 Credits**

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.

**BUS110 - Data Analysis and Communication Tools – 3 Credits**

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.

**BUS112 – Business Mathematics – 3 Credits**

Topics include a basic math review, business statistics, profit calculations, payroll, banking, interest calculations, insurance, taxes, and mathematical calculations.

**BUS220 - Introduction to Business Law – 3 Credits**

This course provides an overview of the U.S. legal system structure, and 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.

**ECN102 - Macroeconomics – 3 Credits**

This course will provide students with an overview of the economy under a macroeconomic perspective that focuses on the aggregate behavior of households, firms and the government. Topics covered include gross domestic product, national income, economic growth, unemployment, inflation, the business cycle, fiscal policy and monetary policy, and international trade. Prerequisite: Microeconomics

**ENG140 - English Composition and Critical Thinking – 3 Credits**

Academic language development, argumentation, and practice in analytical and research essays, including selection and documentation of research sources. Includes critical assessment of statement and argument as well as analysis of cultural assumptions and values. Encourages development of style that is clear, convincing, interesting, and readable.

**ENG205 - Information and Media Literacy – 3 Credits**

Beyond the ability to read and write, there are multiple types of literacy needed to be a successful citizen of the 21st Century. In a networked and media-saturated world, these expanded literacies are necessary to understanding and navigating the world successfully. Throughout the course, students will be actively engaged by the instructors to think and write critically about information and media in order become proactive consumers and producers of information.

**GER310 - 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.

**HCA101 - Healthcare Delivery in the United States - 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.

**HCA201 - 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.

**HCA401 - 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.

**HCA404 - 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.

**HCA405 - 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.

**HCA406 - 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.

**HCA408 - 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.

**HCA414 - 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.

**HCA416 - 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.

**HDA310 - 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.

**HDA440 - 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) 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

**HDA441 - Applied Analytic Tools - 3 Credits**

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.

**HDA442 - 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 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.

**HDA443 - 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 tool used to access, analyze, report, and modify data.

Prerequisite: CIS 120

**HDA444 - 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.

Prerequisite: HDA443

**HED201 - 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.

**HED300 - 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.

### **HED302 - 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.

### **HED304 - 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.

### **HED306 - 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.

### **HED406 - 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.

### **HED407 – Strategies for Patient Engagement - 3 Credits**

Given that much of individual's health is driven by the social determinants of healthcare, including the patient's own understanding and behaviors, modern healthcare enterprises seek to enlist the cooperation of patients in their own care. Engagement, that is enlisting the patient in their own care, includes educating the patient by providing the right information to the right patient at the right time and in the right format to encourage the patient to understand the steps they can take to improve their health. This course examines how organizations can use data-driven approaches to develop effective patient engagement interventions that improve outcomes.

### **HRM210 - Introduction to Human Resource Management – 3 Credits**

Introduction to Human Resource Management (HRM) examines the essential functions within HRM and the role professionals play within this discipline and across organizations to support both management and staff. There are three core areas of competency and knowledge of HRM: People Knowledge Domain, Organization Knowledge Domain, and Workplace Knowledge Domain. The course will explore each of these domains and the functional areas that fall within each domain. Students have an opportunity to research, engage with professionals in the field, and discuss trends and evolving practices based on the changing global workplace.

**HSC101 - 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.

**HSC105 - 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.

**HSC210 - Environmental Health 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.

**HSC215 - 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.

**HSC380 - Ethics in Healthcare - 3 Credits**

Examines the principles of ethics and how personal and professional values relate to ethics in Nursing. Recognize and analyze ethical principles in daily practice.

Prerequisite: ENG130

**HSC404 - 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.

**HSC406 - 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: HSC101

**HSC499 - 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.

**HUM499 – Senior Seminar: Humanities – 3 Credits**

This is a senior seminar course that will focus in the area of humanities. Topics will vary each session.

**MKT210 - Principles of Marketing – 3 Credits**

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).

**MKT320 – Consumer Behavior and Customer Relations – 3 Credits**

This course reflects on major marketing trends and changes that impact the study of consumer behavior. Marketing topics will be covered in the course that allows students to consider their own consumer habits. Students will explore rich with up-to-the-minute discussions on a range of topics such as “Dadvertising,” “Meerkating,” and the “Digital Self” to maintain an edge in the fluid and evolving field of consumer behavior. This course deepens the study of consumer behavior into an investigation of how having (or not having) certain products affects our lives. The course explores how possessions influence consumer self-perception and perceptions of others, especially in the new norm of social media and the digital age.

**PHI399 – Applied Philosophy and Ethics – 3 Credits**

This is an upper-division special topic course in philosophy and ethics. Topics will vary each session.

**POS399 – Special Topics in Political Science and International Relations – 3 Credits**

This is an upper division special topic course in political science and international relations. Topics will vary each session.

**SSC499 – Senior Seminar: Social Sciences – 3 Credits**

This is a senior seminar course that will focus in the area of social sciences. Topics will vary each session.

## **Board of Trustees and Administration - Page 163-165**

*The following Board of Trustees updates are listed as follows:*

Updated:

- Edith Glassey, Chief Development Officer

# **Effective January 29, 2018**

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## **Catalog - General**

*Any reference to GI Bill has been revised to read as GI Bill®.*

## **Accreditation and Approvals – Page 10-11**

*The following accreditation and approvals were revised to read as follows:*

### **WASC, Senior College and University Commission (WSCUC)**

United States University is accredited by WASC, Senior College and University Commission (WSCUC) located at 985 Atlantic Avenue #100, Alameda, CA 94501, 510-478-9001, <http://www.wascsenior.org>.

### **California State Approving Agency for Veteran's Educations (CSAAVE)**

United States University is approved for the training of veterans by CSAAVE. For benefit eligibility information, call 1-888-GIBILL1.

- Master of Arts in 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 – Mathematics and Engineering
  - Effective 7-12 STEM Education – Natural Science
  - Early Childhood Education
  - Higher Education Administration
  - Special Education
- Master of Business Administration
- Master of Science in Nursing
  - Family Nurse Practitioner
  - Nursing Leadership for Health Systems Management Innovation
  - Online Education and Education Technology
- Bachelor of Arts in Management
  - General Management Concentration
  - Entrepreneurship Concentration
  - Human Resources Concentration
  - Marketing Concentration
  - Business Intelligence Concentration
  - Business Analytics Concentration
  - Finance Concentration
- Bachelor of Science in Health Sciences
  - Healthcare Data Analytics Concentration
  - Health Education Concentration
  - Health Services Administration Concentration
  - Gerontology Concentration
- Registered Nurse to Bachelor of Science in Nursing (RN to BSN)
- Teacher Credentialing Preparation Program
  - Multiple Subject
  - Single Subject
  - Single or Multiple Subject Bilingual Authorization

### **Bureau for Private Postsecondary Education (BPPE)**

United States University is a private institution and is approved to operate by the Bureau for Private Postsecondary Education (BPPE) in the State of California. Approval to operate means the institution is compliant with the minimum standards contained in the California Private Postsecondary Education Act of 2009 (as amended) and Division 7.5 of Title 5 of the California Code of Regulations.

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.).

## General Information - Page 11

*The Academic Calendar for 2018 was added:*

### Academic Calendar 2018

#### Spring 1 2018

First Day of Classes	January 8, 2018
Last Day to Drop	January 21, 2018
Last Day of Term	March 4, 2018
Final Grades Due by Faculty	March 9, 2018

#### Spring 1D 2018

First Day of Classes	February 5, 2018
Last Day to Drop	February 18, 2018
Last Day of Term	April 1, 2018
Final Grades Due by Faculty	April 6, 2018

#### Spring 2 2018

First Day of Classes	March 5, 2018
Last Day to Drop	March 18, 2018
Last Day of Term	April 29, 2018
Final Grades Due by Faculty	May 4, 2018

#### Spring 2D 2018

First Day of Classes	April 2, 2018
Last Day to Drop	April 15, 2018
Last Day of Term	May 27, 2018
Final Grades Due by Faculty	June 1, 2018

#### Summer 1 2018

First Day of Classes	May 7, 2018
Last Day to Drop	May 20, 2018
Last Day of Term	July 1, 2018
Final Grades Due by Faculty	July 6, 2018

#### Summer 1D 2018

First Day of Classes	June 4, 2018
Last Day to Drop	June 17, 2018
Last Day of Term	July 29, 2018
Final Grades Due by Faculty	August 3, 2018

#### Summer 2 2018

First Day of Classes	July 2, 2018
Last Day to Drop	July 15, 2018
Last Day of Term	August 26, 2018

Final Grades Due by Faculty

August 31, 2018

Summer 2D 2018

First Day of Classes

July 30, 2018

Last Day to Drop

August 12, 2018

Last Day of Term

September 23, 2018

Final Grades Due by Faculty

September 28, 2018

## **Admissions - Page 15-16**

*The following section was revised to read as follows:*

### **Degree and Certificate Students**

#### **Undergraduate Admissions (including Non-Degree Seeking)**

- Complete and submit an application for admission,
- Interview with an Enrollment Advisor,
- Submit documentation of high school graduation or equivalent,
  - Foreign high school diplomas or their equivalent must be evaluated and translated, if applicable, by an acceptable agency.
    - A member of the National Association of Credential Evaluation Services (NACES)
    - A member of the Association of International Credential Evaluators, Inc. (AICE)
    - Nursing applicants may use the Commission on Graduates of Foreign Nursing Schools (CGFNS)
  - Home schooled students may apply for admission. The student should provide proof that he or she 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 State requirements.
- Undergraduate applicants must submit their official transcripts from previously attended institutions. Foreign transcripts must be evaluated and translated, if applicable, by an acceptable evaluating agency:
  - A member of the National Association of Credential Evaluation Services (NACES)
  - A member of the Association of International Credential Evaluators, Inc. (AICE)
  - Nursing applicants may use the Commission on Graduates of Foreign Nursing Schools (CGFNS)
- Meet any program-specific entrance requirements. See the admissions requirements for specific programs in this catalog for more detailed information.
- Complete an Enrollment Agreement.

#### **Graduate Admissions**

- Complete and submit an application for admission,
- Complete the GED/High School Equivalency attestation form,
- Applicants must submit their official transcripts from the bachelor degree-awarding institution, and any post-bachelor degree institution(s); Programs with undergraduate prerequisites require official transcripts from the originating institution(s). Foreign transcripts must be evaluated and translated, if applicable, by an acceptable evaluating agency.
  - A member of the National Association of Credential Evaluation Services (NACES)
  - A member of the Association of International Credential Evaluators, Inc. (AICE)
  - Nursing applicants may use the Commission on Graduates of Foreign Nursing Schools (CGFNS)

- Have a cumulative undergraduate grade point average of 2.5 or higher (see Nursing section for additional requirements).
- Complete an Enrollment Agreement.

**Non-Degree Students (NDS)**

Individuals interested in taking courses for academic credit but not in pursuing a degree should register as a non-degree student. Admission as a NDS does not guarantee admission to a degree or certificate program. A maximum of 30% of a program’s requirements may be completed as non-degree. Non-degree students are typically not eligible for financial aid. NDS may attest to the completion of secondary education in lieu of providing official transcripts.

**Academic Policies – Page 34**

*The following statement was added to read as follows:*

**Continuous Enrollment (Effective March 5, 2018)**

In order for a student to maintain an active status they must be continuously enrolled. A student is considered continuously enrolled when they are enrolled in a course or if they completed a course but enrolled in a subsequent course within 30 days of their last date of attendance or their course end date. If a student fails to commence in the scheduled course they are no longer considered continuously enrolled.

If a student is not continuously enrolled the student’s status will be Inactive. This status shall be reported to external agencies as mandated by federal, State, or other regulatory bodies.

In the event the student does not enroll in their next course within 120 calendar days from the end date of their most recent term, the student will be Administratively Withdrawn from their program of study. Students who are Administratively Withdrawn and wish to return to USU must apply for admission.

**Tuition and Fees – Page 45**

*The following section was added:*

**Tuition and Fees Effective (January 15, 2018)**

Undergraduate Programs

Program	Credits	Per Credit Hour	Per Academic Year*	Estimated Tuition	Monthly Payment Plan
Bachelor of Arts in Management	120	\$450	\$10,800	\$54,000	n/a/
Bachelor of Science in Health Sciences	120	\$450	\$10,800	\$54,000	n/a/
RN to Bachelor of Science in Nursing	36	\$325	-	\$12,420	\$250/mo. for 50 months

\*Based on students enrolling for 12 credits each semester.

Graduate Programs

<b>Program</b>	<b>Credits</b>	<b>Per Credit Hour</b>	<b>Per Academic Year*</b>	<b>Estimated Tuition</b>	<b>Monthly Payment Plan</b>
Teaching Credential	42	\$495	\$8,910	\$20,790	n/a/
Teaching Credential with Bilingual Authorization	51	\$495	\$8910	\$25,245	n/a/
Master of Arts in Education	36	\$325	-	\$12,420	\$325/mo. for 38 months
Master of Business Administration	36	\$325	-	\$12,420	\$325/mo. for 38 months
Master of Science in Health Sciences	36	\$325	\$6,210	\$12,420	\$325/mo. for 38 months
Master of Science in Nursing – Online Education and Education Technology	40	\$325	\$6,750	\$13,840	\$325/mo. for 43 months
Master of Science in Nursing – Nursing Leadership for Health Systems Management Innovation	38	\$325	\$6,595	\$13,190	\$325/mo. for 41 months
Master of Science in Nursing – Family Nurse Practitioner	50	\$465	\$13,425	\$26,850	\$375/mo. for 72 months
Master of Business Administration – International	36	\$325 online \$450 campus	-	\$16,800	n/a
Master of Science in Health Sciences – International	36	\$675	\$12,150	\$24,300	n/a

\*Based on students enrolling for 9 credits each semester.

Certificate Programs

<b>Program</b>	<b>Credits</b>	<b>Per Credit Hour</b>	<b>Estimated Tuition</b>
Certificate – College of Education	12	\$325	\$3,900
Certificate – College of Business	12	\$350	\$5,400
Certificate – College of Health Sciences	12	\$325	\$3,900
Certificate – College of Nursing	12	\$350	\$6,300
English Language Program	n/a/	n/a/	\$2,500
Billing and Coding Certificate	30	\$465	\$13,950

Active Duty Military Tuition

<b>Program</b>	<b>Credits</b>	<b>Per Credit Hour*</b>
RN to BSN		\$325
		\$12,400**

<b>Master of Arts in Education</b>	\$250	\$9,500**
<b>Master of Business Administration</b>	\$250	\$9,500**
<b>Master of Science in Nursing – Family Nurse Practitioner</b>	\$400	\$10,000
<b>Master of Science in Nursing – Non FNP</b>	\$250	\$4,750

\*Based on students enrolling for 12 credits (undergraduate) or 9 credits (graduate) each semester.

\*\*Tuition reflects programs with scheduled 12-month completion rates.

#### Veteran and Military Spouses Tuition

<b>Program</b>	<b>Credits</b>	<b>Per Credit Hour*</b>
<b>Master of Arts in Education</b>	\$250	\$9,500**
<b>Master of Business Administration</b>	\$250	\$9,500**
<b>Master of Science in Nursing – Family Nurse Practitioner</b>	\$400	\$10,000
<b>Master of Science in Nursing – Non FNP</b>	\$250	\$4,750

\*Based on students enrolling for 12 credits (undergraduate) or 9 credits (graduate) each semester.

\*\*Tuition reflects programs with scheduled 12-month completion rates.

#### Other Fees

<b>Type</b>	<b>Fee</b>	<b>Frequency</b>
<b>Application Fee (International)</b>	\$100	One-Time (Non-Refundable)
<b>Challenge Examination</b>	\$100	Each
<b>ENP Clinical Fee</b>	\$525	One-Time
<b>MSN Education Fee</b>	\$100	One-Time
<b>MSN Leadership Fee</b>	\$200	One-Time
<b>MSN FNP Clinical Fee</b>	\$600	One-Time
<b>Replacement Diploma</b>	\$20	Each
<b>Replacement Student ID Card</b>	\$10	Each
<b>Student Activity Fee (International)</b>	\$100	Per Session
<b>Student Services Fee (International)</b>	\$175	Per Session
<b>Teacher Performance Assessment (TPA)</b>	\$100	Each
<b>Teacher Education Resubmission Fee</b>	\$75	Each Occurrence
<b>Teacher Education Late Fee</b>	\$50	
<b>Technology Fee (Graduate)</b>	\$175	Per Course
<b>Technology Fee (RN to BSN)</b>	\$175	Per Course
<b>Transcript Fee</b>	\$5	Each
<b>Transfer Fee (International)</b>	\$250	Each Occurrence
<b>Tuition Deposit (International)</b>	\$1,500	One-Time prior to first day of class
<b>Wire Transfer Fee (Domestic)</b>	\$30	Each Occurrence
<b>Wire Transfer Fee (International)</b>	\$40	Each Occurrence
<b>Returned Check</b>	\$30	Each Occurrence

## **College of Business and Management - Page 74-82**

*The following concentrations have been added under the Master of Business Administration:*

- General Management
- Business Analytics
- Finance

- Human Resources
- Information Technology
- International Business
- Marketing
- Project Management

*The following concentrations have been added under the MBA curriculum:*

Core: Master of Business Administration

ACT514	Managerial Accounting	3
BUS500	Business Information Systems	3
BUS505	Operations Management and Decision Models	3
BUS544	Business Economics	3
FIN510	Financial Management	3
MKT506	Marketing Strategies	3
MGT504	Talent Acquisition, Performance, and Behavior	3
MGT599	Capstone	3
Total		24

Concentration - General Master of Business Administration

MGT511	Managing Organizational Change and Innovation	3
MGT512	Cross Cultural Management	3
MGT534	International Business Environments: Trends and Practices	3
MGT550	Project Management Essentials	3
Total		12

Concentration – Business Analytics

BUA542	Descriptive and Predictive – Analytical Decision-Making Tools I	3
BUA543	Prescriptive Analytical Decision-Making Tools II	3
BUA546	Big Data and Future Directions for Business Analytics	3
BUI541	Decision Support Systems and Business Intelligence	3
Total		12

Concentration – Finance

BUI541	Decision Support Systems and Business Intelligence	3
FIN511	Corporate Financial Accounting	3
FIN512	Finance Strategy and Valuation	3
FIN514	Entrepreneurial Finance	3
Total		12

Concentration – Human Resources

HRM502	Attracting and Retaining Talent	3
HRM503	Executive Seminar: HR Trends and Emerging Practices	3
HRM504	HR Analytics: Managing Total Rewards Compensation	3
HRM505	HR Strategy and Leadership Decision-Making	3
Total		12

#### Concentration – Information Technology

BUA539	Business Systems Analysis, Modeling and Design Methodologies	3
BUI541	Decision Support Systems and Business Intelligence	3
BIS543	Business Process Modeling and Enterprise Wide Information Systems	3
BIS545	Organizational, Legal and Ethical Issues in the Digital Enterprise	3
Total		12

#### Concentration – International Business

MGT534	International Business Environments: Trends and Practices	3
MGT538	Global Business Leadership	3
MGT540	Global Business Strategy	3
MKT536	Global Marketing	3
Total		12

#### Concentration – Marketing

MKT507	Marketing Analytics	3
MKT508	Internet Marketing	3
MKT510	Consumer/Buyer Behavior	3
MKT536	Global Marketing	3
Total		12

#### Concentration – Project Management

MGT550	Project Management Essentials	3
MGT551	Project Management Organizational Framework	3
MGT552	Project Management Integration Framework	3
MGT553	Information Technology Project Management	3
Total		12

### College of Nursing - Page 100

*The University is currently not enrolling students in the following program(s):*

- Online Certificate in Telehealth
- Post Master's Emergency Nurse Practitioner (ENP) Certificate

*The University no longer enrolling students in the following program(s):*

- Post Graduate Family Nurse Practitioner Certificate

### Course Descriptions - Page 122-162

*The following courses have been added:*

#### **BHE407 – Strategies for Patient Engagement - 3 Semester Credits**

Given that much of individual's health is driven by the social determinants of healthcare, including the patient's own understanding and behaviors, modern healthcare enterprises seek to enlist the cooperation of patients in their own care. Engagement, that is enlisting the patient in their own care, includes educating the patient by providing the right information to the right patient at the right time and in the right format to encourage the patient to understand the steps they can take to

improve their health. This course examines how organizations can use data-driven approaches to develop effective patient engagement interventions that improve outcomes.

#### **BUA542 - Descriptive and Predictive - Analytical Decision-Making Tools I - 3 Semester Credits**

This course provides students with the opportunity to learn to apply and evaluate descriptive and predictive analytic techniques, with an emphasis on data warehousing, forecasting and effective business communication of analytical insights. It also addresses data/text/Web/Media mining for well-defined business problems, opportunities and accurate projections of the future states and conditions.

#### **BUA543 - Prescriptive Analytical Decision-Making Tools II - 3 Semester Credits**

This course explores the topics of prescriptive analytics and modeling for business decision-making. The course helps students to develop the necessary skills to master techniques that are at the heart of the competitive stance of many successful organizations by addressing situations where uncertainty is an important factor. The course includes a thorough discussion of topics such as optimization, simulation, decision modeling and expert systems, along with application for best possible business decisions and transactions.

#### **BUA546 - Big Data and Future Directions for Business Analytics - 3 Semester Credits**

The advent of BIG DATA has had a significant impact on all business. The ability to capture a vast amount of data and expeditiously turn that data into actionable insight has empowered companies to get closer to their customers, discover challenges and opportunities previously hidden and formulate more dynamic and responsive strategies to improve their competitive position through a more agile and connected execution. This course provides the technical knowledge and problem-solving skills to make sense of massive volumes of data. The course also reviews conceptual architectures for Big Data Solutions along with big data technologies, stream and location-based Analytics.

#### **BUS505 – Operations Management and Decision Models - 3 Semester Credits**

This core course focuses on levers for structuring, managing, and improving a firm's recurring business operations processes to achieve competitive advantage in customer responsiveness, price, quality, and variety of products and services. Critical to effective management of operations is the ability to model decisions. Successful decision making requires the ability to structure complex problems, critically analyze options in a constantly changing world of work, and making the best decision given the information available. Students learn how to evaluate and apply analytical tools including optimization, simulation, and decision trees to examine and implement managerial decision models. Business applications include resource allocation, risk analysis and sequential decision-making through time.

#### **FIN511 – Corporate Financial Accounting- 3 Semester Credits**

The objective of this course is to provide an understanding of financial accounting fundamentals for prospective consumers of corporate financial information, such as managers, stockholders, financial analysts, and creditors. An overview of accounting theory provides a foundation for applying financial accounting concepts and principles to real business issues. This foundation will help students develop the technical skills needed to analyze corporate financial statements and disclosures for use in financial analysis, and to interpret how accounting standards and managerial incentives affect the financial reporting process. Students learn how the FASB creates new GAAP, how to research the FASB Accounting Standards Codification system, and how to prepare and analyze financial statements including the Income Statement, Comprehensive Statement of Income, Balance Sheet, Statement of Shareholder's Equity, and Statement of Cash Flows in compliance with the SEC, and in conformity with FASB and GAAP.

### **FIN512 - Finance Strategy and Valuation – 3 Semester Credits**

This course is primarily for those who may be involved in an entrepreneurial venture at some point in their careers, whether in a large organization, a turnaround situation, a management buyout, or a startup. The course addresses key questions which challenge all entrepreneurs: how much money can and should be raised; when money should be raised and from whom; what is a reasonable valuation of a company; and how should funding, employment contracts and exit decisions be structured. It aims to prepare students for these decisions, both as entrepreneurs and venture capitalists. In addition, the course includes an in-depth analysis of the structure of the private equity industry.

### **FIN514 - Entrepreneurial Finance**

Entrepreneurs often cite finance as being the most essential skill they lack. This course is not only applicable to entrepreneurs, but also to anyone considering a career in commercial banks, investment banks, private equity firms, venture capital firms, as well as corporate venture investments. Access to funding (such as borrowing from banks, issuing bonds, or issuing liquid equities) for larger or publicly-traded companies is not accessible to smaller and newer companies. This course provides students with the understanding of various aspects and processes in financial planning and financial management of new ventures or younger companies, as well as investment analysis and considerations for investors providing funding to such companies.

### **HRM502 – Attracting and Retaining Talent – 3 Semester Credits**

Attracting and retaining talent with today's workforce takes a combination of experience, tenacity and knowledge of evolving social psychology with a multi-generation workforce. This course examines how Human Resources partners with senior management to develop and implement strategic talent planning initiatives. Other essential topics within the discipline are examined, including: social media (recruiting and use in the workplace), employee on-boarding, culture development and change, and compensation implications on the employment lifecycle.

### **HRM503 – Executive Seminar: Human Resource Trends and Emerging Practices – 3 Semester Credits**

This course takes a just-in-time look at the essential role Human Resources plays in supporting, guiding and leading organization development and planning initiatives. In today's rapidly changing marketplace, it is more important than ever that Human Resources quickly assess and accurately guide organizational leadership when responding to trends and emerging practices related to globalization, employment law and regulations, safety, decentralized and remote workers, workforce diversity, changing skill requirements, designing innovative initiatives, the contingent workforce, negotiation and conflict, employee relations, and financial readiness.

### **HRM504 – Human Resource Analytics: Managing Total Rewards Compensation – 3 Semester Credits**

Human resources (HR) data analytics are a critical part of developing strategic business decisions. This course provides practical application of Human Resource analytics and how they add value to organizational decision making. Examines resources that enable alignment with the organization's mission and goals with key metrics and benchmarks. Explores a set of techniques that support organizing, analyzing, and presenting Human Resource data in a compelling way. The course includes how to examine and explore a total-rewards view to compensation that aligns with their organization's strategic goals and operations. The course explores how to develop compensation calculations that present a method of job comparison that incorporates the total rewards view.

### **HRM505 – Human Resource Strategy and Leadership Decision-Making – 3 Semester Credits**

Building an organizational strategy is one of the key activities of any organizational board and/or leadership team. This course does a deep dive into the dynamics of how leaders scan the marketplace and develop organizational goals with the Human Resource team, with a specific focus on alignment of organizational behavior to achieve goals.

### **MAED523 – Autism Spectrum Disorders: Characteristics and Educational Implications – 3 Semester 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.

### **MAED548 – Engineering Design – 3 Semester Credits**

This course presents a practitioner-oriented approach for educators to gain experience with the engineering design process as they explore solutions to open-ended design challenges presented in class. The course examines the elements of the engineering design process and offers a variety of experiences in applying it in various content areas.

### **MGT534 – International Business Environments: Trends and Practices – 3 Semester Credits**

This course examines the nature and complexities of international business and the most important international organizations and agreements. It addresses the multiple dimensions that determine the international environment (political, economic, social-cultural, environmental, and legal) and fosters students to assess and the methods that can be used by business to effectively and ethically deal with these factors. The course provides an opportunity for in-depth review and analysis of the latest theories and practices related to international business, always keeping the focus on critical thinking, problem solving, and decision making based on relevant research, information literacy, applied technology, integration, ethical and diversity concerns.

### **MGT538 – Global Business Leadership – 3 Semester Credits**

This course provides an in-depth review and analysis of the latest theories and research on in the field of human behavior apply to leadership in global and multicultural organizations and the global workplace. It provides students with the opportunity to develop multiple interpersonal skills, so that international businesses can be effectively led in a multicultural environment. The course also addresses various issues related to complexity of culture, cultural orientation of different organizations and individuals and the mapping of world cultures, mitigating the probability of failures due to cultural blunders.

### **MGT540 – Global Business Strategy – 3 Semester Credits**

In a globalized world in which companies and organizations confront multinational competition and have opportunities in an increasing number of markets, it is crucial to develop a good understanding of locations for key activities, outsourcing and ownership modes, and organization and processes for managing across borders. This course provides students with the concepts and tools necessary to individually succeed and be capable to develop the strategies that will help their companies to perform effectively in the global reality of the 21st Century.

### **MGT550 – Project Management Essentials – 3 Semester Credits**

Project Management Essentials introduces and provides an overview to the fundamental elements of effective project management, including the Project Management Institute's (PMI) five processes and ten knowledge areas. Tools, methodologies, and sample questions, exercises, quizzes, and assignments are included in the modules of this class. The reading materials required for this class include a significant amount of information, however, our goal is to expose you to all the areas of project management and not expect you to be advanced project manager learners at the end of the course. As such, material you read and research should be understood to the level that you are capable of thoroughly answering the discussion questions, quizzes/exercises, and written assignments.

### **MGT551 – Project Management Organizational Framework – 3 Semester Credits**

This course introduces students to the Initiating and Planning processes of the Guide to the Project Management Body of Knowledge by means of a real-world project scenario. Students develop the work products and sub-plans described in the ten knowledge areas represented in the Initiating and Planning process groups. The course culminates with a course project that includes a project schedule featuring developed using open-source project management software.

### **MGT552 – Project Management Integration Framework – 3 Semester Credits**

Project Management Integration Framework completes the topics presented in the Project Management Institute's Project Management Body of Knowledge and Project Management Organizational Framework. The processes covered are: execution, controlling, and closing. Continuing the work from Project Management Essentials and Project Management Organizational Framework provides students with additional opportunities to apply these concepts using real-life exercises and examples. The project initiated during Project Management Organizational Framework is completed in this course.

### **MGT553 – Information Technology Project Management– 3 Semester Credits**

In today's fast-paced and dynamic environment, innovative information technology and system development projects are critical to many companies' success. The emphasis on such projects creates greater demand from senior management to deliver quality information technology projects on time, within budget, and which add functionality and value to their customers and clients. IT Project Management will teach the project manager how to integrate sound project management principles in the information technology project's development profile in order to assure every aspect of the project is under control and delivers the technical objectives. This course will also cover the IT project's life cycle from initiation through closeout and address all the components of project management as they relate to IT projects, based on the Project Management Body of Knowledge (PMBOK® GUIDE) as defined by the Project Management Institute (PMI). Students taking the project management specialization also develop a breadth of management skills by beginning the program with foundational courses that include important topics such as information systems, cross-cultural management, and strategic management and analysis.

### **MKT507- Marketing Analytics – 3 Semester Credits**

This course provides practical techniques for measuring everything from brand equity to social media, market share to email performance. For each metric, students gain insight into the real-world pros, cons, and tradeoffs—and help learners understand what the numbers really mean. Students learn how to design and interpret marketing dashboards to identify emerging opportunities and risks, and use powerful modeling techniques to optimize every decision made. This course provides students with the opportunity for a rigorous and comprehensive discussion of the latest web, online, social, and email metrics, helping marketing professionals navigate today's many new metrics to gain usable and trustworthy information.

### **MKT508 - Internet Marketing – 3 Semester Credits**

This course provides students an inside view of Internet marketing strategically, bring together marketing, sales and operations functions that were previously separate and siloed, and systematically capture and apply data to drive dramatic improvements in performance. Students will explore ways to implement a more iterative, measurable, and repeatable approach to Internet marketing, gain better information about which online strategies are working best, deliver better-qualified leads to sales, build an "online sales engine" to track every customer relationship from the very outset - and, above all, grow profits. Students learn how to use metrics and data analysis far more effectively to inform adjustments in both long-term strategy and short-term tactics.

### **MKT510 - Consumer / Buyer Behavior – 3 Semester Credits**

This course builds on theory to provide students with a usable, strategic understanding of consumer behavior that acknowledges recent changes in internal and external influences, global marketing environments, and the discipline overall. Students explore an in-depth introduction to theories and models of how individual consumers, family units, and companies make buying decisions. Each step in the continuous decision cycle is covered in detail, in such models of consumer behavior as the high and low involvement models, information processing and attitude formation and change. Relevant psychological concepts related to behavioral economics, personality and lifestyle, self-concept, cognition and classical vs. operant conditioning are also covered. Students also gain valuable perspective on how purchase decisions are made in their own households.

### **MKT536 - Global Marketing – 3 Semester Credits**

This course is an overview of the unique aspects of marketing in the global economy, emphasizing the development of strategies for markets in diverse cultural, political, and economic situations. It examines the methods companies use to organize their international versus domestic markets, and the complex aspects of exporting and foreign market entry-mode, creating a framework for foreign market analysis and the formulation/adaptation of a global marketing strategy.

*The following course descriptions and/or title have been updated to read:*

### **ACT514 – Managerial Accounting – 3 Semester Credits**

Use of accounting data in corporate planning and control. Cost-volume-profit analysis, budgeting, pricing decisions and cost data, transfer pricing, activity-based management, performance measures, and standard costing.

### **BHA404 – Human Resources in Healthcare Administration - 3 Semester Credits**

The course analyzes topics in human resource management within healthcare organizations. Topics include talent acquisition in diverse healthcare organizations, performance management in healthcare settings, workplace safety and violence in healthcare settings, technological challenges, and the future of HR management in healthcare.

### **BUA539 - Business Systems Analysis, Modeling and Design Methodologies – 3 Semester Credits**

This course provides an overview of widely used techniques for the design and improvement of information systems and the systems development life cycle. Included is an introduction to tools and methods for the analysis and design of information systems and the management and organizational skills needed for their implementation. The course addresses information

analysis in entity-relationship modeling and process modeling in dataflow diagrams as the key skills in structured system analysis and design.

#### **BUI541 - Decision Support Systems and Business Intelligence – 3 Semester Credits**

This course addresses tools that are used by decision-makers to develop a better understanding of their businesses and customers. Students assess a broad field of decision support systems, thorough discussion of SAS Visual Analytics, Business Intelligence (BI) Reports, Data Visualization for Problem Solving and other technologies for multidimensional analysis, basic Online Analytical Processing (OLAP) for BI, and SQL with OLAP extensions.

#### **BIS543 - Business Process Modeling and Enterprise Wide Information Systems – 3 Semester Credits**

This course provides an introduction to the concepts of business process modeling. The concepts covered include encompassing 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. The course focuses on the strategic role of information technology and information systems in today's society. Other relevant and related issues include the identification of the challenges faced by managers of modern firms, the understanding of the technologies that will help them meet these challenges, the design of the business processes to take advantage of the technologies, and the development of managerial procedures and policies to protect these assets.

#### **BIS545 - Organizational, Legal and Ethical Issues in the Digital Enterprise – 3 Semester Credits**

This course discusses the regulatory context and the ethical implications in which the digital enterprise operates. Students investigate the context in which professionals work, the laws and the processes and procedures used to create them, 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. The course provides student with an opportunity to sharpen their understanding of social, legal, financial, organizational and ethical issues in the context of today's business environment, as well as the role of professional codes of conduct and ethics, and regulatory requirements.

#### **BUS316 – Data Analysis and Communication Tools – 3 Semester Credits**

This course is a basic introduction to data analysis and communication tools. It is intended to expand students' skills and competencies in using software tools for analyzing data, converting data into information, and creating and delivering presentations to support decision-making.

#### **BUS332 – Introduction to Business Law – 3 Semester Credits**

This course provides an overview of the U.S. legal system structure, and 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.

#### **BUS335 – Quality and Process Improvement – 3 Semester 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 may improve outcomes. Finally, students are introduced to maturity models as a means for attaining process maturity and continuous improvement.

#### **BUS441 – Entrepreneurship: Developing Successful Business Ideas – 3 Semester Credits**

This course introduces students to the field of Entrepreneurship, exploring the initiation, planning, growth, and development of new and emerging ventures. It covers the characteristics and types of entrepreneurs, the development of a viable business model, and entrepreneurial ethics. It also addresses sources of capital available to entrepreneurs and the methods for assessing new ventures and business opportunities, whether starting a brand-new venture, acquiring an existing firm, or purchasing a franchise.

#### **BUS442 – New Ventures: The Business Plan – 3 Semester Credits**

This course provides students with the tools and analytical and conceptual skills necessary to define a plan for the implementation of a new venture. The course will follow a hands-on approach with which students will evaluate ideas through a feasibility analysis. The final outcome is a business plan for a new or existing venture that includes financial, operations, staffing, and marketing and sales components.

#### **BUS443 – Small Business Management: Growing Entrepreneurial Ventures – 3 Semester Credits**

Managing a small company is different than managing a large enterprise. Gaining a deeper understanding of small business entrepreneurial environment will allow students to be more effective in their future pursuits. This course provides them with a comprehensive examination of the efficient and effective operation of small businesses, focusing on marketing growth strategies and the various dimensions of the professional development of an entrepreneurial small firm. It covers topics such as overs such topics as risk, financing, human resources, and supply chain and inventory management.

#### **BUS444 – Creativity, Innovation and Entrepreneurship – 3 Semester Credits**

This course introduces students to the knowledge and practices drawn from the field of creativity research to help them to sharpen opportunity recognition skills and to apply them to the improvement of an existing business or the development of a new concept and venture. It reignites and further develops their capacity to think creatively and to produce innovative outcomes, enabling them to demonstrate a need for achievement, an internal locus of control and the ability to work with change.

#### **BUS500 – Business Information Systems – 3 Semester Credits**

This course emphasizes the business and organizational aspects of Information Systems (IS) to provide a competitive advantage, combining the knowledge of business technology. The course includes important topics related to IS, such as Foundations of IS, Data Analytics and Information Management, Enterprise Architecture, Systems Analysis and Design, Knowledge Management and the types of IT Infrastructure used in organizations.

#### **BUS544 – Business Economics – 3 Semester Credits**

Basic microeconomic principles used by firms, including supply and demand, elasticities, costs, productivity, pricing, market structure and competitive implications of alternative market structures. Market failures and government intervention. Public policy processes affecting business operations.

#### **FIN510 – Financial Management – 3 Semester Credits**

The financial management of an organization is critical to its long-term viability. In this course students are introduced to financial management concepts. Students will develop graduate level 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.

### **HRM321 – Introduction to Human Resource Management- 3 Semester Credits**

Introduction to Human Resource Management (HRM) examines the essential functions within HRM and the role professionals play within this discipline and across organizations to support both management and staff. There are three core areas of competency and knowledge of HRM: People Knowledge Domain, Organization Knowledge Domain, and Workplace Knowledge Domain. The course will explore each of these domains and the functional areas that fall within each domain. Students have an opportunity to research, engage with professionals in the field, and discuss trends and evolving practices based on the changing global workplace.

### **HRM441 – Learning and Development – 3 Semester Credits**

This course provides the foundation for developing fundamental knowledge on essential training and development initiatives and applications in the workplace. An examination of individual, team and organizational perspectives and approaches are reviewed with an emphasis on proactive training initiatives to circumvent organizational challenges. Students will gain an understanding of theoretical constructs and practical application of training and development concepts, and how they are essential to proactively informing positive performance and appropriate behaviors in the workplace. The course briefly explores learning organization concepts as a way to create and support a culture of continuous learning and development.

### **MGT332 – Project Management Essentials – 3 Semester Credits**

This course introduces students to best practices in project management. Topics include definitions of project management and the environment. Students will also write proposals that cover the essential elements: project scope, work breakdown structure (WBS), the project schedule, project budget, and risk management, and project budgets. Group collaboration is emphasized to assist in understanding the effects of team/group dynamics in project management.

### **MGT333 – Leading Organizations – 3 Semester Credits**

New technology and the pace of change are challenging organizations to adapt and operate very differently than they did just a decade ago. This course focuses on the skills leaders need to lead successful organizations in the future. Students will explore fundamentals and current trends in leadership, communication, change, innovation, diversity, organizational culture and team development

### **MGT334 – Organizational and Business Communication - 3 Semester Credits**

This course provides an introduction to the mechanics and politics of organizational and business communication. Contemporary theories and the evolving rules of business and how we communicate in the era of social media are explored. Preparing and delivering reports, messages, and presentations is reviewed with learners having an opportunity to develop documents and messages. Students will practice applying modern organizational communication strategies to internal and external business communication challenges from the lens of leadership with key constituents in mind.

### **MGT326 – Operations Management – 3 Semester Credits**

Operations are the engines of productivity and profitability of global firms. They produce outputs that satisfy customers, provide employment for employees, and produce returns for shareholders. Enterprises attempt to implement strategy and attain competitive advantage via the strength of their operations. They do so within a complex world of regulations, changing consumer demographics and expectations, and sustainability concerns. Fierce worldwide competition exists in the global environment for both customers and resources. Businesses must therefore strategically manage and 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.

### **MGT399 – Business & Management Core Capstone**

Students in this course are given the opportunity to demonstrate their knowledge of the business and management core curriculum. The course includes triangulating the program learning outcomes with the course learning outcomes across the core curriculum. Students will prepare and present their comprehension of business research methods, legal and ethical principles, and basic business strategy and execution. This culminating work will also include principles of marketing, human resources, operations, marketing, accounting and finance, and other core areas of modern business management. This course is required prior to entering any of the concentrations in the Bachelor Arts of Management program.

### **MGT499 – Capstone - Bachelor of Arts of Management – 3 Semester Credits**

In this course, students design, develop and complete a comprehensive, practitioner-based capstone project that includes innovative document design and oral presentation. The project integrates the program core with the student's concentration, and is designed to demonstrate the student's ability to evaluate, assess, synthesize and develop topics covered in the core and throughout the concentration. The result of this course will be a business project that students may place in their portfolio.

### **MGT504 – Talent Acquisition, Performance, and Behavior – 3 Semester 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 Human Resource professional, and the skills that will be required to be successful.

### **MGT511 – Managing Organizational Change and Innovation – 3 Semester Credits**

In today's workplace, organizational change is a constant. It is essential that leaders are intentional about how change is designed and implemented to maximize organizational potential while being attentive to individuals and teams within the environment. In addition to analyzing principles and practices of organizational change, students will develop implementable organizational change strategies applying an innovative mindset that ultimately enhances organizational performance.

### **MGT512 – Cross-Cultural Management – 3 Semester Credits**

In this course, students will analyze the opportunities and challenges facing organizations as they operate in international markets. The course will also address how to lead organizations, whether domestic or internationally-based, that involves different languages, societal norms, business practices, and legal, political and economic systems.

### **MGT599 - Capstone – 3 Semester Credits**

This is the final course in the MBA program. It is designed to have students demonstrate their understanding through a culminating experience promoting synthesis and application of business concepts and theories from all of their coursework. The United States University MBA core provides students with the essential foundation to build their business mastery: accounting and finance, talent acquisition and development, economics, marketing, operations, information systems, and business policy. The learning experience across the curriculum included principles and application of strategy and execution, ethical and legal considerations in the workplace, diversity, and change management.

### **MKT506 – Marketing Strategy – 3 Semester Credits**

The primary responsibility of marketing management is to create a mutually beneficial exchange between a company and its customers and to sustain that exchange in a competitive marketplace. This course provides the opportunity for an in-depth review and analysis of the latest theories from psychology and behavioral decision-making, economics and industrial

organization, statistics and management science that make up the basis of any marketing strategy that drives this mutually beneficial exchange. Building on the foundational concepts of marketing, students gain increased knowledge on the evolving field of practice related to all areas of organizational marketing.

### **MKT321 – Customer-Centric Marketing – 3 Semester Credits**

This course develops the critical skills necessary to compete in today’s global marketplace. The fundamentals of product, price place, promotion and positioning will be taught with a customer-centric approach. Students will learn how customer centricity is the focus of all successful marketing plans and needs to be integrated into all aspects of the business. Topics in the course include: customer segmentation strategy, targeting customer segments and position definition of products or services in the marketplace, basic brand strategy, and basic psychology of consumer decision making. An essential component of the course is exploring the development of pricing strategies that maximize profitability and defining appropriate channel systems and go-to-market efforts. From an entrepreneurial perspective, the course also helps learners understand how marketing metrics can benefit business and build effective communication efforts with customers.

## **Board of Trustees and Administration - Page 163-165**

*The following Board of Trustees updates are listed as follows:*

Removed:

- Dr. Oksana Malysheva
- Reymundo Marin

Added:

- Michael Mathews, Chief Executive Officer, Aspen Group, Inc.
- Dr. Cheri St. Arnaud, Chief Academic Officer, Aspen Group, Inc.

*The following Administration updates are listed as follows:*

Removed:

- Ashley Kacenjar - Registrar Interim
- Bee Chhorm - Student Accounts Specialist
- Eric Rivero- Student Records Specialist
- Dr. Renee P. McLeod, PhD, APRN, CPNP, FAANP – Dean, College of Nursing

Added:

- Dr. Anne McNamara - Interim Dean, College of Nursing
- Claudia Casas - Student Accounts Specialist
- Dr. Cindy Larson – Interim Dean, College of Business and Management
- David Noriega – Registrar