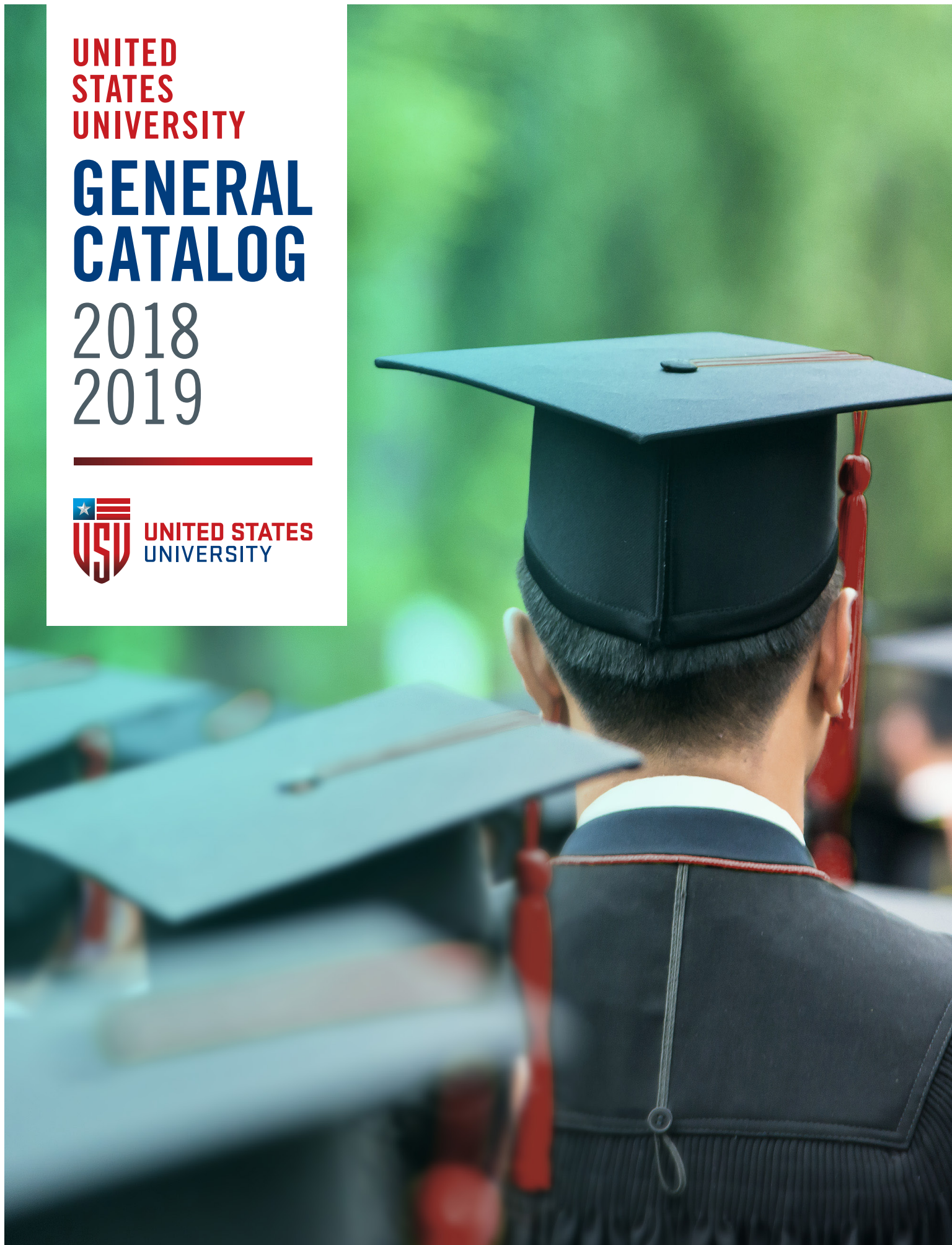UNITED
STATES
UNIVERSITY

GENERAL
CATALOG

2018
2019

USU UNITED STATES
UNIVERSITY

United States University
General Catalog
2018-2019

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Catalog Disclaimer

This catalog is true and correct as to content and policy as of the date of its publication. United States University (USU) reserves the right to change policies, tuition and fees, academic calendars and to revise curricula as deemed necessary and desirable to reflect changes to federal, state, and other regulatory agencies.

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

Any questions a student may have regarding this catalog that have not been satisfactorily answered by USU may be directed to the Bureau for Private Postsecondary Education at:

> Address:
> 2535 Capitol Oaks Drive, Suite 400
> Sacramento, CA 95833
> P.O. Box 980818
> West Sacramento, CA 95798-0818
>
> Website Address:
> www.bppe.ca.gov
>
> Telephone and Fax Numbers:
> 888-370-7589 or by fax 916-263-1897
> 916-431-6959

Disclosures

For more information about our graduation rates, the median debt of students that completed the program, and other important information, please visit our website at https://www.usuniversity.edu/current-students/consumer-information/.

President's Welcome

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

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

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

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

Dr. Steven Stargardter
President

General Information

Catalog Rights and Changes

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

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

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

Students declaring or changing degree programs will be subject to the catalog requirements in effect at the time of the requested change.

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

The Catalog is updated throughout the year in form of an addendum. For the most current catalog and addendum, please visit the United States University website at www.usuniversity.edu.

History

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

The University, originally known as InterAmerican College, was founded by Dr. Reymundo Marin and Dr. Maria Viramontes de Marin. In 2009, InterAmerican College was accredited by the WASC, Senior College and University Commission and changed its status from a non-profit to a for-profit. In April 2010, the Board of Trustees voted to change the university's name to United States University.

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

Mission

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

Core Values

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

Institutional Learning Outcomes

1. Effectively use information from academic and popular sources.
2. Demonstrate cultural and global awareness as responsible citizens and professionals.
3. Exhibit mastery of knowledge, skills, and abilities within a discipline.
4. Write effectively according to disciplines and/or audiences.
5. Effectively express ideas and information verbally.
6. Collaborate effectively as members and leaders of diverse teams.
7. Apply quantitative analysis and techniques to address complex challenges.
8. Integrate ethical principles in professional and civic life.
9. Objectively analyze and evaluate issues in order to formulate judgments.

Business Hours

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

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

Facilities

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

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

Computer Labs

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

Equipment and Materials for Instruction

For on-ground courses, computers with internet access and large monitors for faculty to use to present relevant teaching content. All course syllabi have required textbook and/or supplemental materials identified. Refer to the course syllabi for specific requirements.

Parking

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

Accreditation and Approvals

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.

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.).

Commission on Teacher Credentialing (CTC)
The Teaching Credentialing program is accredited by the California Commission on Teacher Credentialing located at: 1900 Capitol Avenue, Sacramento, CA 95811-4213, 916-322-4974 https://www.ctc.ca.gov

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

Commission on Collegiate Nursing Education (CCNE)
The master's degree in nursing at United States University is accredited by the Commission on Collegiate Nursing Education, One DuPont Circle, NW, Suite 530, Washington, DC 20036, and 202-887-6791.

The baccalaureate degree in nursing at United States University is accredited by the Commission on Collegiate Nursing Education, One DuPont Circle, NW, Suite 530, Washington, DC 20036, and 202-887-6791.

California State Approving Agency for Veteran's Educations (CSAAVE)
United States University is approved for the training of veterans by California State Approving Agency for Veteran's Education. For benefit eligibility information, call 1-888-GIBILL1.

Student Exchange and Visitor Program (SEVP)

United States University is certified by the U.S. Department of Homeland Security Student and Exchange Visitor Program (SEVP) to issue a Form I-20 Certificate of Eligibility for Nonimmigrant Student Status to those students seeking admissions under an F1 Visa.

State Authorizations

United States University is making every effort to obtain state authorization from all states and territories within the U.S. as required by the U.S. Department of Education under 34 CFR 600.9. The University will continue to monitor state laws in each state where approval has been received to maintain such approvals.

A complete listing of state approvals can be found on the University Website under the Accreditation and Approvals.

Academic Calendar 2018-2019

Calendar	First Day of Classes	Last day to Drop a Course	Session Closing	Final grades Due
Summer TC 2018*	07/23/2018	08/05/2018	09/21/2018	09/28/2018
Fall 1 2018	09/04/2018	09/17/2018	10/29/2018	11/02/2018
Fall 1 D 2018	10/02/2018	10/15/2018	11/26/2018	11/30/2018
Fall TC 2018*	10/09/2018	10/22/2018	12/21/2018	12/07/2018
Fall 2 2018	10/30/2018	11/12/2018	12/23/2018	12/28/2018
Fall 2D 2018	11/27/2018	12/10/2018	01/21/2019	01/25/2019
Spring 1 2019	01/08/2019	01/21/2019	03/04/2019	03/08/2019
Spring 1TC 2019*	01/16/2019	01/29/2019	03/22/2019	03/29/2019
Spring 1D 2019	01/29/2019	02/11/2019	03/25/2019	03/29/2019
Spring 2 2019	03/05/2019	03/18/2019	04/29/2019	05/03/2019
Spring 2D 2019	03/26/2019	04/08/2019	05/20/2019	05/24/2019
Spring 2TC 2019*	04/08/2019	04/21/2019	06/07/2019	06/14/2019
Summer 1 2019	05/07/2019	05/20/2019	07/01/2019	07/05/2019
Summer 1D 2019	05/28/2019	06/10/2019	07/22/2019	07/26/2019
Summer 2 2019	07/02/2019	07/15/2019	08/26/2019	08/30/2019
Summer TC 2019*	07/22/2019	08/04/2019	09/20/2019	09/27/2019
Summer 2D 2019	07/23/2019	08/05/2019	09/16/2019	09/20/2019

*These start dates are only for students in the teacher credentialing program ready for student teaching. These dates are to be aligned with the local school districts. The teacher credentialing program also starts twice a year. Please contact an Enrollment Advisor to find out when the teacher credentialing program begins.

The University closes in observance for the following holidays or academic breaks:

2018 Year
Labor Day   Monday, September 3rd, 2018
Thanksgiving   Thursday and Friday, November 22nd-23rd, 2018
Winter Break   Monday and Tuesday, December 24-25th, 2018

2019 Year
New Year's Day   Tuesday, January 1st, 2019
Presidents Day   Monday, February 18th, 2019
Spring Break   Friday, April 19th, 2019
Memorial Day   Monday, May 27th, 2019
Independence Day   Thursday, July 4th, 2019

Admissions

Overview

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

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

Application Information

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

Online Course Requirements

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

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

We recommend students have the following applications installed:

- [Google Chrome internet browser](#)
- [Oracle Java](#)

The institution's best practice for online learning recommends that faculty respond to student communications within 24 hours, and provide feedback on student submissions within 72 hours from the assignment due date.

General Technology Requirements

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

- Email
- Calendar
- Google Drive
- YouTube

Students' USU email accounts are critical to their success and should be the primary form of communication within the University.

We also recommend students registering for a free Office 365 account using their USU email; this will allow online access to all of Microsoft's Office Applications (Excel, PowerPoint and Word). Instructions on how to register will be made available during your orientation course.

Some courses may require additional software to complete the course successfully; more information will be provided upon registration.

Degree and Certificate Students

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

General Undergraduate Admissions
- Complete and submit an application for admission,
- Interview with an Enrollment Advisor,
- Submit documentation of high school graduation or equivalent as defined under the U.S. Department of Education regulation,
  - 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)
  - Homeschooled 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 program specific admissions requirements.
- Complete an Enrollment Agreement.

General Graduate Admissions
- Complete and submit an application for admission,
- 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.
- Meet any program specific entrance requirements. See program specific admissions requirements.
- Complete an Enrollment Agreement.

Non-Degree Seeking Students (NDS)
Applicants seeking admission as a non-degree student may not be required to undergo a formal admission process but must submit appropriate tuition payment, attest to completion of secondary education, complete an enrollment agreement, and provide proof of academic qualifications to enter course(s) desired.

Applicants seeking admission into graduate level courses must hold a baccalaureate degree from an accredited institution or its equivalent and provide proof of academic qualifications to enter course(s) desired.

NDS students that decided to matriculate into a degree or certificate program must apply and follow the standard admission procedures, including providing official transcripts from all previously attended institutions. Admission as a NDS student does not guarantee or imply admission to a degree or certificate program.

NDS students may only complete a maximum of 30% of an undergraduate program measured in credit hours; and, up-to 6 credit hours in a certificate or at the graduate level as a NDS student. Non-degree students are typically not eligible for financial aid.

Program Specific Admission Requirements

The University offers specialized degrees or certificates that may have additional requirements for admission in addition to the general admission requirements. Applicants interested in enrolling in one of these degrees or certificates (e.g., graduate, post-graduate, post-master's, etc.) may apply for admission.

College of Education

Teacher Credentialing
Applicants interested in the Teacher Credentialing Program must have earned a baccalaureate degree from a regionally-accredited institution, or its equivalent, with a minimum GPA of 2.5. Official transcripts must be provided from all previously attended colleges and universities. Applicants must be able to provide proof of completion of U.S. Constitution coursework. If no proof is available students will be required to complete USU's HIS120.

The following documents must be submitted at time of application:
- Purpose Statement
- Letter of Recommendation
- Completed the California Basic Educational Skills Test (CBEST)
- CSET: Proof of passing, attempting, registering, enrolling in a preparation program
- Healthcare Clearance – official copy of the Tuberculin Skin Test
- Certificate of Clearance

Graduate Certificates
Applicants interested in pursuing a graduate certificate within the College of Education must have a minimum undergraduate cumulative grade point average of 2.5.

College of Nursing and Health Sciences

Some programs require nursing students to have the following information current and uploaded into American DataBank (AKA "Complio") prior to entering clinical courses based on site requirements. For more information regarding documents please contact your Academic Advisor.
- Background clearance
- Proof of negative drug screen
- Proof of student professional malpractice insurance
- Current professional liability insurance
- Current personal health insurance
- CPR Certification for healthcare providers by American Heart Association
- Proof of a negative Tuberculosis (TB) skin test or appropriate treatment
- Proof of two doses of Measles/Mumps/Rubella (MMR) or titer
- Proof of Tetanus/Diphtheria./Pertussis (Tdap) immunization within the last 10 years
- Proof of Varicella immunization or titer
- Proof of Hepatitis vaccine series or titer
- Proof of annual influenza vaccine
- Additional laboratory tests, immunizations and/or documentation may be required for clinical experiences.

<u>Registered Nurse to Bachelor of Science in Nursing (RN to BSN)</u>
Applicants seeking admission into the RN to BSN must have earned an associate degree in nursing from an accredited institution with a minimum GPA 2.0. Applicants with foreign credentials must be evaluated showing proof of equivalency from an acceptable organization with NACES or AICE. Official transcripts must be provided from all previously attended colleges and universities. Applicants must hold a valid unrestricted, unencumbered RN license.

<u>Master of Science in Nursing</u>
Applicants seeking admission into a Master of Science in Nursing program must have earned a Bachelor of Science Degree in Nursing or higher from a Commission on Collegiate Nursing Education (CCNE); Accreditation Commission for Education in Nursing (ACEN); National League for Nursing Accreditation Commission (NLNAC); or National League for Nursing Commission for Nursing Education Accreditation (CNEA) with a minimum GPA of 2.5. Official transcripts must be provided from all previously attended colleges and universities. Must hold a valid unrestricted, unencumbered RN license in the state where student resides.

Applicants with foreign credentials must have coursework evaluated for equivalency by a member with NACES or AICE to that of a baccalaureate degree in nursing or higher.

<u>Certificates</u>
Applicants interested in pursuing a certificate within the College of Nursing and Health Sciences must have a minimum cumulative grade point average of 2.0.

<u>Graduate Certificates</u>
Applicants interested in pursuing a graduate certificate within the College of Nursing and Health Sciences and the must have a minimum undergraduate cumulative grade point average of 2.5.

Applicants interested in pursuing a graduate certificate in Nursing Leadership for Health Systems Management Innovation or Online Education and Education Technology must have earned a Bachelor of Science Degree in Nursing and hold an unencumbered RN license in state where student resides.

<u>Post-Master's Certificate</u>
Applicants interested in pursuing a post-master's certificate in Emergency Nurse Practitioner (ENP) must have earned a Bachelor of Science Degree in Nursing from a Commission on Collegiate Nursing Education (CCNE); Accreditation Commission for Education in Nursing (ACEN); National League of Nursing Accreditation Commission (NLNAC); or National League for Nursing Commission for Nursing Education Accreditation (CNEA) or an accredited program and a Nurse Practitioner degree (MSN or DNP). Official transcripts must be provided from all previously attended colleges and universities. Must hold an unencumbered RN license in the state where student resides.

Extended Studies
Applicants interested in the English Language Program must provide TOEFL or IELTS official test scores. A minimum score of 32 TOEFL and 4.5 IELTS is required.

Use of Social Security Number

The Internal Revenue Service (IRS) requires the University to file forms that include information such as amount paid for tuition. Therefore, applicants are required to provide their social security number at the time of application with the University. The social security number will also be used to identify student records, including records for financial aid eligibility and the disbursement and repayment of financial aid and other debts payable to the University.

International students are encouraged to apply for an Individual Taxpayer Identification Number (ITIN) or social security number if eligible. Students must provide this number to the University at time of application for admission or once issued.

Enrollment Status

Matriculated Students

Degree seeking applicants that are admitted, registered, and begin their studies with the University are placed into a matriculated status. The University identifies its students into the following classifications:

- *First-Time Freshman* – These degree seeking students have no prior experience attending any post-secondary institution at the undergraduate level. Students that earned college credits before graduation from high school are also included in this classification.
- *Freshman* – These degree seeking students have attended post-secondary institutions and may have transferred less than 12 semester credits from another institution.
- *Transfer Student* – These degree seeking students have transferred 12 or more semester credits from another institution.

Non-Matriculated Students

Non-degree seeking applicants that are admitted, registered, and begin their studies with the University will be classified as non-matriculated.

Full-Time and Part-Time

Matriculated and non-matriculated students enrollment status may be reported to external agencies as mandated by federal regulation. The University uses the following classifications to identify student's enrollment status: i.e., full-time or part-time status.

Full-Time: An undergraduate student who is enrolled for 12 credits or more a semester is considered full-time. A graduate student enrolled in 9 credits or more a semester is considered full-time. However, Master of Arts in Education students, although graduate level, are considered full-time if enrolled in 12 or more credits a semester.

Part-Time: A student who is enrolled for less than 12 credits at the undergraduate level. Graduate students are considered part-time if enrolled for less than 9 credits.

Deferred Admission

Pending departmental approval, applicants may defer enrollment up to 120 calendar days from the time of initial acceptance. Applicants who fail to enroll within the specified timeframe will forfeit their place in the program and will be required to submit another application, if they choose to reapply. Requests for deferment must be made in writing to the admissions office. Students must adhere to the catalog policies, curriculum, processes, etc. in place at time of enrollment.

Readmission

Students who withdrew or were administratively withdrawn from the University must reapply before resuming their studies. Upon return, students must provide transcripts from all colleges attended during their absence from the University and complete a readmission application. Readmission is not guaranteed. Readmitted students will be subject to the catalog requirements in effect at the time of readmission. A student is required to fulfill the current program requirements.

High School Seniors

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

High school seniors are accepted with the following conditions:

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

Audit Students

Individuals who want to audit a course must complete an admission application. Approval to audit is given when space is available as matriculated students have priority.   Students that are auditing a course will be responsible for any costs associated with any courses: e.g., textbooks, supplies. Refer to the tuition and fees section under this catalog. Students must participate in class activities but may not be required to take examinations.

Audit students will not receive academic credit for any course taken in an audit status and are not eligible for federal financial aid. Audit students cannot change their status once they have registered into course(s).

Ability-to-Benefit Students

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

Transfer Credit Policy

The University's practice is to build transparency and fairness with a commitment to students in order to apply a consistent policy with transferability of credits.   Award of transfer credit is based on comparability and applicability of specific courses, and, in compliance with regulatory standards or codes.

Once a student has matriculated, transferability of credit will be limited in certain instances. Therefore, the University requires all students to submit transcripts from all previously attended colleges or universities for review upon application for admissions.

Criteria for Evaluation of Coursework

The following criteria are used during an evaluation of previously completed coursework in order to determine transfer credit.

Students will be required to submit official transcripts in order to award any transfer credit. Transcripts must be sent directly to the Office of the Registrar prior to matriculation. Transcripts marked "Unofficial" or "Issued to Student" will not be considered for award of transfer credit.

Students applying for an undergraduate program must have a minimum grade of 'C' in order to be considered for transfer and a minimum grade of 'B' for those in a graduate program. Courses taken for credit with a Pass grade may be considered for transfer if the prior institution clearly defines the Pass grade as equivalent to a 'C' or higher for undergraduate coursework, or 'B' or higher for graduate coursework.

The University does not accept work experience, physical education, English as a second language (ESL), sign language, or remedial courses. Due to constant technology and industry changes, the University may not accept courses completed beyond ten (10) years in general education and in core courses beyond five (5) years may not be accepted. These courses will be evaluated on a case-by-case basis.

The University will consider foreign postsecondary courses for transfer. These courses must be evaluated and translated, if not in English language, by a member of NACES or AICE.

All coursework must be completed at the same level for which is deemed comparable (Upper or Lower Level).

Courses must be awarded for credit value comparable to, or greater than, that required by the University. Example: Semester to quarter conversion must equal or exceed that required by the University.

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

Award of credit may only be from institutions approved by the Bureau for Private Postsecondary Education (BPPE), public or private institutions of higher learning accredited by an accrediting association recognized by the U.S. Department of Education, or any institution of higher learning. Institutions not accredited will be reviewed by the Dean of the College in which student is applying. This includes foreign institutions offering a program. Credits may be considered for transfer if they can provide documents that the institution at which the credits were earned offers degree programs equivalent to degree programs approved by BPPE or accredited by an accrediting association recognized by the U.S. Department of Education.

Residency Requirements
In order to be compliant with the California Code of Regulations (5 CCR §71770(b)) the University has established its residency requirement. The University will award a maximum of 75% of the credits applied toward an undergraduate program derived in combination of any or both of credits earned from prior institutions or Challenge examinations and standardized tests (e.g., CLEP).

The University may award a maximum of 20% of graduate semester credits received by another institution at the graduate level.

Articulation Agreements
The University makes every effort to build agreements with other institutions of higher learning. For a comprehensive listing of those agreements please refer to the University Website.

Non-Transferable Courses
Courses that are non-transferable will be denoted in this catalog under specific program information. Please refer to the Academic Programs section.

Block Transfer
Students who complete an Associate's Degree for Transfer (ADT) in Health Sciences or Business/Management at an accredited college or university in the United States may receive a block transfer up-to 60 semester credits.

Students who complete an Associate's Degree for Transfer in non-health science or business/management at an accredited college or university in the United States may receive a block transfer up-to 60 semester credits. Additional courses may be required to meet program specific requirements. Please contact Admissions for further information.

As Associates of Applied Sciences or an Associate degree from a foreign country will require a course-by-course evaluation by a recognized agency with NACES or AICE.

Credit by Examination
Credit by examination allows students to earn college credits in courses where they can demonstrate college-level competence in certain areas of study. Students may earn credit by examination by submitting passing scores from the Advanced Placement (AP) test, College Level Examination Program (CLEP), or DSST. These scores must be sent from the issuing organization directly to the Office of the Registrar.

Credits earned will appear on the Student's transcript as Credit (CR) and will not be calculated into a student's GPA. (Students may not apply for credit by examination for courses that they have already taken and received a failing grade.)

Advanced Placement (AP)
Below is a listing of acceptable Advanced Placement (AP) tests for transfer. A minimum score of three (3) is required in order to award credit.

AP Courses	Equivalent USU Course/GE Area
AP Art History	GE Area: Arts and Humanities
AP Biology	GE Area: Natural Sciences
AP Calculus AB	GE Area: Mathematical Concepts
AP Chemistry	GE Area: Natural Sciences
AP Chinese Language and Culture	GE Area: Arts and Humanities
AP Comparative Government and Politics	GE Area: Social and Behavioral Sciences
AP Computer Science A	GE Area: Computer Literacy
AP Computer Science Principles	GE Area: Computer Literacy
AP English Language and Composition	GE Area: Written Communication
AP English Literature and Composition	GE Area: Arts and Humanities
AP Environmental Science	GE Area: Natural Sciences
AP European History	GE Area: Arts and Humanities
AP French Language and Culture	GE Area: Arts and Humanities
AP German Language and Culture	GE Area: Arts and Humanities
AP Human Geography	GE Area: Social and Behavioral Sciences
AP Italian Language and Culture	GE Area: Arts and Humanities
AP Japanese Language and Culture	GE Area: Arts and Humanities
AP Latin	GE Area: Arts and Humanities
AP Macroeconomics	GE Area: Social and Behavioral Sciences; or ECN102 Macroeconomics
AP Microeconomics	GE Area: Social and Behavioral Sciences
AP Music Theory	GE Area: Arts and Humanities
AP Physics C: Electricity and Magnetism	GE Area: Natural Sciences
AP Physics C: Mechanics	GE Area: Natural Sciences
AP Physics 1: Algebra-Based	GE Area: Natural Sciences
AP Physics 2: Algebra-Based	GE Area: Natural Sciences
AP Psychology	GE Area: Social and Behavioral Sciences
AP Research	GE Area: Arts and Humanities
AP Seminar	GE Area: Arts and Humanities
AP Statistics	GE Area: Mathematical Concepts; or MAT241 Introduction to Probability and Statistics
AP Spanish Language and Culture	GE Area: Arts and Humanities
AP Spanish Literature and Culture	GE Area: Arts and Humanities
AP United States Government and Politics	GE Area: Social and Behavioral Sciences
AP United States History	GE Area: Social and Behavioral Sciences
AP World History	GE Area: Social and Behavioral Sciences

College Level Examination Program (CLEP)

Below is a listing of acceptable Advanced Placement (AP) tests for transfer. A minimum score of 50 (C-Level) is required in order to award credit.

Examination	Equivalent USU Course/GE Area
American Government	GE Area: Social and Behavioral Sciences
American Literature	GE Area: Arts and Humanities
Analyzing and Interpreting Literature	GE Area: Arts and Humanities
Biology	GE Area: Natural Sciences
Information Systems	BIS101 Introduction to Business Information Systems
Calculus	GE Area: Mathematical Concepts
Chemistry	GE Area: Natural Sciences
College Algebra	GE Area: Mathematical Concepts
College Composition	GE Area: Written Communication
English Literature	GE Area: Arts and Humanities
Financial Accounting	ACT101 Introduction to Financial Accounting
History of the United States I	GE Area: Social and Behavioral Sciences
History of the United States II	GE Area: Social and Behavioral Sciences
Humanities	GE Area: Arts and Humanities
Human Growth and Development	GE Area: Social and Behavioral Sciences
Introduction to Educational Psychology	GE Area: Social and Behavioral Sciences
Introductory Business Law	BUS220 Introduction to Business Law
Introductory Psychology	GE Area: Social and Behavioral Sciences
Introductory Sociology	GE Area: Social and Behavioral Sciences
Natural Sciences	GE Area: Natural Sciences
Pre-calculus	GE Area: Mathematical Concepts
Principles of Macroeconomics	GE Area: Social and Behavioral Sciences
Principles of Microeconomics	GE Area: Social and Behavioral Sciences
Principles of Marketing	MKT210 Principles of Marketing
Social Sciences and History	GE Area: Social and Behavioral Sciences
Western Civilization I: Ancient Near East to 1648	GE Area: Social and Behavioral Sciences
Western Civilization II: 1648 to the Present	GE Area: Social and Behavioral Sciences

DSST

Credits may be awarded for DSST based on the evaluation and recommendation by the American Council on Education (ACE).Please contact the Office of the Registrar for acceptable test and minimum score requirements. Students must use code **9492** on the "Score Report Recipient" to have scores mailed directly to the University.

Military Training

Credits may be awarded for military training and/or experience based on the evaluation and recommendation by the American Council on Education (ACE). Students must submit transcripts of all coursework taken.

Transferability of Credits after Matriculation

The University understands that there may be instances that students may complete courses at another institution after matriculating into a program at United States University. A student who is requesting to attend another academic institution may do so by completing a Request for Transfer of Credit form available from the Office of the Registrar. It is recommended that students do not register at another academic institution until receiving confirmation that the University will approve the request. Students may transfer a maximum of 15 credits after

matriculation in an undergraduate program and 3 credits in a graduate program. All other requirements under Transfer Credit Policy apply: i.e., residency requirements.

Transferability of credits will not be accepted when a student is within 12 semester credits of graduation. Students wishing to transfer courses that are prerequisites for other USU coursework may not be allowed to proceed in their sequence of study until all prerequisites have been met.

Notice Concerning Transferability of Credits and Credentials Earned at our Institution

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

International Students

International Admissions

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

The University does not provide U.S. visa services to nonimmigrant students, but it does comply with all requirements of the Student and Exchange Visitor Program (SEVP). Any charges related to visa services are the sole responsibility of the student.

To be considered for admission to the University as an international student, all students must meet the University's general admission and programmatic admission requirements as well as the requirements listed below:

- Completed International Application Form
- $100 non-refundable application and processing fee.
- The University's language of instruction is English. Students must provide proof of English proficiency. The following methods can be submitted to satisfy this requirement:
  - A minimum TOEFL* iBT score of 61. Scores are valid for up-to two (2) years after the test date.
    - TOEFL School Code **6076**
  - A minimum IELTS score of 6.0. Scores are valid for up-to two (2) years after the test date.
  - Students may meet the English proficiency requirement if they have taken and successfully completed at least one (1) academic year of post-secondary coursework when English is the medium of instruction as evidenced by official documentation.
  - A student is not required to take TOEFL or IELTS if the student is from a country where English is the primary/official language.
- Financial Documents
  - Financial Support Declaration that certifies that sufficient funds are available for the student (and dependents if applicable) at the University for at least one academic year and barring unforeseen circumstances, that adequate funding will be available from the same or equally dependable sources for subsequent years for the full course of study. The declaration must be signed by the student and/or sponsor.
  - Bank statements certified by a bank official showing one (1) year cost of attendance.
  - U. S. Immigration law prohibits waiver of the financial guarantee. Without this certified information, the I-20 cannot be issued. The financial declaration must be current, within 6 months of the student's starts date at the University.
- International Student Agreement Form
- Copy of passport with photo and address pages. Copies of visas and most recent I-94, if applicable.

Complete applications should be submitted to the Enrollment Department. The student will be notified of an admission decision within two weeks of submitting a complete application packet.

If acceptance has been granted to University and the student wishes to proceed with the enrollment process, the student will need to read and sign the University enrollment agreement and disclosures. The United States Citizenship and Immigration Services (USCIS) Certificate of Eligibility Form (I-20) will be issued only after an applicant has completed the enrollment process to the University. Questions regarding visa application process please refer to our University Website.

Students must submit their $1,500 refundable tuition and fees deposit within five (5) business days of receiving their Form I-20. Failure to submit deposit will result in cancellation of Form I-20. Upon arrival into U.S. students must report to the University and submit a copy of all travel documents.

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

The deadlines for submission of the application and all supporting documentation for overseas international students will be available on the University Website.

Maintaining International (F-1) Student Status

International students must maintain full-time enrollment status as defined by the University. In mitigating circumstances, students may be authorized to drop below full-time. For acceptable mitigating circumstances under SEVP regulations please contact the International Student Advisor. Students may register only for one (1) online course per semester. Unless the student only needs one (1) course to complete their program of study, the course cannot be completed through online.

International students are expected to adhere to the University attendance requirements for both on-ground and online courses. Students that do not adhere to the University's attendance policy may have their SEVIS record terminated.

Weekend Classes
Attendance is mandatory for all scheduled weekend classes. Students cannot miss two (2) days of the scheduled weekend classes per session. Students must contact their instructor and international student advisor prior to missing any portion of a weekend class. If the absence is excused, students will need to work with the instructor and international student advisor to schedule make-up hours. Make-up hours must be completed during the session they occur and cannot be completed after session has ended. Failure to make-up hours is in violation to the University's attendance policy.

Health Insurance

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

International Change in Status

In compliance with SEVP regulations, students must notify the international student advisor of any changes in status including, but not limited to, change in demographic information, transfer to another college/university, obtaining a social security number, or returning to their home country permanently within ten (10) days. Failure to comply with this requirement may impact students' F-1 status.

International Transfer-Out Policy

Students requesting a transfer to another college or university prior to completing their program of study with the USU must be current on their financial obligations and will be required to pay the transfer fee. Please refer to the Tuition and Fees section in this Catalog.

International Student Housing

USU does not provide housing for students; however there are several options for international students to reside in San Diego. Please contact the International student advisor for information on local apartments, hostels, homestays and hotels.

International Student Vacations

An F-1 student at an academic institution is considered to be in status during vacation. An F-1 student at United States University (USU) is eligible for vacation after they have completed and remain in good academic standing after one (1) academic year. Vacations are limited to two (2) 8-week sessions per year after the completion of at least one (1) academic year. Vacations are not mandatory and students may continue to attend year round.

International Student Payment Policies

International students must submit their semester's tuition and fees in full, no later than the first day of the semester in order to participate in class. There are no deferments of payments or payment plans for tuition and fees.

F-1 Curricular Practical Training (CPT)

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

CPT is authorized for one (1) semester and students must apply for CPT no later than one (1) week prior to the session in which they intend to participate. For more information about eligibility for CPT please contact the international student advisor.

Intent to Withdraw or Request Medical Leave

If a student intends to or is thinking about taking a leave or withdrawing they must contact their International Student Advisor as soon as possible. International students must submit a completed Change of Registration form to the international student advisor.

Requests for leave of absence due to medical reasons must be accompanied by a letter from a licensed physician that clearly indicates that a student is not able to be enrolled in classes in the current semester.

Students on an approved medical leave are considered maintaining status under SEVP regulations. While the student is on medical leave, they can remain in the U.S. The authorization period cannot exceed an aggregate of 12-months per program level. For more information regarding the medical leave please contact the international student advisor.

SEVIS Terminations and Status Violations

When a status violation occurs, the University may be required to terminate a student's SEVIS record. Termination of a SEVIS record (i.e. an I-20) is serious and can have negative consequences for a student and his/her ability to stay in the U.S. Grounds for termination of a SEVIS record include but are not limited to:
- Unauthorized employment
- Unauthorized withdrawal from classes
- Unauthorized drop below full course of study
- Expulsion and suspension
- Failure to enroll in classes

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

1. By travel. Exit then re-enter the U.S. with a new I-20.
2. By reinstatement. Submit a reinstatement application to the U.S. government. An F-1 student is only eligible for reinstatement if all of the following conditions apply to the student:
   - Has not been out of status for more than 5 months at the time of filing the request for reinstatement.
   - Does not have a record of repeated or willful violations regulations
   - Is currently pursuing, or intending to pursue, a full course of study in the immediate future at the school which issued the Form I-20
   - Has not engaged in unauthorized employment
   - Is not deportable on any other grounds
   - Establishes to the satisfaction of USCIS, in detail showing, either that:

➢ The violation resulted from circumstances beyond the student's control OR
➢ The violation relates to a reduction in the student's course load that would have been within a DSO's power to authorize, and that failure to approve reinstatement would result in extreme hardship to the student

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

General Policies

Complaint/Grievance Policy

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

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

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

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

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

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

WASC, Senior College and University Commission (WSCUC)
985 Atlantic Avenue, Suite 100
Alameda, CA 94501
510-748-9001
www.wascsenior.org

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

California Board of Registered Nursing (BRN)
If a nursing student does not feel that the University has adequately addressed a complaint or concern, the student may consider contacting the following respective agency:

1747 North Market Boulevard, Suite 150
Sacramento, CA 95834
916-322-3350
www.rn.ca.gov

Georgia Nonpublic Postsecondary Education Commission (GNEP)
Student in the State of Georgia may appeal any final decisions made by the University to:
Georgia Nonpublic Postsecondary Education Commission
East Exchange Place, Suite 220
Tucker, GA 30084-5305
770-414-3300
www.gnpec.org

Complaint Process

The name of the complainant and all details with respect to the complaint and its resolution shall be maintained in a confidential file. All such information shall be kept confidential; provided however, that such information may be disclosed when administratively required, required to complete the investigation, and/or required by legal compulsion, or when the University believes it is obligated to report the matter to employers or potential employers, educational institutions or agencies seeking information as to complainant or to otherwise take independent formal action. In cases of academic dishonesty, the Dean or Program Lead Faculty may consult with the instructor in finalizing the academic actions that may be taken. The University may post or describe specific conduct complaints and their resolutions, as long as individuals' names are redacted from any such posting or communication.

A person wishing to file a complaint should submit a written statement to the Title IX Coordinator. It is recommended that as much information as possible be provided regarding the offending incident or conduct. The written statement should include:

- The name of the individual(s) against whom the complaint is made
- The nature of the alleged offense
- The specifics of the offending incident(s) with precise details (what happened, who was present, when, where, any reasons why they believe the action was taken)
- The date and signature of the person making the complaint

Informal Resolution

Some complaints may allow for an informal resolution. Informal resolution will not be used to resolve sexual misconduct complaints. If informal resolution is appropriate, a resolution of the conflict that is agreeable to all parties will be pursued. Under the informal process, the University is required to only conduct such fact finding as is useful to resolve the complaint, and to protect the interests of the parties, the University, and the community. If a satisfactory resolution is reached, the matter will be considered closed, and both parties will be provided written notification of the outcome. A formal investigation can be requested at any time by the parties, or as initiated by the University.

Formal Investigation and Resolution

If investigation is to commence, the Respondent will receive a Notice of Investigation as notification that a report has been filed, and will have the opportunity to review the written compliant or otherwise be informed of the substance of the allegation. If the Respondent cannot be located, attempts at notification will be documented and additional University actions may take place to ensure a documented response to the notification.

Rehabilitation Act and Americans with Disabilities Act (ADA)

United States University's Department of Disability Services strives to uphold the mission of the University by providing reasonable accommodations to all students with disabilities in order to help them achieve their academic goals. United States University complies and adheres to Section 504 of the Rehabilitation Act of 1973, as amended, and California law.

The practice of United States University is to provide students with disabilities full and equal use of the services, facilities, and privileges. An individual with a disability is a person who: (a) as defined by law, has a physical or mental impairment which limits one or more life activities (such as walking, seeing, speaking, learning, or working); and b) has a written record with the University documenting the impairment.

United States University does not discriminate on the basis of disability in its admission, recruitment, academics, research, financial aid, counseling, or employment assistance processes. Furthermore, United States University does not screen out, exclude, expel, limit, or otherwise discriminate against an individual seeking admission as a student, or an individual enrolled as a student, based on disability. United States University promotes an environment of respect and support for individuals with disabilities.

Students are responsible for disclosing disability information and requesting accommodation, in accordance with University requirements. Students who need assistance, even on a temporary basis, are encouraged to utilize the services available through the Office of Disability Services. For more information please disabilityservices@usuniversity.edu.

Request for Accommodation Based on Documented Disability

United States University requirements for documentation are based on the Best Practices published by Association on Higher Education and Disability (AHEAD).

Any student seeking accommodations will need to submit the Accommodation Request Form. Once the form has been filled out by the student, the form and subsequent documentation as outlined below need to be emailed to disabilityservices@usuniversity.edu.

It is the responsibility of the student to advise Disability Services of how the disability impacts their experience in the learning environment and the potential accommodations that may support their learning. Accommodation requests are authorized by Disability Services staff based on the guidelines below for disability documentation.

Prior Accommodation: If the student has received an accommodation from a prior institution, those decisions may be submitted as documentation to validate student's self-reported information.

Information from External or Third Parties: Documentation from external sources may include educational or medical records, reports and assessments created by health care providers, school psychologists, teachers, or the educational system.

This information is inclusive of documents that reflect education and accommodation history, such as an Individual Education Program (IEP), Summary of Performance (SOP), and teacher observations. External documentation will vary in its relevance and value depending on the original context, credentials of the evaluator, the level of detail provided, and the comprehensiveness of the narrative. However, all forms of documentation are meaningful.

United States University Accommodations

After reviewing the student's Accommodation Request form and subsequent documentation, Disability Services staff will determine reasonable accommodations for the student. These reasonable accommodations will be outlined on the Student Accommodations form, which will be given to each student granted accommodations for use in their courses/proctored exams.

It is the responsibility of the student to provide the Student Accommodations form to their instructor within the first week of their course. Failure to comply with this rule will not hold the instructor to the accommodations. A student may request accommodations at any point in their program. However, accommodations will not take effect until the beginning of the student's next course after the accommodations have been granted. A student cannot retroactively request accommodations for any past courses/proctored exams.

Family Educational Rights and Privacy Act

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

1. The right to inspect and review the student's education records within 45 days after the day the University receives a request for access.
2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.
3. The right to provide written consent before the University discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

4. The right to prevent disclosure of Directory Information. If you wish to withhold the disclosure of all of the items of Directory Information, complete the Directory Information Opt-Out Form and submit to the Registrar. This form must be received by the Registrar prior to the close of the add/drop period in any given session to ensure that directory information is not released.
5. The right to be annually reminded about their rights under FERPA.
6. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the Office of Education that administers FERPA is:

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

FERPA grants the University authority to release directory information to any person on request, without consent of the student, unless a student requests in writing that directory information be kept private. The University has designated the following as directory information:

- Name
- Date of Graduation
- Degrees and Honors Received

- Photos
- Major Field of Study
- Dates of Attendance

A copy of the Family Educational Rights and Privacy Act may be requested from the Office of the Registrar or viewed on the following website https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html. Students should contact the Office of the Registrar should they have questions regarding their rights under FERPA.

Drug and Alcohol Policies/Drug Free Campus

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

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

In addition to being a violation of Federal and State laws, the possession and/or use of alcohol, the unlawful manufacture, distribution, dispensing, possession or use of illegal controlled substances on University campuses, off-campus sites, workplace site of employees, or at any University-sponsored event is prohibited. No one may use illegal substances, or abuse legal substances, including alcohol, in a manner which impairs performance of assigned tasks. The University expects that individuals and groups will conduct themselves and operate within the scope of the rules and regulations. Violators of this prohibition are subject to criminal prosecution and/or disciplinary action, including reprimand, probation, suspension or expulsion, and/or termination of employment.

Statement of Non-Discrimination

In accordance with federal, state, and university policies, United States University does not discriminate on the basis of sex, race, color, height, weight, national origin, religion, age, marital status, gender, sexual orientation, veteran status, physical or mental disability, medical condition as defined by law, or any basis prohibited by law. The University is committed to non-discrimination in its delivery of educational services and employment. In a continuing effort to enrich its academic environment and provide equal educational and employment opportunities, the University actively encourages applications from members of all groups.

Sexual Harassment

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

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 accounting software, 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.

Federal Financial Aid

The Financial Aid Department provides assistance in applying for loans, grants, and scholarships. Financial Aid is intended to help students who, because of limited resources, would otherwise be unable to attend college, or who, with the aid, are able to take additional courses and graduate at an earlier date. The philosophy underlying administration of federally funded financial aid places primary responsibility for meeting educational costs on students and their families. As a result, most financial aid is available only to help fill the gap between students and/or families expected contribution and a student's educational expenses.

Students considering applying for financial aid are urged to contact the financial aid department as eligibility for financial aid programs is very individualized. There are trained Financial Aid Officers available to assist students with questions regarding federal financial aid. The primary objective of the Financial Aid Department is to provide financial assistance to eligible students through coordination with and full use of all governmental, community, and on-campus resources.

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

Eligibility

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

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

How Financial Aid is Determined

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

Each year, the Financial Aid Department reviews the cost of attending United States University and develops budgets tailored to meet our student's needs. These budgets, cost of attendance budgets, provide for a modest standard of living and include tuition, room and board/food, books, supplies, personal expenses, and required travel. The costs of attendance budgets provide average figures, using actual institutional charges with estimates for other expenses. Financial aid may not cover a student's total need or cost of education.

After an applicant has been formally admitted to United States University and their financial aid file is complete, the Financial Aid Department will determine the financial aid award. The types and amounts of the awards are individually calculated based on a student's financial need and the required resources needed to attend United States University.

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

Federal Financial Aid Programs

The following financial aid programs are available at United States University for students who qualify.

Federal Pell Grant

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

Federal Supplemental Educational Opportunity Grant (FSEOG)

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

Federal Work-Study Grant (FWS)

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

William D. Ford Federal Direct Loan Program

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

Subsidized Direct Loan

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

Unsubsidized Direct Loan

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

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

Applying for Federal Financial Aid

The following steps are required to apply and receive federal student aid; however it is best for students to work with the Financial Aid Department to complete the application process:

Obtaining a FSA ID

In order to apply for Federal Financial Aid you will need a *Federal Student Aid ID*, a username that allows you to sign into some U.S. Department of Education website, including the website to complete your FAFSA electronically. Your FSA ID also can be used to sign loan contracts and to access certain information online. You can get your PIN as you fill out the FAFSA, but you also have the option to get it ahead of time. Go to www.pin.ed.gov and provide a few pieces of information such as your name, date of birth, Social Security number, and address.

*Getting a FSA ID before you begin the FAFSA could prevent processing delays.

Completing the FAFSA

In order to apply for Financial Aid a student will need to complete the FAFSA (Federal Application for Federal Student Aid). Students can complete the application online at www.fafsa.gov. Financial aid officers will provide students with the information to complete the FAFSA on the University financial aid portal.

Entrance Counseling

If a student is borrowing Federal Loans, they will need to complete an Entrance counseling online www.studentloans.gov. Students can complete the required entrance counseling on the University financial aid portal.

Master Promissory Note

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

It's important for students to understand what they are signing. For instance, the MPN states the following:
- You must repay your loan even if you don't complete your education.
- You must repay your loan even if you can't get a job after you leave school.
- You must repay your loan even if you didn't like the education you received.

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

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

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

To view your submitted Master Promissory Notes (MPN), go to www.studentloans.gov and login to your account. Once logged in go to the MyProfile page and select "Completed MPNs" under "My Loan Documents."

Verification

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

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

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

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

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

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

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

Application Forms and Deadlines

Financial aid students must complete and submit all required financial aid documents by the first day of class. If a student has elected to use financial aid to pay for their tuition and fees but has not completed the financial aid process they will not be given access to their courses.

Students must complete the financial aid process annually to determine continued eligibility.

Scholarships

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

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

Return of Title IV Funds

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

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

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

- The federal or state government or the loan guarantee agency can take action against the student, including applying any income tax refund to which the person is entitled to reduce the balance owed on the loan; and
- The student may not be eligible for any other federal financial assistance for education at a different school or for government housing assistance until the loan is repaid.

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

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

Determination of the Withdrawal Date
At USU students' withdrawal date for purposes of R2T4 calculation will always be the last date of attendance as determined by the attendance records.

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

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

Time-Frame in which the R2T4 is calculated
The University is a term-based institution. R2T4 is calculated on the basis of a semester/payment period. The definition of a payment period for USU is 16 weeks.

Scheduled Breaks
Scheduled breaks of five or more consecutive days are excluded from the calculation of R2T4 as periods of non-attendance. The withdrawal date for students that withdraw during a scheduled break will be the last date of

academic attendance as determined by the attendance records for purposes of R2T4 and the date the student notified the University that they would not be returning becomes the Date of Determination.

R2T4 calculation

In order to determine the percentage of the payment period completed, the number of days attended in the payment period is divided by the total days in the payment period. For the purpose of this formula, days mean all calendar days, and therefore include weekends and holidays. Only scheduled breaks of 5 days or more and approved leave of absences are excluded.

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

Total Aid to be Disbursed or Returned

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

Post-withdrawal disbursements

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

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

Order of Return of Title IV Funds at United States University

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

- Unsubsidized Direct Stafford Loans (Other than PLUS)
- Subsidized Direct Stafford Loans
- Direct PLUS loans
- Federal Pell Grants
- Federal Supplemental Educational Opportunity Grants (FSEOG)
- Federal TEACH grants
- Iraq and Afghanistan Service Grant

Timeframe for the Return of Title IV Funds

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

- Deposits or transfers the funds into the schools federal funds bank account and then awards or disburses the funds to another eligible student;
- Returns the funds electronically using the refund function in G5;
- Issues a check to the Department of Education;

- An issued check is considered timely if the schools records show that the check was issued within 45 days of the date of determination and the date on the cancelled check shows that the bank endorsed the check no more than 60 days after the date of determination.

The Federal Refund Policy (R2T4) is very encompassing and is intended to be an overview of the policies and procedures that govern regulations pertaining to Title IV Refund (R2T4) and is not inclusive. For further guidance on Title IV Refund's (R2T4) policies and procedures please see the reference material found in Volume 5 of the Federal Student Aid Handbook under Withdrawals. You may access a copy in the Financial Aid Department.

Veterans Benefits

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

The University participates in the Post 9/11 GI Bill® Yellow Ribbon program.

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

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

All official transcripts detailing prior higher education credits must be submitted to the Office of the Registrar in order to be certified for Veterans benefits.

Students with questions regarding using Veteran Benefits at USU should contact the Financial Aid Department.

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

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

1098-T Information

The Taxpayer Relief Act requires United States University (USU) to report student fee information to the IRS. You may be eligible to use the 1098-T to claim education tax credits if you are in one of these categories:

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

1098-T Information for International Students
Because these forms are for United States federal income tax return filing purposes only, forms are not sent to international students who do not request them by reporting a Social Security number (SSN) or an individual taxpayer identification number (ITIN) to the Registrar. Most international students are not eligible to claim education tax credits. For more information about eligibility, please review I.R.S. Publication 970 at http://www.irs.gov/pub/irs-pdf/p970.pdf . USU employees cannot assist you with your specific tax questions, so you should consult with a qualified tax professional if you need assistance.

For tax reporting purposes, please contact the Office of the Registrar to change or make corrections to your name or social security number. A legible copy of your social security card will be required with your formal request.

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

If you need a 1098-T and you do not request it by providing a correct ITIN or SSN before December 24 of the tax year, your Form 1098-T will not be filed.

Payment Policies

Payment

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

Payment Plans

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

Returned Checks

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

Tuition and Fees

The University reserves the right to modify tuition and fees at any time. Students will be notified at least 30 days in advance.

Graduate Programs

Program	Credits	Per Credit Hour	Per Academic Year*	Monthly Payment Plan
Teaching Credential	42	$465	$11,160	No MPP
Teaching Credential with Bilingual Authorization	51	$465	$11,160	No MPP
Master of Arts in Education	36	$325	$5,850	$325
Master of Business Administration	36	$325	$5,850	$325
Master of Business Administration – Onsite	36	$450	$8,100	No MPP
Master of Science in Nursing, Online Education and Education Technology	40	$325	$5,850	$325
Master of Science in Nursing, Nursing Leadership for Health Systems Management Innovation	38	$325	$5,850	$325
Master of Science in Nursing, Family Nurse Practitioner	50	$465	$8,370	$375

*Based on students enrolling for 9 credits, 12 credits for the Teaching Credential, each semester for two academic semesters.

Undergraduate Programs

Program	Credits	Per Credit Hour	Per Academic Year*	Monthly Payment Plan
Bachelor of Arts in Management	120	$450	$10,800	No MPP
Bachelor of Science in Health Sciences	120	$450	$10,800	No MPP
RN to Bachelor of Science in Nursing	36	$325	$7,800	$250

*Based on students enrolling for 12 credits each semester for two academic semesters.

Certificate Programs

Program	Credits	Per Credit Hour	Per Academic Year
Certificate – College of Education	12	$325	n/a
Certificate – College of Business	12	$325	n/a
Certificate – College of Nursing and Health Sciences	12	$325	n/a
English Language Program	n/a	n/a	n/a

Active Duty Military

Program	Per Credit Hour	Per Academic Year*	Monthly Payment Plan
Undergraduate	$250	$12,400	No MPP
Master of Science in Nursing, Family Nurse Practitioner	$400	$7,200	$375
All Other Graduate Programs	$250	4,500	$250

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

Veteran and Military Spouses Tuition

Program	Per Credit Hour	Per Academic Year*	Monthly Payment Plan
Master of Science in Nursing, Family Nurse Practitioner	$400	$7,200	$375
All Other Graduate Programs	$250	4,500	$250

*Based on students enrolling for 9 credits, 12 credits for the Teacher Credential, each semester for two academic semesters.

Other Fees

Type of Fee	Amount	Frequency
Application Fee (International)	$100	One-Time (Non-Refundable)
Audit Fee	$500	Per Course
Challenge Examination Fee	$100	Each Occurrence
ENP Clinical Fee	$525	One-Time

Replacement Diploma	$50	Each Occurrence
Resource and Technology Fee (Onsite)	$175	Per Course
Resource and Technology Fee (FNP)	$20	Per Course
Student Activity Fee (International)	$100	Per Session
Student Services Fee (International)	$175	Per Session
Teacher Performance Assessment (TPA)	$500	One-Time
TPA Late Fee	$50	
TPA Resubmission Fee	$75	Each Occurrence
Technology Fee (Undergraduate, Graduate)	$160	Per Course
Transcript Fee	$5	Each
Transfer Fee (International)	$250	Each Occurrence
Tuition Deposit (International)	$1,500	One-Time prior to first day of class
Wire Transfer Fee (Domestic)	$30	Each Occurrence
Wire Transfer Fee (International)	$40	Each Occurrence

Estimated Program Charges

Program	Credits	Estimated Tuition	Program and Technology Fees	Other Fees	Estimated Total Institutional Charges	Books
Bachelor of Arts in Management	120	$54,000	$ 0	$0	$54,000	$8,000
Master of Business Administration	36	$11,700	$720	$0	$12,420	$2,400
Teacher Credential	42	$19,530	$400	$0	$19,930	$2,800
Teacher Credential with Bilingual Authorization	51	$23,715	$400	$0	$24,115	$3,400
Master of Arts in Education	36	$11,700	$720	$0	$12,420	$2,400
Bachelor of Science in Health Sciences	120	$54,000	$0	$0	$54,000	$8,000
RN to Bachelor of Nursing	36	$11,700	$720	$0	$12,420	$2,400
Master of Science in Nursing, Education	40	$13,000	$840	$0	$13,840	$3,600
Master of Science in Nursing, Family Nurse Practitioner	50	$23,250	$3,600	$0	$26,850	$3,600
Master of Science in Nursing, Leadership	38	$12,350	$840	$0	$13,190	$3,600

Estimated International Program Charges

Program	Credits	Estimated Tuition	Program and Technology Fees	Other Fees	Estimated Total Institutional Charges	Books
Master of Business Administration	36	$14,700	$1,640	$2,200	$18,540	$2,400

Estimated Certificate Program Charges

Program	Credits	Estimated Tuition	Program and Technology Fees*	Other Fees	Estimated Total Institutional Charges	Books
College of Business and Management						
Business Analytics	12	$3,900	$0	$0	$3,900	$0
Finance	12	$3,900	$0	$0	$3,900	$0
Human Resources	12	$3,900	$0	$0	$3,900	$0
Information Technology	12	$3,900	$0	$0	$3,900	$0
International Business	12	$3,900	$0	$0	$3,900	$0
Marketing	12	$3,900	$0	$0	$3,900	$0
Project Management	12	$3,900	$0	$0	$3,900	$0
College of Education						
Early Childhood Education*	12	$3,900	$0	$0	$3,900	$0
Higher Education Administration*	12	$3,900	$0	$0	$3,900	$0
Special Education*	12	$3,900	$0	$0	$3,900	$0
STEM Certificates*	12	$3,900	$0	$0	$3,900	$0
College of Nursing and Health Sciences						
Health Informatics*	12	$3,900	$0	$0	$3,900	$0
Emergency Nurse Practitioner	13	$4,225	$765	$0	$4,990	$0
Nursing Leadership for Health Systems Management Innovation	12	$3,900	$240	$0	$4,140	$0
Online Education and Education Technology for Nurses	12	$3,900	$240	$0	$4,140	$0
Extended Studies						
English Language Program	n/a	$10,000	$0	$0	$10,000	$0

*Technology access fee are waived for this certificate.

Student Tuition Recovery Fund

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

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

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

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

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

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

Cancellation Policy

Students may cancel their enrollment with United States University, without penalty or obligation, and obtain a refund of charges paid through the first seven (7) calendar days from the start of the program, or the start of the seventh day after enrollment, whichever is later.

If student cancels, any payments received shall be returned within 30 calendar days following the receipt of your written notice to withdraw the program.

To cancel your enrollment with the University you must submit a written request to cancel enrollment in writing. The written notice of cancellation need not take any particular form and, however expressed, it is effective if it shows that the student no longer wishes to be bound by the enrollment agreement. Students may complete this in person, mail, or electronically (e.g., student portal, student email)

University Refund Policy

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

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

<u>Tuition and Fee Refund (based on an 8-week session)</u>

Week(s) 1 – 2	100% tuition and fee refund
Weeks 3 – 5	Pro rata tuition and fee refund
After Week 5	No tuition or fee refund

<u>Fee Refund schedule</u>

With the exception of the application fee, which is non-refundable after the start of class, all instructional-related fees are refundable on a pro rata basis. *Please see Tuition and Fee Refund listed above.*

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

Cancellation of Program or Courses

The University reserves the right to cancel or postpone a class or a program if student enrollment is insufficient. However, every effort will be made to cancel the class or program well in advance of the intended start date allowing students to reschedule or make other arrangements.

In circumstances where the University cancels a course, the University will reverse any associated charges and make a full refund of any payments if the student does not wish to continue.

Registration and Records

The Office of the Registrar (OR) oversees the maintenance and integrity of all student records, admissions criteria, course registration, status changes, and transcript evaluation. The OR reports on student enrollment data as mandated by federal and/or state regulation and as allowed under FERPA guidelines to all external agencies. The OR ensures all department activity is in compliance with institutional policies and procedures and verifies completeness and accuracy of all functions.

Registration

The University utilizes the online registration functionality through the Student Portal. Once student has been accepted the student will have the ability to self-register. All programs of study are structured with a prescribed course sequence. Students may add and/or drop courses through the add/drop period (see add/drop period).

A student may not self-register in the prescribed sequence until all prerequisites have been satisfied. Prevention may be, but not limited to, pending award of transfer credit, satisfactorily pass coursework at USU, and/or meet any program specific requirements. A student may not register for a class and a course prerequisite in the same semester. Information on course prerequisites or co-requisites can be found in the course descriptions in this Catalog.

For further registration assistance a guide is available in the Student Portal. Students may also consult with their designated Academic Advisor.

Add/ Drop Period

The Add period occurs prior to and throughout the first week (7 days) of an 8-week session. During this period, students may add individual courses. Students will not be added into the second week of a session unless in certain instances where approval from the Program Director/Dean is obtained. New students may be admitted during this period provided they attend at least one (1) scheduled class, or post a gradable assignment for online, during the Add period.

The drop period occurs within the first two weeks (14 days) of an 8-week session. Students may drop courses prior to the first day of the session or up to the end of the drop period by withdrawing through the student portal. Students dropping all classes may be treated as withdrawals or become inactive. Please refer to our *Continuous Enrollment policy*.

Dropped courses occurring within add/drop period may appear on student's transcripts but will not be included in evaluating student maximum allowable timeframe specific to satisfactory academic progress.

Diplomas, Transcripts and Other Documentation

Diplomas and transcripts are issued only to students in good financial standing with the University. Diplomas are printed and mailed after all requirements have been completed, and all financial obligations to the University have been fulfilled. They are mailed to the address of record approximately two months after the degree has been awarded.

Students may request transcript by following the directions on the University Website. Official transcript requests will be processed online through the transcript ordering services. Students must use the Transcript Request Form (available online) for any unofficial transcript request or through their student portal. Please refer to the Tuition and Fees section for costs associated with transcript requests. Request for official transcripts will not be processed until all financial obligations have been met.

Students that require documentation other than transcripts may complete the Document Request Form. This form is required before any information is released as student's written consent is needed. The form is available from the Office of the Registrar or email registrar@usuniversity.edu. Example of documents may consist of enrollment verifications, copy of student ledgers for tuition reimbursement, etc.

Student Record Retention

The University retains all required records for a minimum of three (3) years from the end of the student's award year on-site in order to be compliant with Federal Regulation (34 CFR §668.24) and State Regulation (5 CCR §71930). Records may then be stored on a secure off-site location and/or digitized and stored into a solutions system. However, some financial aid documents and all transcripts are kept indefinitely.

Changes of Name or Address

Students are responsible for maintaining up-to-date student information: e.g., name, residence, phone number, or email address. Update to student information, except student name, may be completed in the student portal. Name change requests must be accompanied by a copy of one of the following: court order, marriage certificate, dissolution decree, social security card, or driver's license.

Student Services

The Student Services Department consists of Academic and International Student Advisors. Student Services works with every student to orient them to the University and understand policy and procedures. Among other services, Academic Advisors assist our students to develop and accomplish academic goals, utilize and access student success resources, assisting with Faculty outreach, registration questions, and tutoring services.

Orientation

All incoming students must attend an orientation. The orientation provides an opportunity for students to meet with a designated Academic Advisor. It also orients students on policies and procedures and their rights and responsibilities as a student. During this orientation, students will learn how to navigate through the classroom platform and discuss various program requirements.

In addition, international students are required to attend the mandatory orientation at the campus. Students will check in with their International Student Advisor who will orient them on academic and classroom success and SEVP/SEVIS regulation requirements.

Student Photo Identification Cards

The University requires that all new students obtain a student ID card. The cards serve as student identification for a variety of on-campus services, access to the building during business hours, and the University Library. To obtain a student identification card, complete the Student ID Form available on the University Website under Student Services and include your Full Legal Name, your mailing address and a passport style photo. Students who lose their ID card may be required to obtain a replacement and pay the replacement fee. Please refer to the *Tuition and Fee* section of this catalog.

Academic Tutoring

The University provides tutoring services for Math, English and other areas of need with the purpose of helping students maintain proficiency or improve in a specific subject. Students are encouraged to seek help if needed to enhance their academic performance. Please contact student services to obtain additional information regarding tutoring resources.

Textbooks and Course Materials

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

Smoking

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

Housing

The university does not assume responsibility for student housing. It does not have dormitory facilities under its control, nor offer student housing assistance.

Verbal, Written, and E-mail Communication

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

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

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

Diversity

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

Student Code of Conduct

The University is committed to upholding a learning environment in which all members of the community are held to the highest standards of conduct consistent with respect for the law, fulfillment of contractual obligations, consideration for the rights of others, and a high level of personal integrity. All members of the University may face sanctions when not behaving in a manner consistent with the mission and policies of United States University both on- and off-campus.

Students should refer to the *Student Code of Conduct Handbook* available on the University Website for more information.

Student Discipline

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

Student Ethical Behavior

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

Dress Code

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

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

Violations of Student Code of Conduct

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

- Cheating or plagiarism in connection with any academic program
- Forgery, alteration or misuse of campus documents, records, or identification or knowingly furnishing false information
- Misrepresentation of oneself or of an organization to be an agent of the University
- Obstruction or disruption, on or off campus property, of the educational process, administrative process or other function
- Physical abuse of the University, family members, or the threat of physical abuse
- Theft of, or non-accidental damage to, University property, or property in the possession of, or owned by, members of the University
- Unauthorized entry into, unauthorized use of, or misuse of University property
- On University property, the sale of dangerous drugs, restricted dangerous drugs, or narcotics as those terms are used in California statues, except when lawfully prescribed pursuant to medical or dental care, or when lawfully permitted for the purpose of research, instruction or analysis
- Knowing, possessing, or use of explosives, dangerous chemicals or deadly weapons on campus property or at a campus function
- Engaging in lewd, indecent or obscene behavior on campus property or at a campus function
- Abusive behavior, directed toward, or hazing of, a member of the University campus
- Violation of any order of the University President, notice of which had been given prior to when such violation occurs; either by publication in the campus bulletin, or by posting notice on the official bulletin board designated for this purpose, or by any other means of verifiable communication including an email message
- Soliciting or assisting another to do any act which would subject a student to expulsion, suspension or probation.

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

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

Disciplinary Hearing

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

Dismissal for Conduct

The University regards studying at the University as a privilege granted in consideration of specified levels of performance and of maintaining the established standards of scholarship and personal and professional conduct.

The University reserves the right to require withdrawal at any time it deems necessary to safeguard its standards of scholarship, conduct, and orderly operation. The student concedes this right by the act of matriculation. At the same time, the student has the right of appeal.

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

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

Academic Integrity

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

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

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

- Cheating
- Using unauthorized materials such as books, notes, any portal device, or "cheat" sheets to answer examination questions.
- Taking advantage of information considered unauthorized by an instructor regarding examination questions.
- Copying another student's homework, written assignments, examination answers, electronic media, or other data.
- Assisting or allowing someone else to cheat.
- Failure to report cheating to an academic official of the University.
- Plagiarism
- Representing the ideas, expressions, or materials of another without references providing credit.
- Paraphrasing or condensing ideas from another person's work without proper citation.
- Failing to document direct quotations and paraphrases with proper citation.
  - Students can check their work for improper citation or potential plagiarism by comparing it against continuously updated databases.
- Other forms of academic dishonesty
- Fraud, deception, and the alteration of grades, attendance, or official records.
- Changing examination solutions after the fact, inventing, changing or falsifying laboratory data or research.
- Purchasing and submitting written assignments, homework, or examinations.
- Reproducing or duplicating images, designs, or web pages without giving credit to the developer, artist, or designer.
- Submitting work created for another module or course without instructor approval.

- Misrepresenting oneself or one's circumstance to gain an unfair advantage.
- Collaborating with another person(s) without instructor approval.
- Selling or providing term papers, course work, or assignments to other students.

Career Services

The University currently does not provide services to students and alumni in career preparation or placement. However, the University does provide online resources in the following areas: resume and cover letter building, improving interview skills, utilizing social media for job search and networking.

Below is a partial listing of the Standard Occupational Classification (SOC) Codes the University has identified for each program in which it prepares its students for the job market. For more information on SOC Codes and full-listing please contact the Office of the Provost.

Degree	SOC Code
Bachelor of Art in Management	11-1021, 11-2021, 11-2022, 11-3011, 11-3121, 11-9199.02, 13-1071, 13-1161. 13-1199, 13-2031, 13-2071, 15-1199.08, 15-1199.12, 41-4012, 41-1011, 43-4161,
Bachelor of Science in Health Sciences	21-1091, 21-1094, 21-1091, 11-9111, 25-1071, 29-2071,
Bachelor of Science in Nursing (RN to BSN)	25-1072, 29-1141
Teacher Credential Program	25-2021, 25-2031
Master of Arts in Education	11-9031
Master of Business Administration	11-1021, 11-2021, 11-2022, 11-3031.02, 11-3071.03, 11-9141, 13-1161, 13-2011.02, 13-1199, 15-1122, 15-1199.08, 15-1199.09, 25-1011, 43-5061, 55-1019,
Master of Science in Nursing – Nursing Leadership for Health Systems Management Innovation	11-9111, 29-1141, 29-1141.04
Master of Science in Nursing – Online Education and Education Technology	11-9033, 11-9039, 21-1091, 25-1072, 25-2032
Master of Science in Family Nurse Practitioner	25-1072, 29-1141, 29-1171

Library

The United States University Library mission is to support the learning, research, and academic success of the students, faculty, and alumni. Through campus and online information literacy, the library responds to the information needs of the USU community with a supportive student- and learning-centered approach.

The academic curricula are supported by access to online databases subscribed to by the University, and by text-based, recorded, and interactive web-based information literacy training. The comprehensive information literacy training program supports student research: the librarian provides research assistance in person, by telephone, by email, and by webinar; a virtual reference service is also available seven days a week to assist students and faculty.

The Library is located at the main campus and is open to students Monday to Friday from 9 am to 6 pm and Saturdays from 10 to 2 pm during International sessions. The electronic library is in the online class platform (D2L

Brightspace) as the "Library Corner." Its resources are available 24/7. These include: databases, collections of peer-reviewed open access journals, government data and statistics, demographics, e-books, theses, worldwide open access collections, tutorials, and research guides. Additional online resources correspond to societies, associations, directories, and government information.

Online Databases: Students, instructors, and staff have access to online academic, peer-reviewed journals from Business Source Premier, CINAHL® Plus with Full Text, MEDLINE® with Full Text, ERIC®, Academic Search Complete, PsycARTICLES®, ProQuest Central (34 databases including: ProQuest Nursing and Allied Health Source), Proquest E-Book Central, Regional Business News and RefWorks.

Library Services Include:
- Assist students with information literacy.
- Assist students in completing their weekly assignments and final projects.
- Reinforce students' knowledge of databases and online information resources
- Reinforce students' knowledge of American Psychological Association (APA) referencing and citation
- Engage students in American academic copyright and plagiarism policies
- Provide online library tutorials

Local students are encouraged to apply for a library card from the San Diego Public Library and the County Library systems. This allows students to check out books from San Diego CIRCUIT system which includes San Diego State University, University of San Diego, University of California San Diego, and University of California San Marcos. State university libraries and public libraries support online students all over the United States. Students are encouraged to investigate their state and local access options.

Academic Policies

Academic Freedom

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

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

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

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

Attendance and Participation

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

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

In addition, if at any time after the first week of class a student is absent from the University for 14 consecutive calendar days, excluding holidays and scheduled breaks of five (5) calendar days or more, and no contact has been made by the student indicating intent to continue, the student may be dropped from the course and/or administratively withdrawn from the University.

Participation criterion for online classes will vary by course; however, examples of requirements include: posting or submit substantive academic discussions or assignments at least two separate days of the week.

Continuous Enrollment

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.

Clinical Rotations and Practicum

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

Leave of Absence

Students are expected to maintain continuous enrollment in their program of study. A leave of absence (LOA) is granted for jury duty, military reasons, medical reasons, significant non-academic issues or other extenuating circumstance as approved by the Office of the Registrar.

A student must be in attendance for at least one session (8 weeks) to be eligible to request an LOA. An approved LOA cannot exceed more than 180 calendar days in a twelve month period. The 12-month period begins on the first day of the student's LOA. Students should speak with their Academic Advisor prior to any request for an LOA.

Students are responsible for obtaining the approval of the leave of absence. All requests for an LOA must be submitted in writing to the Office of the Registrar explaining reason for leave, dates for which leave is needed, and include appropriate supporting documentation. Students may not be granted an LOA if they are not in good academic standing (not on disciplinary action, academic probation or academically dismissed from the University).

Students are expected to return within the specified timeframe and attend by the end of the add period of the scheduled session. Students not in attendance by the end of add period will automatically be considered a withdrawal. Any Title IV recipient that fails to return from an LOA may affect their loan repayment times and exhaustion of some or all of a student's financial aid grace period.

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

Academic Year

The academic year for undergraduate and post-baccalaureate degrees at USU is composed of two (2) semesters of 16 weeks duration totaling 32 weeks of instruction and at least 24 credits. Each semester is composed of two (2) sessions of eight (8) weeks and at least 12 credits.

The academic year for graduate students (with the exception of the MAED) at USU is composed of two (2) semesters of 16 weeks duration totaling 32 weeks of instruction and at least 18 credits. Each semester is composed of two (2) sessions of eight (8) weeks and at least nine (9) credits.

The academic year for MAED students is composed 32 weeks of instruction and at least 24 credits.

Class Standing
- Freshmen: Students who have completed 0- 30 college credits.
- Sophomore: Students who have completed 31-60 college credits.
- Junior: Students who have completed 61-90 college credits.
- Senior: Students who have completed more than 90 college credits.

Maximum Credit Load

Due to rigor of curriculum and the time students are expected to spend in course(s), the University has established a maximum credit load of six (6) credits per session (may vary by program). Students wanting to register for more

than six (6) credits per session must obtain approval from the Program Director/Dean. Students must be in good academic standing.

Credit Hour Policy

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

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

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours."

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

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

Grading System

The grading system that appears in the charts below governs grading symbols and computations for all undergraduate and graduate students of the University. All letter grades carry quality points and are computed in student GPAs.

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

General Grading Scale

Grade	Quality Points	Percentage*
A	4.00	94.0 - 100
A-	3.67	90.0 - 93.99
B+	3.33	87.0 - 89.99
B	3.00	83.0 - 86.99
B-	2.67	80.0 - 82.99
C+	2.33	77.0 - 79.99
C	2.00	73.0 - 76.99
C-	1.67	70.0 - 72.99
D+	1.33	67.0 - 69.99
D	1.00	63.0 - 66.99
D-	0.67	60.0 - 62.99
F	0.00	< = 59.99

*For MBA students, a minimum passing grade is a "C+" grade. For MAED students, a minimum passing grade is a "B-" grade.

Nursing Grading Scale

Grade	Quality Points	Percentage*
A	4.00	95.0 – 100
A-	3.67	90.0 - 94.99
B+	3.33	87.0 - 89.99
B	3.00	84.0 – 86.99
B-	2.67	80.0 – 83.99
C+	2.33	77.0 - 79.99
C	2.00	74.0 - 76.99
F	0.00	< = 73.99

*For MSN students, a minimum passing grade is a 'B' grade. For BSN students, a minimum passing grade is 'C.'

Additional course designators are:

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

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

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

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

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

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

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

Incomplete Grades

An Incomplete (I) grade allows is assigned when a student is unable to complete the requirements of a course due to extenuating circumstances beyond the student's control, such as illness or necessary absence. A student that has attended at minimum beyond the fourth week of class in an 8-week session may request an Incomplete.

The student must initiate the request for an Incomplete to the faculty via student portal before the end of the course. The student will be required to provide documentation of the extenuating circumstance that caused the student to fall behind. If the faculty approves the request for the Incomplete, a student may be given a maximum of one (1) session to complete the course assignment(s). It is the discretion of faculty to give a shorter deadline.

Faculty will send the approval to the Office of the Registrar for processing. Notification of approval/denial will be provided to the student by the Office of the Registrar. It is the responsibility of student to follow up with the faculty to remove an Incomplete. Failure to resolve the Incomplete by the deadline given will result in the grade defaulting to an "F" or "NC" based on grading criteria of the course.

A grade of Incomplete is not considered a grade and may not satisfy the prerequisite requirement of any subsequent courses.

Credit/No Credit Grading

A grade of Credit (CR) is equivalent to acceptable undergraduate or graduate performance (the equivalent of a "C" or higher for undergraduate students and a "B" or higher for graduate-level students). A No-Credit (NC) grade indicates that the course was not mastered. CR and NC grades are not included in computing GPA, however, used in calculating pace of completion for purposes in determining satisfactory academic progress.

Repeating a Course

The may repeat courses in which a below than average, or minimum passing, grade has been earned in order to work towards a better grade to assist in raising GPA. If a course is repeated, the most recent attempt will be used in calculating the cumulative GPA and for completion of program requirements. The original course will remain on the official transcript as credits attempted but not earned.

Students participating in the federal student aid program should verify with the Financial Aid Department to discuss how repeat of course(s) may impact their eligibility status.

- Course(s) may be repeated when a grade of "D" or below affects the GPA for purposes of SAP.
- A student may not repeat a course more than two (2) times for undergraduate students.
- A student may not repeat a course more than one (1) time for graduate students.
- Students will be charged the current tuition rate for the repeated course at the time the course is repeated.
- Students in a nursing program taking clinical with a co-requisite didactic will be required to repeat both didactic and clinical courses if failure to pass either co-requisite.

Grade Changes

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

Grade Appeals

If a student believes an incorrect grade has been submitted due to clerical or computational error should resolve the issue by first consulting with the faculty. If the issue has not been resolved after consultation with faculty, and the student believes there are grounds for appealing the grade, the student may file for an appeal by following the procedure outlined below. Grounds for appealing can be made when students can provide documentation for one or more of the following:

- An error in calculating the grade.
- Failure of the faculty to notify students clearly and promptly of the criteria for grade determination.
- Assignment of a grade based on factors other than student achievement.
- Inconsistent or inequitably applied standards for evaluation of student academic performance.
- If the student believes that the grade received is based upon unlawful discrimination, or sexual harassment, as defined in these policies and procedures, the student should proceed with the process under Grievance Policies and Procedures.

Process

If grounds for appeal are met as defined above, student must submit an Appeal Form available from the Academic Advisor within 30 days of grade submission for the course. The student must include supporting documentation that demonstrates the occurrence of one or more of the abovementioned grounds for appeal. The appeal form and supporting documentation must be provided to the Program Director/Dean. The Program Director/Dean will convene a Grade Appeal Committee

The Program Director/Dean will appoint members as appropriate for consideration of review of Grade Appeal. All documentation submitted will be reviewed, including feedback from faculty of course, in order to make determination. The Committee will decide to either change or uphold the grade.

The Committee will render a decision within 30 days of receiving the grade appeal. Formal notification of the Committees decision will be sent from the Program Director/Dean. The notification will be provided to the faculty, student, and Office of the Registrar.

Course Withdrawal

Students may drop after the drop period and receive a withdrawal grade (W). A grade of "W" does not affect a student's cumulative GPA, but counts as credit hours attempted toward both pace and maximum timeframe. Course withdrawals will not be allowed after week seven (7) of an 8-week session. The earned grade will be awarded and will count towards the cumulative GPA and as credit hours attempted toward both pace and maximum timeframe.

Notifying an instructor or other office of intent to drop a course does not constitute an official withdrawal. Students may withdraw from courses via student portal. Students who withdraw from course(s) are still responsible for tuition. Please refer to the *University Refund Policy* for more information.

Withdrawal

An official withdrawal occurs when a student notifies the Student Services Department that they no longer wish to attend courses and want to withdraw from the University. Students should to speak with their Academic Advisor to discuss the withdrawal process. Students who do not officially withdraw from the University may be administratively withdrawn.

Administrative Withdrawal

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

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

Course Substitution

In certain cases, a student may request to substitute a USU core or general education course for a specific course requirement. Students will be required to complete a course substitution form and provide detailed explanation for substitution. Approval is required by the Program Director/Dean of the student's major. Students may not substitute more than 15 credits.

Satisfactory Academic Progress

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

* Some programs have a minimum passing grade: e.g., BSN, MBA, MAED, MSN.

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 and Financial Aid 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.

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 Office of the Registrar shall complete a transfer credit evaluation for transfer to the new program.

Program Transfer

Some students decide after matriculation that they are better suited for another program at the University. In such cases, students may request to transfer to a new program in Student Portal. All general and program specific admissions requirements must be met when applying.

Students are recommended to consult with the Financial Aid/Student Accounts Office before program transfer is granted. Approval is required from both the Program Director/Dean of the college the student wishes to transfer and the Office of the Registrar.

Application for Graduation

Students that are within 12 credits of completing their undergraduate program, 6 credits for graduate program, may file an Application for Graduation. The Office of the Registrar will use the application to complete a degree audit to ensure students are meeting graduation requirements. The Application for Graduation is also used for commencement ceremony and to confer degrees.

Commencement Ceremony

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

Graduation Requirements

Undergraduate Degree
In order to be eligible for graduation with an undergraduate degree, students must meet all of the following:
- Complete minimum credit hours required for degree
- Have a minimum cumulative GPA of 2.00
- Meet residency requirements for undergraduate programs

Graduate Degree
In order to be eligible for graduation in a graduate degree, students must meet all of the following:
- Complete minimum credit hours required for degree
- Minimum cumulative GPA of 3.00
- Meet residency requirements for graduate programs

Recognition of Academic Honors

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

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

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

Undergraduate Studies - General Education

The general education curriculum is organized into eight subject areas of communication skills, critical thinking, mathematical concepts and quantitative reasoning, natural sciences, arts and humanities, social and behavioral sciences, and information literacy. The purpose of general education is to provide a common educational experience for students, regardless of major field of study. The faculty is committed to ensuring that the general education courses cultivate knowledge, skills, and values.

Undergraduate students are required to complete a minimum of 45 credits of General Education coursework (varies by major field of study). The general education program is designed to ensure the following goals:

Written Communication: Knowledge of and practice in the form, content, context and effectiveness of written communication. Fundamental courses in composition prepare students to use the principles of expository writing.

Oral Communication: Knowledge of and practice in the form, content, context, and effectiveness of oral communication. Fundamental courses in oral communication prepare students to use the principles and techniques of oral composition and delivery.

Critical Thinking: Knowledge of logic and its relation to language, elementary inductive and deductive process, understanding of formal and informal fallacies of language and thought; and the ability to distinguish matters of fact from issues of judgment or opinion. Fundamental courses prepare students to identify and use logical thinking and argumentation.

Mathematical Concepts and Quantitative Reasoning: Knowledge of and practice in basic mathematical concepts and quantitative techniques. Fundamental courses prepare students to explain and apply numerical concepts and techniques.

Arts and Humanities: Knowledge of the creative arts and the humanities, including the interrelationship between self, society/culture, and the creative arts. Fundamental and advanced courses provide students with the opportunity to refine their affective, cognitive and physical faculties through studying and great works of human imagination.

Social and Behavioral Sciences: Knowledge of problems and issues from the respective disciplinary perspectives of the social and behavioral sciences. Fundamental and advanced courses prepare students to examine issues in their historical and contemporary settings and in various cultural contexts.

Natural Science: Knowledge of scientific theories, concepts and data about living and non-living systems. Fundamental courses prepare students with an understanding and appreciation of scientific principles and scientific method, potential limits of scientific endeavors and the value systems and ethics associated with human inquiry.

Information Literacy: Knowledge of and practice in the challenges and techniques of information and media literacy. Fundamental courses prepare students to recognize the need for information and provide them with the ability to locate, evaluate and use it effectively. The authenticity, effectiveness, validity and reliability of information from both popular and academic sources are given importance.

Program Learning Outcomes
1. Access, assess, and use information and media responsibly.
2. Explain how social diversity and social identity impact life experiences and social relations.
3. Demonstrate knowledge of multiple disciplinary perspectives.
4. Write fluently and effectively.
5. Speak fluently and effectively.
6. Work effectively with others to achieve mutual goals.
7. Calculate and interpret data in scientific or social contexts.
8. Analyze ethical choices in professional and civic contexts.
9. Analyze and evaluate arguments and positions.

GE Area	Course Number	Course Name	Credits
Written Communication	ENG130	English Composition and Reading	3
Oral Communication	COM104	Speech	3
Critical Thinking	ENG140	English Composition and Critical Thinking	3
	COM204	Argumentation	3
Mathematical Concepts and Quantitative Reasoning	MAT102	Foundational College Math Skills	3
	MAT105	College Algebra	3
	MAT241	Introduction to Probability and Statistics	3
Natural Sciences	AST101	Astronomy	3
	AST101L	Astronomy Lab	1
	BIO150	General Biology	3
	BIO150L	General Biology Lab	1
	BIO251	Microbiology	3
	BIO251L	Microbiology Lab	1
	BIO252	Human Physiology	3
	BIO252L	Human Physiology Lab	1
	BIO261	Human Anatomy	3
	BIO261L	Human Anatomy Lab	1
	BIO280	Anatomy and Physiology I	4
	BIO282	Anatomy and Physiology II	4
	CHM102	Principles of Chemistry	3
	CHM102L	Principles of Chemistry Lab	1
Arts and Humanities	ART137	Art Appreciation	3
	HUM499	Senior Seminar: Humanities	3
Social and Behavioral Sciences	COM105	Intercultural Communication	3
	ECN101	Microeconomics	3
	HIS120	United States History I	3
	HIS122	United States History II	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
Information Literacy	CIS120	Introduction to Digital Literacy	3
	ENG205	Information and Media Literacy	3

College of Business and Management

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

Master of Business Administration (MBA) with concentrations in the following areas:
- General Management
- Business Analytics
- Finance
- Human Resources
- Information Technology
- International Business
- Marketing
- Project Management

Certificates
- Graduate Certificate in Business Analytics
- Graduate Certificate in Finance
- Graduate Certificate in Human Resources
- Graduate Certificate in Information Technology
- Graduate Certificate in International Business
- Graduate Certificate in Marketing
- Graduate Certificate in Project Management

Bachelor of Arts in Management

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

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

The program takes a scholar-practitioner approach to business education—providing students with the opportunity to both learn and apply business concepts. Course materials are available 24/7, and since class participation is required, students have the opportunity to interact with and learn from faculty and one another. The program offers small sized classes to optimize students' engagement, interaction, and traditional learning experience.

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

Core Requirements

Course Number	Course Name	Credits
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 Management	3
MGT321	Organizational Behavior and Management	3
MGT326	Operations Management	3
MGT332	Introduction to Project Management	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
	Total	60

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

Concentration – General Management

Course Number	Course Name	Credits
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
	Total	15

Concentration – Business Analytics

Course Number	Course Name	Credits
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 – Business Intelligence

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

Concentration – Entrepreneurship

Course Number	Course Name	Credits
BIS440	Data Analysis and Decision-Making for Managers	3
BUS441	Small Business Management: Growing Entrepreneurial Ventures	3
BUS443	Entrepreneurship: Developing Successful Business Ideas	3
BUS444	New Ventures: The Business Plan	3
BUS445	Creativity, Innovation and Entrepreneurship	3
	Total	15

Concentration – Finance

Course Number	Course Name	Credits
FIN441	Corporate Finance	3
FIN442	Financial Markets and Institutions	3
FIN443	Investment Fundamentals and Portfolio Management	3
FIN444	International Finance	3
FIN445	Financial Econometrics	3
	Total	15

Concentration –Human Resources

Course Number	Course Name	Credits
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
	Total	15

Concentration – Marketing

Course Number	Course Name	Credits
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

General Education Requirements

Course Number	Course Name	Credits
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

Master of Business Administration

36 Semester Credits / 3 Semesters / 12-16 Months
Delivery Mode: Hybrid, Online

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

This program provides working adults the opportunity to learn without interrupting their careers, having to relocate or commute to classes. Course materials are available 24/7, and since class participation is required, students have the opportunity to interact with and learn from faculty and one another.

Program Learning Outcomes

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

Core Requirements

Course Number	Course Name	Credits
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 Strategy	3
MGT504	Talent Acquisition, Performance, and Behavior	3
MGT599	Capstone*	3
	Total	24

* =non-transferable must be taken in last semester

Concentration – General Master of Business Administration

Course Number	Course Name	Credits
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

Course Number	Course Name	Credits
BUA542	Descriptive and Predictive – Analytical Decision-Making Tools I	3
BUA543	Prescriptive Analytic 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

Course Number	Course Name	Credits
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

Course Number	Course Name	Credits
HRM502	Attracting and Retaining Talent	3
HRM503	Executive Seminar: Human Resources Trends and Emerging Practices	3
HRM504	Human Resource Analytics: Managing Total Rewards Compensation	3
HRM505	Human Resource Strategy and Leadership Decision-Making	3
	Total	12

Concentration – Information Technology

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

Concentration – International Business

Course Number	Course Name	Credits
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

Course Number	Course Name	Credits
MKT507	Marketing Analytics	3
MKT508	Internet Marketing	3
MKT510	Consumer/Buyer Behavior	3
MKT536	Global Marketing	3
	Total	12

Concentration – Project Management

Course Number	Course Name	Credits
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

Graduate Certificate in Business Analytics

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

The graduate certificate program in Business Analytics uses data and analytics to identify business opportunities, generate business insights and create business solutions. Companies are looking for skilled professionals who can work effectively in teams to frame key operational and strategic business questions and use data and analytics to find the answers.

Business analysts and the work they do power nearly every decision results-oriented businesses make today. These analysts work in the business' core to model and plan operations, research and forecast trends. Understanding and applying these skills is crucial to the business' success. The graduate certificate in Business Analytics teaches these essential skills.

The course covers the following: business intelligence tools, data/text/Web/Media mining, optimization, simulation, decision modeling, expert systems, 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, conceptual architectures for Big Data Solutions along with big data technologies, stream and location-based Analytics.

The business analytics environment, including the kinds of software tools and data encountered in the marketplace, presents students with realistic scenarios and cases. Students review the history and issues, analyze the data, develop possible approaches, collaborate on teams to discuss alternatives, determine solution(s), and measure and evaluate the outcomes.

Core Requirements

Course Number	Course Name	Credits
BUA542	Descriptive and Predictive – Analytical Decision-Making Tools I	3
BUA543	Prescriptive Analytic 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

Completion Requirements

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

Graduate Certificate in Finance

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

The graduate certificate in Finance provides essentials for corporate financial managers, as well as, best practices for those in entrepreneurial organizations and start-ups. The depth and richness of the certificate ensures that practitioners gain practical technical skills to performance financial analysis, interpret reporting, and comply with SEC, and align with FASB and GAAP. With technology and data playing an increasingly important role in business management and operations, the certificate also covers decision support systems with the opportunity for students to assess financial data through a range of analytical tools. Students will examine finance for corporate managers, entrepreneurs, commercial bankers, investment bankers, and those working in private equity firms, venture capital firms, as well as corporate venture investments. The certificate delivers a very practitioner based review and analysis of the many funding options for various types of industries and organizations.

Core Requirements

Course Number	Course Name	Credits
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

Completion Requirements

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

Graduate Certificate in Human Resources

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

United States University's Human Resource Management (HRM) graduate certificate is a combination of essential competencies organized to support the success of business leaders and managers. The learning design explores the critical relationship between HR strategy and business success. Each course provides both a conceptual framework for the rich content and practical application for today's rapidly changing workplace.

Rooted in best practices and emerging trends, the program facilitates a deeper understanding of the value of attracting and retaining top talent, the importance of total compensation and reward programs, and the criticality of managing organizational behavior that fosters a collaborative, high performance culture.

Across the curriculum, students have the opportunity to identify ways to partner with organizational leadership to turn HRM concepts into innovative, implementable organizational strategy. The courses are designed to facilitate community learning through creative collaborative assignments, develop a deeper understanding and ways to work with an increasingly diverse, global workforce in a technology driven workplace.

Core Requirements

Course Number	Course Name	Credits
HRM502	Attracting and Retaining Talent	3
HRM503	Executive Seminar: Human Resources Trends and Emerging Practices	3
HRM504	Human Resource Analytics: Managing Total Rewards Compensation	3
HRM505	Human Resource Strategy and Leadership Decision-Making	3
		Total **12**

Completion Requirements

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

Graduate Certificate in Information Technology

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

The Information Technology (IT) graduate certificate covers all aspects of technology infrastructure, including hardware, operating systems, applications, data storage and communication systems related to business. Companies are highly dependent upon information technology and the professionals that manage the organization's information technology infrastructure. Critical to the program is the design of the business processes that take advantage of the technologies, the development of managerial procedures and policies to protect these assets and social, legal, financial, organizational and ethical issues in the context of the modern organization.

IT professionals provide customer service with a focus on technology. They work to meet the computer technology needs of business, government, healthcare, schools, and other kinds of organizations. Their emphasis is on the "technology" more than the content or information it conveys. The Information Technology certificate teaches these critical skills in the context of business and technology.

An emphasis is placed on tools and methods for the analysis and design of information systems and the management and organizational skills needed for their implementation. The program covers 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.

Core Requirements

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

Completion Requirements

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

Graduate Certificate in International Business

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

The international business graduate certificate provides students with a broad-based international business experience. The program helps learners develop the necessary skills to face the challenges of a multicultural marketplace. The practical application content facilitates the ability to become knowledgeable global citizens, characterized by an understanding of the economic, political, social, cultural and environmental diversity and sustainability of the world.

The International Business certificate covers essential theories while providing an analysis on the latest trends and how they influence the global marketplace. Factors influencing the global economy are explored, including examining domestic vs. international political and economic factors.

Essential to any program is understanding factors that impact, influence and guide leadership. With such an increase of use of technology in the workplace, now more than ever the diversity of culture is having a profound impact on team dynamics. It is essential that leaders are informed on how to strategize and execute innovative vision in a borderless workplace.

Core Requirements

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

Completion Requirements

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

Graduate Certificate in Marketing

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

The Marketing certificate prepares students to understand the strategic role of marketing and how to apply it in their organizations. The course teaches how to grow a business by thoroughly understanding its current and prospective customers through the only source of a firm's revenue. Companies with high or increasing market capitalizations need to know how to create, communicate, and deliver value to their customers. Students will learn how to create such value by applying a set of frameworks and analytical tools in three areas: identifying market opportunities, setting a marketing strategy, and formulating the marketing mix.

Students are refreshed on the basics of critical elements of the 4 p's, segmentation and positioning. Students gain knowledge of the tools used and evaluate segmentation strategies like demographics, psychographic, behavioral and outcomes based segmentation. The program explores advanced topics from market research, big data analytics, product development, advertising, branding, retailing and sales to Internet marketing, our highly experiential coursework enables students to leverage real-world opportunities that help prepare them for dynamic and meaningful careers.

Case studies and practical application exercises are used to develop experience in implementing these frameworks and analytical tools in order to grow a business. Specific marketing concentration topics include market research and analytics, behavioral economics, consumer decision making, market segmentation, targeting, positioning, product development, advertising, pricing, and distribution.

Core Requirements

Course Number	Course Name	Credits
MKT507	Marketing Analytics	3
MKT508	Internet Marketing	3
MKT510	Consumer/Buyer Behavior	3
MKT536	Global Marketing	3
	Total	12

Completion Requirements

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

Graduate Certificate in Project Management

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

Project management is an applied management discipline employed within all industries today at all levels of the organization. The Project Management Institute (PMI) projects significant growth in this field through the year 2027. Additionally, it is observed that many project management career opportunities go unfilled due to an observed talent gap (Project Management Institute, 2017).

The Project Management certificate offered by United States University provides students exposure and essential training in project management essentials, project organizations, and project planning, execution and control. The project management course sequence within the program addresses elements of the Project Management Institute Talent Triangle® and includes the following courses: Project Management Essentials, Project Management Organizational Framework, Project Management Integration Framework, and Information Technology Project Management.

Note: This program is in the application process to become a PMI R.E.P (Registered Education Provider).

Core Requirements

Course Number	Course Name	Credits
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

Completion Requirements

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

College of Education

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

Teacher Credentialing Preparation Program
- 2042 Single Subject Preliminary Credential
- 2042 Multiple Subject Preliminary Credential
- Bilingual Authorization (Spanish/English)

Master of Arts in Education (MAED)
- Early Childhood Education
- Effective K-6 STEM Education
- Effective 7-12 STEM Education – Computer Science and Technology
- Effective 7-12 STEM Education – Math and Engineering
- Effective 7-12 STEM Education – Natural Science
- Higher Education Administration
- K-12 Administration and Leadership
- Special Education

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

Teacher Credentialing Preparation Program

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

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

The College of Education offers the following Teacher Credentialing programs approved by the California Commission on Teacher Credentialing (CTC):
- 2042 Multiple Subject Preliminary Credential
- 2042 Single Subject Preliminary Credential
- Bilingual Authorization (Spanish/English)

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

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

Program Learning Outcomes
1. Find and evaluate appropriate information and content for the classroom.
2. Practice cultural proficiency, including differentiation of instruction, in school settings.
3. Demonstrate the knowledge, skills, and abilities that promote student learning.
4. Write effectively in communicating and planning for your classroom.
5. Perform effectively in the classroom.
6. Work effectively with others to improve student outcomes.
7. Interpret student performance data to improve teaching practice.
8. Apply strategies and theories to respond ethically to the changing demographics of the California classroom.
9. Objectively analyze and evaluate student performance in order to improve teaching practice.

Student Teaching Requirements
- Completed and passed the CSET for the credential being sought.
- CPR Certification
- 32 hours of observation completed

Program Completion Requirements
- Complete program with a Cumulative GPA of 3.00 or above
- Passed CalTPA Tasks*
- Passed the Reading Instruction Competence Assessment (RICA) (Multiple Subjects only)
- Professional Teaching Portfolio
- Exit interview
- Exit survey

*Preliminary Teacher Credential Candidates are required to successfully complete two (2) CalTPA Instructional Cycles as part of their summative assessment for teacher credentialing as defined in Standard 17 of the 2042 credential document.

**Please note: *The new CalTPA begins on July 1, 2018. Therefore, per CTC guidelines, "Any candidate starting the teacher credentialing program after July 1, 2018, will be required to take the approved revised CalTPA." In these cases, the revised CalTPA activities will now take place* <u>during</u> *the clinical practice.*

Similarly, and by law, "Candidates who initiate the current CalTPA prior to July 1, 2018, have the right to complete the (original) CalTPA for up to two (2) years from their program start date."

Teacher Credentialing and Licensure
Students are assisted in preparing their documents to request the preliminary Multiple or Single Subject Teaching Credentials to CTC.

<u>Requirements for the Preliminary Credential</u>
Students should refer to the CTC website at <u>http://www.ctc.ca.gov/credentials/requirements.html</u> to determine requirements for licensure in the State of California.

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

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

Core Requirements

Course Number	Course Name	Credits
TED501	Affirming and Valuing Diversity in the Classroom	3
TED503	Foundations of Education	3
TED504	Educational Psychology	3
TED506	Introduction to Special Education	3
TED508	Integrating Educational Technology into Teaching	3
TED520	Introduction to Classroom Instruction	3
TED525	English Language Developmental Strategies for English Language Learners	3
	Total	21

Single Subject – Core Course Requirements

Course Number	Course Name	Credits
TES 540	Secondary Teaching Strategies I	3
TES 541	Secondary Teaching Strategies II	3
TES 542	Reading in the Content Area	3
	Total	9

Single Subject - Clinical Practice Requirements

Course Number	Course Name	Credits
TES 565	Student Teaching (Clinical Practice I)	3
TES 566	Directed Student Teaching Seminar I	3
TES 567	Student Teaching (Clinical Practice II)	3
TES 568	Directed Student Teaching Seminar II	3
	Total	12

Multiple Subject- Core Course Requirements

Course Number	Course Name	Credits
TEM 534	Curriculum and Instruction I	3
TEM 535	Curriculum and Instruction II	3
TEM 536	Language Arts and Reading K-3	3
	Total	12

Multiple Subject -Clinical Practice Requirements

Course Number	Course Name	Credits
TEM 561	Student Teaching (Clinical Practice I)	3
TEM 562	Directed Student Teaching Seminar I	3
TEM 563	Student Teaching (Clinical Practice II)	3
TEM 564	Directed Student Teaching Seminar II	3
	Total	12

**Optional Addition - Bilingual Authorization

Course Number	Course Name	Credits
TEB 580	Latinos in the United States	3
TEB 581	Desarrollo del Lenguaje y Lectura	3
TED 522	First and Second Language Acquisition	3
	Total	9

To acquire a Teaching Credential with a Master's in Education (MAED) students may transfer in a maximum six (6) semester credits from another accredited institution or from the United States University's Master of Arts in Education program.

Master of Arts in Education

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

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

Program Learning Outcomes

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

Program Requirement

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

Core Requirements

Course Number	Course Name	Credits
MAE500	Psychology of Education	3
MAE502	Concepts in Educational Inquiry	3
MAE504	Legal Issues in Education	3
MAE506	Cultural Perspectives in Education	3
MAE508	Teaching Subject Matter with Technology	3
MAE510*	Theories of and Approaches to Literacy.	3
MAE512	Assessment in Education	3
MAE599*	Capstone	3
	Total	24

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

Concentration - K-12 Administration and Leadership

Course Number	Course Name	Credits
MAE551	Managing Organizational Culture: Elementary and Secondary School Organizations	3
MAE555	Leading for Assessment and Accountability	3
MAE557	Leading School Communities in a Pluralistic Society	3
MAE561	Leading for Learning and Development of the School Community	3
	Total	12

Concentration - Early Childhood Education

Course Number	Course Name	Credits
MAE535	Curriculum Across Content Areas for Diverse Young Learners	3
MAE537	Developing Language, Literature and Communication of Diverse Young Learners	3
MAE539	Methods of Teaching Early Childhood	3
MAE541	Maintaining an Effective Learning Climate	3
	Total	12

Concentration - Higher Education Administration

Course Number	Course Name	Credits
MAE591	Higher Education Administration and Leadership	3
MAE592	The Community College	3
MAE594	Student Services	3
MAE596	Human Resources Management in Higher Education	3
	Total	12

Concentration - Special Education

Course Number	Course Name	Credits
MAE515	Literacy Instruction for Students with Mild Disabilities	3
MAE519	Classroom and Behavior Management in the Inclusive Classroom	3
MAE521	Content Area Instruction for Students with Mild Disabilities	3
MAE523	Autism Spectrum Disorders: Characteristics and Educational Implications	3
	Total	12

Concentration - Effective K-6 STEM Education

Course Number	Course Name	Credits
MAE529	Methods of STEM Education – Challenges and Opportunities	3
MAE522	Teaching Mathematics and Engineering in Elementary Schools	3
MAE525	Teaching Science in Elementary Schools	3
MAE526	Coding, Robotics and 1:1 Devices	3
	Total	12

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

Course Number	Course Name	Credits
MAE529	Methods of STEM Education – Challenges and Opportunities	3
MAE530	Programming	3
MAE531	Artificial Intelligence	3
MAE533	Simulation and Modeling	3
	Total	12

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

Course Number	Course Name	Credits
MAE529	Methods of STEM Education – Challenges and Opportunities	3
MAE527	Digital Electronics	3
MAE547	Principles of Engineering	3
MAE548	Engineering Design	3
	Total	12

Concentration - Effective 7-12 STEM Education – Natural Science

Course Number	Course Name	Credits
MAE529	Methods of STEM Education – Challenges and Opportunities	3
MAE586	Teaching Technology in Secondary Science	3
MAE587	Teaching Engineering in Secondary Science	3
MAE589	Teaching Mathematics in Secondary Science	3
	Total	12

Graduate Certificate in Early Childhood Education

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

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

Program Learning Outcomes

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

Program Requirement

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

Core Requirements

Course Number	Course Name	Credits
MAE535	Curriculum Across Content Areas for Diverse Young Learners	3
MAE537	Developing Language, Literature and Communication of Diverse Young Learners	3
MAE539	Methods of Teaching Early Childhood	3
MAE541	Maintaining an Effective Learning Climate	3
	Total	12

Completion Requirements

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

Graduate Certificate in Effective K-6 STEM Education

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

This graduate certificate program in Effective K-6 STEM Education is designed for Elementary School Teachers.

Program Learning Outcomes

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

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

Core Requirements

Course Number	Course Name	Credits
MAE529	Methods of STEM Education – Challenges and Opportunities	3
MAE522	Teaching Mathematics and Engineering in Elementary Schools	3
MAE525	Teaching Science in Elementary Schools	3
MAE526	Coding, Robotics and 1:1 Devices	3
	Total	12

Completion Requirements

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

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

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

This graduate certificate in Effective 7-12 STEM Education – Computer Science and Technology is designed for Middle and High-School Teachers.

Program Learning Outcomes

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

Program Requirement

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

Core Requirements

Course Number	Course Name	Credits
MAE529	Methods of STEM Education – Challenges and Opportunities	3
MAE530	Programming	3
MAE531	Artificial Intelligence	3
MAE533	Simulation and Modeling	3
	Total	12

Completion Requirements

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

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

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

This graduate certificate in Effective 7-12 STEM Education – Math and Engineering is designed for Middle and High-School Teachers.

Program Learning Outcomes

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

Program Requirement

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

Core Requirements

Course Number	Course Name	Credits
MAE529	Methods of STEM Education – Challenges and Opportunities	3
MAE527	Digital Electronics	3
MAE547	Principles of Engineering	3
MAE548	Engineering Design	3
	Total	12

Completion Requirements

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

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

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

This graduate certificate program in Effective 7-12 STEM Education – Natural Science, is designed for Middle and High-School Teachers.

Program Learning Outcomes

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

Program Requirement

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

Core Requirements

Course Number	Course Name	Credits
MAE529	Methods of STEM Education – Challenges and Opportunities	3
MAE586	Teaching Technology in Secondary Science	3
MAE587	Teaching Engineering in Secondary Science	3
MAE589	Teaching Mathematics in Secondary Science	3
	Total	12

Completion Requirements

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

Graduate Certificate in Higher Education Administration

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

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

Program Learning Outcomes

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

Program Requirement

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

Core Requirements

Course Number	Course Name	Credits
MAE591	Higher Education Administration and Leadership	3
MAE592	The Community College	3
MAE594	Student Services	3
MAE596	Human Resources Management in Higher Education	3
	Total	12

Completion Requirements

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

Graduate Certificate in Special Education*

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

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

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

Program Learning Outcomes

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

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

Core Requirements

Course Number	Course Name	Credits
MAE515	Literacy Instruction for Students with Mild Disabilities	3
MAE519	Classroom and Behavior Management in the Inclusive Classroom	3
MAE521	Content Area Instruction for Students with Mild Disabilities	3
MAE523	Autism Spectrum Disorders: Characteristics and Educational Implications	3
	Total	12

Completion Requirements

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

College of Nursing and Health Sciences

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

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

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

Certificates
- Graduate Certificate in Health Informatics
- Graduate Certificate in Nursing Leadership for Health Systems Management Innovation
- Graduate Certificate in Online Education and Education Technology
- Post-Master's Emergency Nurse Practitioner Certificate

Bachelor of Science in Health Sciences

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

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

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

- Gerontology
- Health Education

- Health Services Administration
- Healthcare Data Analytics

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

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

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

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

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

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

Core Requirements

Course Number	Course Title	Credits
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 Organizations	3
HCA414	Healthcare Law, Policy, and Management	3
HDA310	Health Informatics	3
HED201	Human Nutrition	3
HED302	Health Promotions 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
	Total	59

*non-transferable must be taken in last semester

Concentration -Gerontology

Course Number	Course Title	Credits
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

Concentration -Health Education

Course Number	Course Title	Credits
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

Course Number	Course Title	Credits
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 –Healthcare Data Analytics

Course Number	Course Title	Credits
HDA440	Applied Databases: Structured Query Language (SQL)	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

General Education Requirements

Course Number	Course Name	Credits
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

Registered Nurse to Bachelor of Science in Nursing

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

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

The RN to BSN program is fully online, and can be completed in less than one year. Students will complete one clinical experience that takes place where they live with a focus on community health during NUR379 and a second clinical experience where they live with a focus on leadership during NUR490.

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

Program Learning Outcomes
1. Use information and technologies to monitor and provide quality patient care.
2. Demonstrate culture competency in nursing practice.
3. Provide competent, evidence-based nursing care.
4. Document nursing information and activities in support of safe patient care.
5. Speak clearly and concisely in conveying healthcare information.
6. Collaborate effectively with healthcare team members.
7. Apply empirical research to nursing practice.
8. Apply the Code of Ethics for Nurses in professional nursing practice.
9. Objectively analyze and evaluate data to inform decision-making in nursing practice.

Core Requirements for the RN-BSN

Course Number	Course Name	Credits	Clinical Hours
NUR370	Transitions and Issues of the Professional Nursing Role	3	0
NUR371	Foundations of A Caring Science	3	0
NUR372	Evidence Based Nursing Practice	3	0
NUR373	Healthcare Policy, Regulation and Finance	3	0
NUR374	Managing System Change and Improving Patient Outcomes	3	0
NUR375	Inter-professional Communication and Collaboration For Improving Healthcare Outcomes	3	0
NUR376	Innovation in Patient Care Technology and Information Management	3	0
NUR377	Cultural Diversity, Spirituality, and Ethics in Healthcare	3	0
NUR378	Global and Community Based Nursing	3	0
NUR379	Global Community Service Project Internship	3	90
NUR380	Professional Nursing Leadership	3	45
NUR490	Capstone in Evidenced Based Professional Nursing Practice	3	0
	Total	36	135

Degree Requirements

The BSN degree requires a minimum of 120 credits; 36 credits must be completed at United States University. Students may transfer in up-to 72 semester credits from an associate degree in nursing. Coupled with appropriate credits transferred from the associate degree in nursing (72 credits), an additional 12 semester credits in the liberal arts area may be transferred. This provides students a broad background in the humanities, social sciences, natural sciences, mathematics and a foundation for the professional nursing requirements and potential future graduate study.*

*Where transfer credits do not satisfy the liberal arts requirements, the University recommends general education courses that can act as prerequisites to the nursing courses. Examples include, but are not limited to, COM204 Argumentation; CHM102/L Chemistry/Lab; HUM499 Senior Seminar: Humanities; MAT241 Introduction to Probability and Statistics; SSC499 Senior Seminar: Social Sciences. After a transfer credit analysis is conducted by the Office of the Registrar, an academic advisor will work with individual students to ensure they are appropriately scheduled for those courses prior to beginning nursing core courses.

Students who are residents of the State of Tennessee MUST complete a physical assessment course (including head-to-toe assessment) as an admission requirement prior to admission in the RN-BSN completion program.

Master of Science in Nursing - Family Nurse Practitioner

50 Semester Credits/6 Semesters/ 24 Months
Delivery Mode: Online Hybrid

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

Graduates that earn an MSN-FNP degree are eligible to apply to the California Board of Registered Nursing for a Nurse Practitioner license with a valid, unencumbered RN license. Graduates are eligible to sit for a national certification exam from the American Association of Nurse Practitioners (AANP) or the American Nurses Credentialing Center (ANCC). Regulations vary from state to state, and students are encouraged to carefully read the requirements and conduct further research.

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

Program Learning Outcomes
1. Evaluate and apply evidence-based findings to advanced nursing roles.
2. Integrate cultural competence into advanced nursing roles.
3. Integrate the Master Essential's and specialty standards into the advanced nursing role.
4. Compose professional written communication for advanced nursing roles.
5. Speak professionally in advanced nursing roles.
6. Demonstrate the advanced nursing role through leadership, collaboration, and caring science to improve health outcomes.
7. Evaluate and apply quantitative and qualitative data to validate and guide decision making relevant to health outcomes.
8. Integrate ethical reasoning into advocacy and decision making.
9. Objectively evaluate and synthesize information in advanced nursing roles.

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

Required Time On-Campus
Students in the FNP program will be required to complete one virtual orientation and four immersions: 1 new student orientation, 2 immersions on campus in San Diego, and 2 virtual sessions that may be performed remotely. Students will travel to campus twice for immersions during the second year of the program. Students will participate in one on-campus immersion and one virtual immersion during MSN 573 Advanced Health Assessment Across the Lifespan and Cultures Lab. Students will attend another immersion on campus during their clinical courses. The final immersion will be completed virtually in FNP596. All immersions and orientations are mandatory. The dates for all times on campus will be provided during orientation so students can plan accordingly for their time on campus.

Clinical Requirements:

All FNP students are required to complete a minimum of 585 clinical hours. These hours start the second year of the program. It is critical that FNP students meet with the clinical placement coordinator no later than the beginning of the second year (when registered for MSN 571 Advanced Pharmacology Across the Lifespan) to confirm clinical placements. Most clinical hours are completed Monday through Friday from 8:00 am – 5:00 pm so all students must plan their work schedule to accommodate clinical hours.

MSN Core Requirements

Course Number	Course Name	Credit	Lab Hours	Clinical Hours
MSN560	Transitions in Practice: The Role of the Advanced Practice Nurse	3	0	0
MSN561	Theoretical Foundations of Advanced Practice Nursing	3	0	0
MSN563	Evidence Based Inquiry for Scholarship and Practice	3	0	0
MSN564	Cultural and Spiritual Care Across the Lifespan	2	0	0
MSN565	Nursing Leadership and Health Policy	3	0	0
MSN600	Evidence-Based Capstone Project	2	0	0
	Total	16	0	0

MSN Advance Practice Requirements

Course Number	Course Name	Credit	Lab Hours	Clinical Hours
MSN570	Advanced Pathophysiology Across the Lifespan	3	0	0
MSN571	Advanced Pharmacology Across the Lifespan	3	0	0
MSN572	Advanced Health and Physical Assessment Across the Lifespan	3	0	0
MSN573	Advanced Health Assessment Across the Lifespan and Cultures Lab	1	17	28
	Total	10	17	28

Family Nurse Practitioner Specialty Requirements

Course Number	Course Name	Credit	Lab Hours	Clinical Hours
FNP590	Health Promotion, Education and Disease Prevention Across the Lifespan	3	0	0
FNP591	Common Illnesses Across the Lifespan	3	0	0
FNP592	Common Illnesses Across the Lifespan – Clinical Practicum	3	16	119
FNP593	Primary Health of Acute Clients/Families Across the Lifespan	3	0	0
FNP594	Primary Health of Acute Clients/Families Across the Lifespan – Clinical Practicum	3	0	135
FNP595	Primary Healthcare of Chronic Clients/Families Across the Lifespan	3	0	0
FNP596	Primary Healthcare of Chronic Clients/Families Across the Lifespan – Clinical Practicum	3	1	134
FNP597	Clinical Residency and Practice Management	3	0	135
	Total	24	17	523

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

38 Semester Credits/6 Semesters/24 Months
Delivery Mode: Online

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

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

Program Learning Outcomes
1. Evaluate and apply evidence-based findings to advanced nursing roles.
2. Integrate cultural competence into advanced nursing roles.
3. Integrate the Master Essential's and specialty standards into the advanced nursing role.
4. Compose professional written communication for advanced nursing roles.
5. Speak professionally in advanced nursing roles.
6. Demonstrate the advanced nursing role through leadership, collaboration, and caring science to improve health outcomes.
7. Evaluate and apply quantitative and qualitative data to validate and guide decision making relevant to health outcomes.
8. Integrate ethical reasoning into advocacy and decision making.
9. Objectively evaluate and synthesize information in advanced nursing roles.

MSN Core Requirements

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

Nursing Leadership for Health Systems Management Innovation Specialty Requirements

Course Number	Title	Credits	Clinical Hours
MSN580	Strategic Planning and Project Management in Healthcare	3	0
MSN581	Innovation in Organizational and Systems Leadership	3	0
MSN582	Leadership and Organizational Behavior	3	0
MSN583	Legal and Ethical Issues For the Advanced Practice Nurse	2	0
MSN584	Quality Measure, Safety, and Improving Patient Outcomes	3	0
MSN585	Innovation in Healthcare Technology	3	0
MSN586	Entrepreneurship in Advanced Practice Nursing	3	0
MSN587	Residency in Nursing Leadership and Systems Management	2	90
	Total	22	90

Master of Science in Nursing - Online Education and Education Technology

40 Semester Credits/6 Semesters/24 Months
Delivery Mode: Online

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

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

Program Learning Outcomes

1. Evaluate and apply evidence-based findings to advanced nursing roles.
2. Integrate cultural competence into advanced nursing roles.
3. Integrate the Master Essential's and specialty standards into the advanced nursing role.
4. Compose professional written communication for advanced nursing roles.
5. Speak professionally in advanced nursing roles.
6. Demonstrate the advanced nursing role through leadership, collaboration, and caring science to improve health outcomes.
7. Evaluate and apply quantitative and qualitative data to validate and guide decision making relevant to health outcomes.
8. Integrate ethical reasoning into advocacy and decision making.
9. Objectively evaluate and synthesize information in advanced nursing roles.

MSN Core Requirements

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

MSN Advance Practice Requirements

Course Number	Title	Credits
MSN570	Advanced Pathophysiology Across the Lifespan	3
MSN571	Advanced Pharmacology Across the Lifespan	3
MSN572	Advanced Health and Physical Assessment Across the Lifespan	3
	Total	**9**

Online Education and Education Technology Specialty Requirements

Course Number	Title	Credits
MSN574	Curriculum Design and Development in Nursing	3
MSN575	Online Teaching and Learning Strategies in Nursing	3
MSN576	Educational and Instructional Technology	3
MSN577	Educational Assessment and Evaluation Outcomes	3
MSN578	Specialist Clinical Practicum for Nurse Educators	3
	Total	15

Graduate Certificate in Health Informatics

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

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

Program Learning Outcomes:

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

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

Core Requirements

Course Number	Course Name	Credits
MHS515	Information Systems in Healthcare	3
MHS524	Fundamentals of Health Informatics	3
MHS525	Strategic Planning and IT Management	3
MHS527	Data Standard and Analytics	3
	Total	12

Completion Requirements

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

Graduate Certificate in Nursing Leadership for Health Systems Management Innovation

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

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

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

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

Core Requirements

Course Number	Title	Credits	Clinical Hours
MSN580	Strategic Planning and Project Management in Healthcare	3	0
MSN581	Innovation in Organizational and Systems Leadership	3	0
MSN582	Leadership and Organizational Behavior	3	0
MSN584	Quality Measures, Safety, and Improving Patient Outcomes	3	0
	Total	12	0
Optional			
MSN587	Residency in Nursing Leadership and Systems Management	2	90
	Total	14	90

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

Course Delivery

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

Graduate Certificate in Online Education and Education Technology

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

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

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

Core Requirements

Course Number	Title	Credits	Clinical Hours
MSN574	Curriculum Design and Development in Nursing	3	0
MSN575	Online Teaching and Learning Strategies in Nursing	3	48
MSN576	Educational and Instructional Technology	3	0
MSN577	Educational Assessment and Evaluation Outcomes	3	0
	Total	12	0

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

Course Delivery

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

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

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

This graduate certificate is designed for the family nurse practitioner working or wishing to work in an urgent care or emergency department setting. It is also appropriate for the primary care focused nurse practitioner who wants to add these skills to be certified as an Emergency Nurse Practitioner (ENP). This certificate does not provide the education to become certified as an acute care nurse practitioner with either the adult-geriatric or pediatric populations. A minimum of 13 credits is required although some students will need additional clinical credits. An analysis of the individual student's transcript will determine the specific number of credits required.

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

Core Requirements

Course Number	Title	Credits
ENP650	Acute Care Essentials	3
ENP650A	Emergency Skills for the Nurse Practitioner	1
ENP651	Emergency Diagnosis and Management I	3
ENP652	Emergency Diagnosis and Management II	3
ENP653	Practicum in Emergency and Acute Care	3-9
	Total	13-19

Course Delivery

All courses are online except the 2 day ENP 650A which is delivered face to face over a weekend.

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Extended Studies

Business and Management (see College of Business and Management for descriptions)

- Graduate Certificate in Business Analytics
- Graduate Certificate in Finance
- Graduate Certificate in Human Resources
- Graduate Certificate in Information Technology
- Graduate Certificate in International Business
- Graduate Certificate in Marketing
- Graduate Certificate in Project Management

Nursing and Health Sciences (see College of Nursing and Health Sciences for descriptions)

- Emergency Nurse Practitioner
- Health Informatics
- Nursing Leadership for Health Systems Management Innovation
- Online Education and Education Technology

Education (see College of Education for descriptions)

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

English Language Program

English Language Program

736 Clock Hours

The English Language Program (ELP) is an intensive academic English as a Second Language program designed for students who have not yet met the English language requirements for enrolling in a degree program. This program, upon satisfactory completion will permit the waiver of the language test score requirement at United States University, allowing the student to commence a degree program. Students will also be awarded a certificate of competency.

Program Goals
- Encourage and increase the students' exposure to English in order to further develop their academic and communicative competence.
- Help students adapt to any number of rhetorical situations.
- Prepare students for additional tasks found in the academic setting.
- Incorporate writing, speaking, listening and reading skills in class activities in order to provide an opportunity for students to practice and improve their overall English language skills.

Program Learning Outcomes
1. Develop critical language competency, such as listening, reading, speaking, and writing, at the college level.
2. Master the foundational aspects of producing simple and complex sentences.
3. Develop their academic identity and understand the expectations of the university.
4. Gain a wide repertoire of appropriate methods and techniques for learning English in the academic setting.
5. Understand how to conduct research and apply research writing skills.

Testing and Placement
After taking the ELP placement examination, students will be placed into their courses according to the strength of their language skills. Approximate placement based on TOEFL/IELTS score (actual placement dependent on ELP Placement Exam)

Schedule
- On-ground delivery
- 8-week sessions
- Monday through Thursday, plus 4 Friday activity sessions*
- Course Total Hours: 184 hours (22 per week, 2 per Friday session)
- Program Total Hours: 736

*Off-campus guided activities

Course and Exam Equivalencies

Level	1	2	3	4	Admission to USU Programs
TOEFL (IBT)	Entry Level Score: 32	Entry Level Score: 35	Entry Level Score: 46	Entry Level Score: 57	Entry Score 61 or above
IELTS	Entry Level Score: 4.5	Entry Level Score: 5	Entry Level Score: 5.5	Entry Level Score: 5.5 (listening and reading above 6)	Entry Score 6 or above

*Level 1 scores are required for admission into the program; placement into course levels is dependent on placement exam results.

Completion Requirements
- Pass the ELP final assessment. Students must qualify for the final assessment through participation scores in the ELP 95 course.
- At each level, students must maintain satisfactory participation in their course along with passing each level's assessment exam in order to proceed to the next level.

Courses Information

Course Numbering

001-099 Preparatory Level courses

100-199 Lower Division courses

200-299 Lower Division courses

300-399 Upper Division courses

400-499 Upper Division courses

500-699 Post-Baccalaureate or Graduate courses

Course Prefixes

ACT   Accounting
ART   Arts
BHE   Health Education
BIO   Biology
BIS   Business Information Systems
BUA   Business Analytics
BUI   Business Intelligence
BUS   Business
CAEL   Prior Learning Credit
CHM   Chemistry
CIS   Computer Information Literacy
COM   Communications
ECN   Economics
ENG   English
FIN   Finance
FNP   Family Nurse Practitioner
GER   Gerontology
HCA   Health Care Administration
HDA   Healthcare Data Analytics
HED   Health Education
HES   Health Science
HRM   Human Resource Management
HUM   Humanities
MAE   Master of Arts in Education
MAT   Mathematics
MGT   Management
MKT   Marketing
MSN   Master of Science in Nursing
NUR   Nursing
PHI   Philosophy
PSY   Psychology
SCI   Science
SOC   Sociology
SSC   Social Sciences
TEB   Bilingual Credential
TED   Teacher Education
TEM   Multiple Subject Credential
TES   Single Subject Credential

Course Descriptions

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*

ACT514 – Managerial Accounting – 3 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.

ART137 Art Appreciation – 3 Credits

Analysis and interpretation of art in life and society. Emphasis is on style, form, and meaning. A survey of works and artists across the visual and performing arts.

BHE315 - Environmental Health and Safety – 3 Credits

This course explores the major elements of environmental health. This is a survey course and is intended to introduce the student to the field of environmental health in a manner which brings each topic to life. This course is essentially an assessment of health and safety issues in the home and community from a life cycle perspective. The role of the multi-disciplinary team and the relationship between health, disease and society is explored. Risk and resilience are discussed as they apply to individuals and communities. Implications for family teaching and community health programs are inherent in the course. Environmental health is often thought of as the foundation of public health. You will find that environmental health in a broad sense affects almost every aspect of your life. It helps to control the food you eat and the water you drink; the home you live in and the places you go for recreation and entertainment; the condition of your schools; and of course, the air you breathe.

BHE317 – 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.

BHE400 Healthcare Delivery System – 3 Credits

Introduction to the health care delivery system in the United States; overview of U.S. healthcare delivery, healthcare 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 healthcare 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.

BIO150 – General Biology – 3 Credits

Biological concepts and functions of living systems examined at the cellular level, from biochemistry to cellular structure and function to molecular biology and genetics of the cell.

BIO150L – General Biology Lab – 1 Credit

Laboratory activities for BIO150 General Biology.

BIO251 – Microbiology – 3 Credits

Introduction to the biology of major groups of microorganism including their role in infectious diseases, their role in nature and their relationship to humankind. **Prerequisite:** *BIO150 General Biology*

BIO251L – Microbiology Lab – 1 Credit

Laboratory activities for BIO251 Microbiology.

BIO252 – Human Physiology – 3 Credits (on-ground *only*)

Physiology of nerve and muscle, digestive, circulatory, respiratory, excretory, endocrine and reproductive systems. **Prerequisite:** *BIO261 Human Anatomy*

BIO252L – Human Physiology Lab – 1 Credit (on-ground *only*)

This is the laboratory part of Human Physiology and is taken in conjunction with the main course. The laboratory experiments are designed to complement the topics presented in the companion lecture course. Topics include the physiology of cell transport mechanisms, skeletal muscle, nerve impulses, endocrine, cardiovascular, respiratory, digestion, renal, acid-base balance, blood analysis and serological testing. **Co-requisite:** *BIO252 Human Physiology*

BIO261 – Human Anatomy – 3 Credits *(on-ground only)*

Anatomy and histology of human organ systems including the muscle and skeletal systems, the digestive, circulatory, respiratory, excretory, endocrine and reproductive systems. **Prerequisite:** *BIO150 General Biology*

BIO261L – Human Anatomy Lab – 1 Credit *(on-ground only)*

This is the laboratory part of Human Anatomy and is taken in conjunction with the main course. An introduction to common laboratory techniques and the process of science is presented. The laboratory experiments are designed to complement the topics presented in the companion lecture course. Topics include human cadaver, anatomical models, histology slides, cat dissections, fetal pig dissections. **Co-requisite:** *BIO261 Human Anatomy*

BIO280 – Anatomy and Physiology I – 4 Credits (Online only)

This is part of a paired, two semester course that provides an overview of the anatomical structures and physiology of the human body. The course discusses each body system in terms of the major anatomical structures and functions and explains how each system participates in homeostasis of the body. In addition, the course discusses selected major pathologies, including disease definitions and causes, signs and symptoms, diagnostic procedures, and possible treatments. Finally, the course discusses common issues and changes that occur in each body system throughout the lifespan. BIO 280 covers anatomical terminology and tissue types, along with the integumentary, skeletal, muscle, nervous, and endocrine systems. Course includes lab activities.

BIO282 – Anatomy and Physiology II – 4 Credits (online only)

This is part of a paired, two semester course that provides an overview of the anatomical structures and physiology of the human body. The course discusses each body system in terms of the major anatomical structures and functions and explains how each system participates in homeostasis of the body. In addition, the course discusses selected major pathologies, including disease definitions and causes, signs and symptoms, diagnostic procedures, and possible treatments. Finally, the course discusses common issues and changes that occur in each body system throughout the lifespan. BIO 2820 covers the circulatory, respiratory, lymphatic, digestive, renal, and reproductive systems. Course includes lab activities.

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.

BIS440 – Data Analysis and Decision-Making for Managers – 3 Credits

This course examines how managers use large amounts of data to solve business problems. Students will be introduced to basic statistics and data analysis, and learn how to use data to make forecasts and support business decisions. As part of the course requirements, students will practice gathering, organizing, analyzing, data, and presenting their findings.

BIS543 - Business Process Modeling and Enterprise Wide Information Systems – 3 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 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.

BUA440 – Applied Databases: Structured Query Language (SQL) – 3 Credits

Organizations require quality data that are readily available, in a standard format, and reliably accessible to permit analysis and reporting. Relational databases are one of the major repositories for data, and the Structured Query Language (SQL) is used to access, manipulate and manage that data. Students are taught to use SQL to store, retrieve, manipulate, and analyze data.

BUA441 – Applied Analytic Tools – 3 Credits

Modern, data-driven organizations frequently require complex reporting of their processes and outcomes. This course covers advanced techniques, using popular analytic tools, to produce precise, unambiguous, clear analyses, including reports and visualizations.

BUA442 – Analytic Tools: Advanced Methods – 3 Credits

The modern, data-driven enterprise requires complex analyses that exceed the capabilities of commercial desktop tools, like spreadsheets. This course introduces students to the best practices in using popular programming languages and environments that are more suitable to complex analyses. Additionally, students apply frameworks to create analyses that align with business needs, develop quality data, and include clear documentation for understanding and reproducing the analyses.

BUA443 – Database Management Tools I – 3 Credits

Data obtained within organizational departments and across the enterprise must be stored and organized in a structured environment that enables reliable access, analysis, and reporting. Students will learn the fundamentals of a modern database management tools used to access, analyze, report and modify data.

BUA444 – 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. *Prerequisites:* *Database Management Tools I*

BUA539 – Business Systems Analysis, Modeling, and Design Methodologies – 3 Credits

This course provides an overview of widely used techniques for the design and improvement of information systems and the systems development life cycle. It introduces tools and methods for the analysis and design of information systems and the management and organizational skills needed for their implementation. Information analysis in entity-relationship modeling and process modeling in dataflow diagrams will be covered as the key skills in structured system analysis and design.

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. *Prerequisites:* *BUA542 Descriptive and Predictive - Analytical Decision-Making Tools I*

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. This data 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. Students explore conceptual architectures for Big Data Solutions along with big data technologies, stream and location-based Analytics.

BUI441 – Survey of Accounting Analytics – 3 Credits

Although businesses are accustomed to using the standard financial statements (e.g., balance sheet, profit and loss statement, budget, accounts receivable and revenue and expenses) to report on financial activities, businesses seek additional targeted, timely, and actionable data. In this course, students will study tools and techniques that can be applied to accounting data to provide information for managing risk, improving business processes and efficiency, reducing operating costs, and optimizing the business.

BUI442 – Using Analytics to Improve Business Processes – 3 Credits

Businesses must understand how their policies, processes and operations affect the organization's performance. This course examines how businesses can use data to align supply and demand and to evaluate alternative courses of action. The course examines the tools and techniques available to collect, manage, and analyze data to achieve a clearer understanding of a company's operations and processes.

BUI443 – Introduction to Consumer Metrics – 3 Credits

Businesses must understand how their policies, processes and operations affect the organization's performance, which means both understanding the needs, and meeting the demands, of its customers. Businesses face the challenge of making decisions despite risk at every step of conducting their activities. This course examines how businesses can use consumer data to align supply and demand and to evaluate alternative courses of action. The course examines the tools and techniques available to collect, manage, and analyze data to achieve a clearer understanding of a company's operations.

BUI444 – Data Analysis Tools – 3 Credits

Modern, data-driven organizations require insight into their processes and outcomes. This course examines the use of popular analytic tools to report, display, and visualize their operations. The course includes approaches and techniques that enable design flexibility to meet the needs of different audiences, as well as that support maintainability and reproducibility.

BUI541 – Decision Support Systems and Business Intelligence – 3 Credits

This course addresses tools that are used by decision-makers to develop a better understanding of their businesses and customers. Student have the opportunity to assess a broad field of decision support systems, which includes a 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.

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 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.

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.

BUS331 – Business Ethics – 3 Credits

This course provides students with the tools necessary to examine moral problems and make effective decisions on ethical issues faced in the workplace. Topics considered include discrimination, affirmative action, sexual harassment, informational privacy, drug testing, ethics in advertising, business and the environment, and global ethics. Emphasis will be placed on the study of the ethical values, principles, and theories pertinent to management. Students will also examine social responsibilities of managers in the workplace.

BUS335 – Quality and Process Improvement – 3 Credits

Quality and process improvement is an essential strategy for modern organizations. Seeking systematic and continuous actions lead to measurable improvement of operations and customer satisfaction. In this course,

students learn the characteristics of quality, the variables that affect quality, and how process improvement can improve outcomes. Finally, students are introduced to maturity models as a means for attaining process maturity and continuous improvement.

BUS441 – Small Business Management: Growing Entrepreneurial Ventures – 3 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.

BUS442 – Sales and Marketing – 3 Credits

This course is designed to cover basic sales and marketing management topics. Emphasis is on the total marketing process that includes programs as well as strategies to address: customer loyalty and relationship management, pricing, distribution, marketing communications, advertising, and sales management.

BUS443 – Entrepreneurship: Developing Successful Business Ideas – 3 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.

BUS444 – New Ventures: The Business Plan – 3 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.

BUS445 – 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 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.

BUS502 – Business Legal and Ethical Issues – 3 Credits

This course examines both theoretical and practical approaches to addressing and resolving conflicts that arise within organizations. Students will examine the role negotiation plays in conflict management, and learn how to apply various negotiation strategies.

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.

BUS544 – Business Economics – 3 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.

CAEL100 - Prior Learning Experience – 3 Credits

CHM102 – Principles of Chemistry – 3 Credits

This course covers the applications of chemistry for science majors. Topics included are the composition of matter, atomic structure, periodic relations and nomenclature. Includes qualitative and quantitative experiments.

CHM102L – Principles of Chemistry Lab – 1 Credit

Laboratory activities for CHM102 Principles of Chemistry.

CIS120 – Introduction to Digital Literacy – 3 Credits

Introduction to computer concepts, techniques, and terminology. General overview of computer systems, operations, and the Internet and web-based tools, with a focus on communication and collaboration. Includes an introduction to Microsoft Word, PowerPoint, and Excel.

COM104 – Speech – 3 Credits

Concepts of communication. Includes audience analysis, selection of topic, reasoning, mapping, material organization, visual aids, public speaking, verbal and non-verbal cues.

COM105 – Intercultural Communication – 3 Credits

Definition and strategies of cross cultural communication. Principles related to the communication skills both overt and covert within a diverse society. Includes verbal and non- verbal strategies.

COM204 – Argumentation – 3 Credits

Basic principles and skills involved in understanding, analyzing, evaluating, and constructing arguments. Writing intensive. *Prerequisite:* ENG130 English Composition and Reading

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.

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:* ECN101 Microeconomics

ELP80 – Intensive Academic English I – 184 Clock Hours

This lower intermediate-level course is designed to develop different language skills for lower intermediate students. Through various activities and tasks, students develop their reading fluency, accuracy, and comprehension; students begin to develop basic compositional writing skills and improve their vocabulary. This

course is also designed to develop oral communication skills and build the confidence of lower intermediate-level students.

ELP85 – Intensive Academic English II – 184 Clock Hours

This intermediate-level course is designed to develop different language skills for intermediate students. Students develop reading and writing fluency, accuracy, and comprehension through multiple hands-on activities inside and outside the classroom. Also, this course develops students' linguistic understanding at an intermediate level by focusing on the language functions required for their academic achievements and everyday life activities.

ELP90 – Intensive Academic English III – 184 Clock Hours

This course is designed for high-intermediate level students. Throughout this course, students can learn strategies for improving discussion skills and listening comprehension. In this course, students also learn multiple strategies for listening, reading, speaking, and writing through various classroom activities in academic settings. Also, students can develop their academic knowledge through reading authentic texts that expand their vocabulary and serve as guides for when they write their own academic papers.

ELP95 – Intensive Academic English IV – 184 Clock Hours

This academic preparation course is designed for advanced level students. This course mainly focuses on helping students build a good foundation and understanding of college academic listening, reading, speaking and writing. This course will cover various Academic English topics. In addition, this course covers composition and revision of college-level writing and also reviews quoting, paraphrasing, and summarizing.

ENG130 – English Composition and Reading – 3 Credits

Expressing ideas and conveying information in writing. Includes reasoning, factual support, clarity of purpose, organization, and language. Instruction and practice in reading and writing of expository and argumentative essays.

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.

ENP650 - Acute Care Essentials – 3 Credits

This course is the first of three courses to prepare nurse practitioners for roles in an urgent care setting. This course builds on the concepts of advanced health assessment, diagnosis, management, and treatment of acute problems across the lifespan focusing on the care of the patient in an urgent setting. This course will introduce the learner to concepts and basic strategies used in the care of patients with acute problems.

ENP650A – Emergency Skills for the Nurse Practitioner – 1 Credit

Skills lab activities for ENP650 Acute Care Essentials.

ENP651 – Emergency Diagnosis and Management I – 3 Credits

This course is the second of three courses to prepare nurse practitioners for roles in an emergency department setting. This course builds on the concepts of acute care diagnosis, management, and treatment of acute problems across the lifespan. This course will introduce the learner to concepts and basic strategies used in the care of patients with acute problems presenting to the emergency department for care.

ENP652 – Emergency Diagnosis and Management II – 3 Credits

This course is the third of three courses to prepare nurse practitioners for roles in an emergency department setting. This course builds on the concepts of acute care diagnosis, management, and treatment of acute problems across the lifespan. This course will introduce the learner to concepts and basic strategies used in the care of patients with acute problems presenting to the emergency department for care.

ENP653 – Practicum in Emergency and Acute Care – 3 Credits

A minimum of 3 clinical credits (144 hours) is required of all students. Some students will be required to complete more clinical hours (up to 9 credits or 432 hours) to satisfy credentialing requirements. All credits will be precepted clinical hours focusing on the management of common and acute problems in an urgent care or emergency department setting. Students will work as a part of a team and apply the latest evidence to practice. This course is a pass/fail course.

FIN310 – Introduction to Finance – 3 Credits

The purpose of this course is to introduce basic financial principles preparing students to interpret a company's financial statements. Topics include analyzing the deployment of company funds, employee staffing, revenues, expenses, and cash flow. Emphasis is on understanding and gauging the financial health of an organization to assist in managerial decision-making and strategic planning to ensure its success.

FIN441 - Corporate Finance – 3 Credits

This course emphasizes the fundamentals of the theory of finance and the issues that corporate managers face when making financial decisions. Concepts covered include: arbitrage, net present value, efficient markets, agency theory, options, and the trade-off between risk and return. **Perquisites:** *FIN310 Introduction to Finance*

FIN442 – Financial Markets and Institutions – 3 Credits

This course addresses the risks faced by investors and savers interacting through financial institutions and financial markets, as well as strategies that can be adopted for controlling and managing risks. Topics covered include risk management, investments, stock markets, and globalization of financial services.

FIN443 – Investment Fundamentals and Portfolio Management – 3 Credits

This course emphasizes various types of financial investments, including stocks, bonds, options, and futures. Students will examine these investments and use analytical techniques to make investment decisions.

FIN444 – International Finance – 3 Credits

This course reviews the tools and techniques used by managers in international finance and international trade. Key topics include foreign exchange, money and capital markets, international capital structure, balance of payments and international portfolio management.

FIN445 – Financial Econometrics – 3 Credits

This course is based on empirical finance methods of econometric modeling to analyze databases using time series modeling and forecasting. Key topics include statistical models, time series, econometric models, estimation methods.

FIN510 – Financial Management – 3 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.

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 should it be raised and from whom; what is a reasonable valuation of the 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 – 3 Credits

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.

FNP590 – Health Promotion, Education and Disease Prevention Across the Lifespan – 3 Credits

This course incorporates caring science to establish a strong theoretical foundation in health promotion, wellness preservation and maintenance of function across the health-illness continuum with clients: the individual, family, and community. Epidemiological, social, and environmental data will be used to evaluate populations regarding the health status of client populations. A holistic, multidisciplinary plan of care will be examined to address health promotion and disease prevention need of populations. Public policy, regulatory and legislative influence in public and private arenas will be explored and opportunity to promote and preserve healthy communities will be discussed. *Prerequisites or Co-requisites:* MSN560, MSN561, MSN 563 MSN565

FNP591 – Common Illnesses Across the Lifespan – 3 Credits

This course for advanced practice nursing students concentrates on the levels of prevention and primary care management of common health care problems of individuals and their families. Patients across the life spectrum are managed within a culturally, and spiritually diverse environment using the clinical decision making process. Evidence-based research is utilized to develop comprehensive, cost effective, least invasive, quality health care guidelines for these common health care problems. These guidelines include health promotion counseling, screening, and client education to optimize the client's health. Emphasis is placed on critical thinking, diagnostic reasoning, implementing appropriate diagnostic tests, prescribing pharmacologic and non-pharmacologic integrative healing therapies, professional interpersonal relationships, the caring professional role and teaching/coaching techniques. *Prerequisites:* MSN572 Advanced Health and Physical Assessment Across the

Lifespan and MSN573 Advanced Health Assessment Across the Lifespan and Cultures Lab Co-requisite: FNP592 Common Illnesses Across the Lifespan- Clinical Practicum

FNP592 – Common Illnesses Across the Lifespan- Clinical Practicum – 3 Credits

The 135 hours of precepted clinical practice time required this semester will afford the student beginning clinical decision making opportunities in the primary health care of diverse clients with common health care problems across the life span. Health care includes assessment of health needs, diagnostic testing, development of diagnoses using diagnostic reasoning and clinical decision-making, the planning, implementation and management of care, and the evaluation of outcomes using the SOAP format for documentation. Evaluation is to include revision of the plan, consultation and referrals as needed. Clinical evaluations will be performed using the College Practicum Evaluation Rubric. *Prerequisites: MSN572 Advanced Health and Physical Assessment Across the Lifespan and MSN573 Advanced Health Assessment Across the Lifespan and Cultures Lab Co-requisite: FNP591 Common Illnesses Across the Lifespan*

FNP593 – Primary Health of Acute Clients/Families Across the Lifespan – 3 Credits

This course focuses on the primary care management of acute health problems of individuals and families. It provides an opportunity to integrate evidence based research into clinical evaluation and implementation of primary health care of clients across the life span. Emphasis is placed on the application of advanced health assessment skills, preventive health care practices, the promotion of health and the application of evidence based practice. Students focus on the use of theory, critical thinking, diagnostic reasoning, implementing appropriate diagnostic tests, prescribing pharmacologic and non-pharmacologic integrative healing therapies, professional interpersonal relationships, the caring professional role and teaching/coaching techniques. Concepts including family support systems, cultural considerations, environmental factors, spiritual concerns, genetic influences, and psychosocial factors are integrated to meet the health care needs of individuals and families within a culturally diverse environment. *Pre-requisites: FNP591 Common Illnesses Across the Lifespan and FNP592 Common Illnesses Across the Lifespan- Clinical Practicum Co-requisite: FNP594 Primary Health of Acute Clients/Families Across the Lifespan- Clinical Practicum*

FNP594 – Primary Health of Acute Clients/Families Across the Lifespan- Clinical Practicum – 3 Credits

The 135 hours of precepted clinical practice time is focused on acquiring the knowledge and skills needed to assess, maintain, and promote the health and well-being of culturally diverse population with acute presentation in a variety of primary care settings, urgent care or emergency department. It evaluates the evidence for screening, differential diagnosis, and management of health problems, including pharmacological and non-pharmacological treatment modalities in a culturally appropriate manner. Health care includes assessment of health needs, diagnostic reasoning, the planning, implementation and management of care, and the evaluation outcomes using the SOAP format for documentation. Evaluation is to include review and change of the plan, consultation and referrals as needed. Standardized procedures will be discussed and reviewed throughout the class. Clinical evaluations will be performed using the College Practicum Evaluation Rubric. Project Concert will track the students' clinical experiences. *Prerequisites: FNP591 Common Illnesses Across the Lifespan and FNP592 Common Illnesses Across the Lifespan- Clinical Practicum Co-requisite: FNP593 Primary Health of Acute Clients/Families Across the Lifespan*

FNP595 – Primary Healthcare of Chronic Clients/Families Across the Lifespan – 3 Credits

This course prepares nurse practitioner students with an understanding of comprehensive evidence based plans of care to manage chronic, complex health problems with multisystem disorders. Patients across the life spectrum are managed within a culturally and spiritually diverse environment using the clinical decision making process in the evaluation of the chronic conditions. Emphasis is placed on critical thinking, diagnostic reasoning, implementing appropriate diagnostic tests, prescribing pharmacologic and non-pharmacologic integrative healing therapies, professional interpersonal relationships, the caring professional role and teaching/coaching techniques. It focuses on health promotion, prevention, and diagnosis and management of chronic conditions common to individuals and families across the lifespan including timely consultation and referral process. Students' clinical experiences are

provided in a variety of primary care settings such as community clinics, skilled nursing facility, and home care setting, with emphasis on collaborative partnerships among individuals, families and other health care professionals. **Prerequisites:** *FNP593 Primary Health of Acute Clients/Families Across the Lifespan and FNP594 Primary Health of Acute Clients/Families Across the Lifespan- Clinical Practicum* **Co-requisite:** *FNP596 Primary Healthcare of Chronic Clients/Families Across the Lifespan - Clinical Practicum*

FNP596 – Primary Healthcare of Chronic Clients/Families Across the Lifespan - Clinical Practicum – 3 Credits

The 135 hours of precepted clinical practice time is focused on acquiring the knowledge and skills needed to assess, maintain, and promote the health and well-being of culturally diverse populations with chronic conditions in a primary care settings, community clinics, and/or a skilled nursing facility. It evaluates the evidence for screening, differential diagnosis, and management of health problems, including pharmacological and non-pharmacological treatment modalities in a culturally appropriate manner. Health care includes assessment of health needs, diagnostic reasoning, the planning, implementation and management of care, and the evaluation outcomes using the SOAP format for documentation. Evaluation is to include revision of the plan, consultation, and referrals as needed. Standardized procedures will be discussed and reviewed throughout the class. Clinical evaluations will be performed using the College Practicum Evaluation Rubric. Project Concert will track the students' clinical experiences. **Prerequisites:** *FNP593 Primary Health of Acute Clients/Families Across the Lifespan and FNP594 Primary Health of Acute Clients/Families Across the Lifespan- Clinical Practicum* **Co-requisite:** *FNP595 Primary Healthcare of Chronic Clients/Families Across the Lifespan*

FNP597 – Clinical Residency and Practice Management – 3 Credits

Clinical Residency requires completion of 144 hours of preceptored clinical practice time. Provides an opportunity to integrate evidence based research into clinical evaluation and implementation of primary health care for clients across the life span. In this final clinical rotation, students advance to a level of competency, and proficiency, that allows them to function independently and become ready to move to the entry role of the professional nurse practitioner. Integrated into this course is the practice management which emphasizes the professional practice role, ethical, and legal aspects of advanced clinical practice. Updates on legislation and health policy utilizing multidimensional clinical case studies are incorporated into this course. Role development, regulations, standards, prescriptive authority, certification and health care reimbursement are also discussed. Focus is on resume/CV writing, interviewing, contract negotiation, hospital privileges, practice start-up and ownership, office management, insurance, malpractice and liability, risk management, and interprofessional collaboration with the multidisciplinary team. **Prerequisites:** *FNP595 Primary Healthcare of Chronic Clients/Families Across the Lifespan and FNP596 Primary Healthcare of Chronic Clients/Families Across the Lifespan – Clinical Practicum;* **Co-requisite:** *MSN600 Evidence-Based Capstone Project*

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.

GER402 – Aging Programs and Services – 3 Credits

This course will present a survey of the major contemporary services and programs focusing on the needs of older adults. Through a comprehensive assessment and review, students will gain a thorough introduction to the variations, strengths, and limitations that reflect these resources. Emphasis will be placed upon the governmental organizations, modalities of care, legislative initiatives, and supportive networks that typify the growing needs and interests of this vulnerable population. **Prerequisite:** *GER310 Gerontology*

GER404 – Elder Law – 3 Credits

The impact of the aging society on healthcare mandates discussions on home health, assisted living and nursing homes for seniors. Financial, end of life planning, trust wills, advance directives and powers of attorney are discussed.

GER408 – Studies on Aging – 3 Credits

Course provides an overview of studies in aging through the perceptions of the life cycle, healthcare systems, family and interpersonal relationships and aging in diverse communities at large. Emphasis is on theory, methods and research in aging, and future trends in aging in various cultures.

GER410 – Technology and Aging – 3 Credits

The extent and optimization on how older adults use new technologies, their attitudes for the adoption of technology, and the influence of technology design on older adults' performance are discussed. Emerging areas of research like home monitoring systems, healthcare technologies (e.g., telehealth), robotics (e.g., Nursebot), and automated systems (e.g., cruise control) as opportunities and challenges are analyzed. This course will address the needs of clinicians, other healthcare providers, payers, and policy makers.

HCA101 - Healthcare Delivery in the United States - 3 Credits

Introduction to the healthcare delivery system in the United States; overview of U.S. healthcare delivery, healthcare 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 healthcare 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 healthcare organizations. Topics include: Strategic planning and management, strategic assessment, marketing, macroeconomics, and principles of quality.

HCA404 - Human Resources in Healthcare Administration - 3 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.

HCA405 - Quality Management in Healthcare - 3 Credits

This course explores administration and organization of quality and patient safety definitions, practices, and processes within the healthcare system in the United States. It also examines the trends in healthcare quality and patient safety, measurement development, quality of practices in different healthcare 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 healthcare 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 healthcare 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 healthcare 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.

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.

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 Database Management Tools I*

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 healthcare, 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 healthcare teams is included.

HED315 – 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.

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 Resources 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.

HRM441 – Learning and Development – 3 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.

HRM442 – Workforce Planning and Performance Management – 3 Credits

In this course, students are exposed to the fundamentals and best practices of performance management in various organizations. The importance of leadership and interpersonal skills will be explored as students learn the dynamics of individual performance and its contributions to a successful organization.

HRM443 – Legal Environment of Human Resource Management – 3 Credits

This course examines the laws and regulations that directly influence human resource management functions and decisions. Students will address the foundations of the United States legal system, employment law, the challenges of operating in multiple countries (i.e., having different legal systems and customs), and the use of legal consultants to support the HR function.

HRM444 – Compensation and Benefits – 3 Credits

The objective of this course is to develop knowledge of the philosophies, decisions, and mechanics behind structuring employee compensation and benefit policies and packages. Topics include: job structuring and evaluation, performance management/ assessment, and benefits.

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 HR 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 HR 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 HR 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 HR team, with a specific focus on alignment of organizational behavior to achieve goals.

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 ethnical principles in daily practice. **Prerequisite:** *ENG130 English Composition and Reading*

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 healthcare. **Prerequisite:** *HSC101Health and Society*

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.

ILR201 – Foundations of Information Literacy – 3 Credits

Introduction to information literacy, including the recognition of a need for information, the location and evaluation of information, the appropriate use and communication of information, and an understanding of the ethical issues concerning information retrieval and use. **Prerequisite:** *ENG130 English Composition and Reading*

MAE500 – Psychology of Education – 3 Credits

This course provides an overview of education and learning theories. Classical paradigms and current pedagogical theory and research will be discussed. Current pedagogical research and learning theories will be presented. Students will be able to discuss and criticize different teaching practices.

MAE502 – Concepts in Educational Inquiry – 3 Credits

This course is designed to provide students a foundation to inquiry and research in education. The goal of the course is to provide students the tools to understand research and publications in the field of education, and provide basic tools for developing research and advance the profession of the field of education.

MAE504 – Legal Issues of Education – 3 Credits

This course will explore topics in education law and ethics with a focus on legislative enactments and cases which had a major impact on the education profession. Topics including: Elementary and Secondary Education Act, students with disabilities, sexual harassment and violence on campus. The course will also survey legislative enactments and cases having a major impact on professional practice of teachers and education leaders in the United States.

MAE506 – Cultural Perspectives in Education – 3 Credits

This course provides an understanding of current issues and foundations of cultural perspectives in America. Multicultural topics, including race, gender, and other constructs of difference are explored. The foundations of multicultural education are examined and practical aspects of implementing multicultural education are addressed with the focus remaining on the theoretical and conceptual aspects of multicultural education enactments and cases having a major impact on professional practice of teachers and education leaders in the United States.

MAE508 – Teaching Subject Matter with Technology – 3 Credits
Students will be introduced to an overview of educational technology, and theoretical and practical perspectives with example applications. Topics to be covered in this course include: how technology can be used to support student learning, the role of technology in the development and evolution of education, different types of digital technological advances, the role of computers in the classroom, and current and future technological trends. Further areas of discussion will include an overview of the challenges and possibilities of using technology in educational environments.

MAE510 – Theories of and Approaches to Literacy – 3 Credits

The focus of this course is to explore the meaning of literacy and to examine literacy practices in the U S and abroad.

MAE512 – Assessment in Education – 3 Credits

This course is a critical overview of the history and role of assessment in education and an appraisal assessment practices and strategies.

MAE515 – Literacy Instruction for Students with Mild Disabilities – 3 Credits

The course focuses on language development and the relationship between language and reading acquisition for students with mild disabilities. Students will learn concepts central to typical and atypical language development; language achievements at different ages; concepts of emergent literacy, models of reading acquisition and skilled reading.

MAE519 – Classroom and Behavior Management in the Inclusive Classroom – 3 Credits

This course focuses on children with special needs. It provides an overview of behavioral disturbances in the classroom. Medical, behavioral and socio-cultural interventions will be explored with an emphasis on creating positive classroom environments that enable students with learning and behavior problems to participate productively in the classroom learning community. Embracing a philosophy of inclusion, diversity is celebrated. It examines and applies an approach of differentiated learning to meet the strengths and needs of a wide range of children in the classroom.

MAE521 – Content Area Instruction for Students with Mild Disabilities – 3 Credits

This course focuses on expanding the understanding of development and cognition in and academic and functional performance of students with disabilities, how these are similar to and different from all developing students, and how this understanding informs the teaching of students with disabilities in the primary and middle school environments. Another area of exploration is the ways in which these differences need to be addressed within a standard aligned system that demands high expectations of students with disabilities so that they have true access to the general education curriculum. This course will enhance the development of a range of instructional supports and use of validated practices in prospective teachers for inclusive settings, especially in content area subjects, but also the supporting skills of reading, written language and math, that are necessary for success in today's classrooms.

MAE522 – Teaching Mathematics and Engineering in Elementary Schools – 3 Credits

This course will investigate how engineering can be utilized to enhance mathematics in the elementary classroom. The very nature of STEM requires an integration of Science, Engineering, Technology and Mathematics thus while this course is focused on mathematics and engineering, there will be some overlap of science and technology. Within this course students will investigate opportunities for including engineering into their mathematics curriculum and develop lesson plans that integrate the two subjects.

MAE523 – Autism Spectrum Disorders: Characteristics and Educational Implications – 3 Credits

This course is designed to prepare teachers to work in a variety of environments serving children and young adults with Autism Spectrum Disorder (ASD) including the general education classroom, inclusive settings and specialized settings. Evidence-based practice, philosophical approaches, and specific intervention techniques are examined. These practices are considered within the continuum of services and collaborative models utilized in designing effective instructional environments for students with ASD.

MAE525 – Teaching Science in Elementary Schools – 3 Credits

This course will take a deep look at the Next Generation Science Standards (NGSS). Students will examine and analyze the three dimensions that make up the NGSS as well as the conceptual shifts that set NGSS apart from previous science pedagogy. Given that the nature of NGSS integrates science and engineering, students will explore how to incorporate the M and T dimensions of STEM into NGSS. Lastly, students will reflect on their own science teaching practices and how they can move toward a more integrated approach to teaching.

MAE526 – Coding, Robotics, and 1:1 Devices – 3 Credits

This course will examine the role of technology in today's classroom. Students will be exposed to resources for teaching coding and robotics with their students. In addition, students will gain a basic knowledge of coding so that they may better teach it to their students. The course will also examine critical pedagogy for working with devices in the classroom.

MAE527 – Digital Electronics – 3 Credits

This course will examine methods for teaching the study of electronic circuits that are used to process and control digital signals. Combinational and sequential logic design, engineering standards, and technical documentation are examined. This course addresses methods to design, develop and evaluate authentic learning experiences and assessments.

MAE529 – Methods of STEM Education- Challenges and Opportunities – 3 Credits

This course will take a critical look at the need for STEM education in today's educational curriculum. Students will develop a STEM action plan for their own institution. In addition, students will be introduced to the fundamental teaching methods of STEM; scientific inquiry, project based learning and design thinking.

MAE530 – Programming – 3 Credits

This course will examine methods for teaching computational thinking, computing practice and programming, including app creation and languages such as SQL and Python. This course addresses methods to design, develop and evaluate authentic learning experiences and assessments.

MAE531 – Artificial Intelligence – 3 Credits

This course will examine methods for teaching artificial intelligence, including core topics such as knowledge representation, reasoning and learning, probabilistic methods, Natural Language Processing, Perception (primarily vision), and Robotics. This course addresses methods to design, develop and evaluate authentic learning experiences and assessments.

MAE533 – Simulation and Modeling – 3 Credits

This course will examine methods for teaching types of simulation: live, virtual, and constructive, as well as types of modeling: physical, mathematical and process models. This course addresses methods to design, develop and evaluate authentic learning experiences and assessments.

MAE535 – Curriculum Across Content Areas for Diverse Young Learners – 3 Credits

This course focuses on the design and implementation of individualized and culturally responsive learning opportunities and curriculum for young children, with and without disabilities, in inclusive early childhood environments (i.e., child care centers, preschool, Head Start, and early elementary school). Students will deepen their understanding of and ways of responding to young learners with a wide range of abilities and diverse backgrounds.

MAE537 – Developing Language, Literacy and Communication of Diverse Young Learners – 3 Credits

This course examines strategies to develop language, literacy, and communication in young children with varying abilities. It explores the importance of adult-child interaction and the effect of bilingualism, cultural diversity, cognitive ability, and language disorders.

MAE539 – Methods of Teaching Early Childhood – 3 Credits

This course provides a foundation in program content and methodology for the teaching of language and literacy, the arts, and physical activity and physical education to young children, including children with special needs. Curricular content, modifications, integration of content area standards, the impact of new technology, and cultural and sociopolitical contexts are explored.

MAE541 – Maintaining an Effective Learning Climate – 3 Credits

This course examines developmentally effective strategies used in managing a positive learning environment within the framework of today's diverse early childhood population. Topics include classroom management strategies, professional standards of practice for early childhood education, theories of motivation in young learners, managing diverse classrooms and families.

MAE547 – Principles of Engineering – 3 Credits

This course will examine methods for teaching the study of engineering concepts such as mechanisms, the strength of structures and materials, and automation. This course addresses methods to design, develop and evaluate authentic learning experiences and assessments.

MAE548 – 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.

MAE551 – Managing Organizational Culture: Elementary and Secondary School Organizations – 3 Credits

In this course the modern U.S. K-12 School is thoroughly examined as is the role of the principal in fostering a school culture and ethic supportive of continuously improving curriculum, instruction, and student achievement. Students are also introduced to theoretical administrative organizational foundations of management and leadership of educational programs and institutions.

MAE555 – Leading for Assessment and Accountability – 3 Credits

In this course students will examine research-based models for ensuring school effectiveness, accountability, and continuous quality improvement. Considered are norm-referenced and criterion-referenced testing, standardized test score interpretation, data mining, data analysis, data reporting, and using data-based decision making to improve student achievement. California's system of school accountability and grading is studied.

MAE557 – Leading School Communities in a Pluralistic Society – 3 Credits

In this course strategies to promote school and community cooperation and partnering are examined, as are methods of effectively communicating with multiethnic students, parents, teachers, and other staff. Best practices for managing and effectively using school advisory committees will be examined and leadership and advocacy skills will be developed.

MAE561 – Leading for Learning and Development of the School Community – 3 Credits

This course focuses upon research-based, practical approaches for leading, managing, and evaluating the training and development function in organizations. It explores the role of training and development in achieving individual and organizational goals, as well as strategies and resources used in effective personnel development. Students analyze how to: develop, manage and evaluate the training function; identify strategies and resources for effective training management; and diagnose how the organization's culture and needs affect the selection and success of training management efforts.

MAE569 – K-12 Administration and Finance – 3 Credits

The course examines current economic theories, budgeting processes, sources of revenues, expenditure of funds, and trends in the fiscal structure and operations of public education from a federal, state and local perspective. Throughout the course students will be examining the social-economic-political context in which public finance decisions are evolved and their relationship to current educational issues throughout the nation.

MAE579 – Administration Practicum – 3 Credits

This course is a culminating experience for all students seeking certification as a principal. This practicum is designed to provide intensive study and field experience in activities/problems related to a specific leadership role at an elementary, middle, or high school site. Under the guidance of the University Supervisor and School Based Mentor, the practicum provides an opportunity for the student to integrate theory into practice.

MAE586 – Teaching Technology in Secondary Science – 3 Credits

This course will examine the role of technology in the science classroom. Students will be exposed to modeling and lab simulation software and how these tools can further student understanding. The course will also examine critical pedagogy for working with devices in the classroom.

MAE587 – Teaching Engineering in Secondary Science – 3 Credits

This course will investigate how engineering can be utilized to enhance science in the secondary classroom. The very nature of STEM requires an integration of Science, Engineering, Technology and Mathematics thus while this course is focused on science and engineering, there will be some overlap of mathematics and technology. Within this course students will investigate opportunities for including engineering into their science curriculum and develop lesson plans that integrate the two subjects.

MAE589 – Teaching Mathematics in Secondary Science – 3 Credits

This course will investigate how mathematics can be utilized to enhance science in the secondary classroom. Students will examine the Common Core State Standards mathematical practices to find relevant connections to the Next Generation Science Standards. As the final course in this series, students will develop lesson plans that integrate science, technology, engineering and mathematics to further their students' conceptual understanding.

MAE591 – Higher Education Administration and Leadership – 3 Credits

The course focuses on strategic leadership and decision making, specifically in the context of the higher educational setting. The course examines contemporary leadership theories, with emphasis on transformational and transactional leadership styles. Application of principles of organizational change, team dynamics, strategic planning and other topics that a leader of higher education needs to know to successfully lead organizations of higher learning.

MAE592 – The Community College – 3 Credits

This course is designed to provide students with a working knowledge of the structures, functions, policies, major issues, and concerns within the community college system, and provides opportunities to engage in an amalgam of thoughtful analysis to address community college matters and issues through readings, discussions, research, and leadership.

MAE594 – Student Services – 3 Credits

This course will provide a broad overview of the many functional areas of student services in higher education institutions. Students will be in introduced to theoretical underpinnings of student services as well as reflect upon their own philosophy and values as it relates to various student services areas. Topics to be covered include: the historical development of higher education institutions and student services, issues impacting diverse populations and campus climate, theoretical underpinnings of student service areas, organizing and managing programs, and future developments in the field.

MAE596 – Human Resources Management in Higher Education – 3 Credits

The course examines the Human Resources function in higher education and explores how Human Resources can become a transformative department.

MAE599 – Capstone – 3 Credits

This capstone course provides students with the opportunity to integrate and apply learning from their Masters of Arts in Education by completing a portfolio. Students will demonstrate mastery of the knowledge and research base in their area of specialization. During the capstone course students will also reflect on the attainment of the Program Learning Outcomes, as well as reflect on the meaning, quality and integrity of the Masters of Arts in Education.

MAT102 – Foundational College Math Skills – 3 Credits

This course reintroduces students to basic concepts in mathematics with an emphasis on application and problem solving. Students will use adaptive technologies to practice and improve on their ability to solve equations. Additionally, discussions and assignments will focus on the real-world applications and practical uses of these

problem solving skills, laying the foundation for the use of quantitative reasoning throughout the remainder of the curriculum.

MAT105 – College Algebra – 3 Credits

Algebraic concepts and methods. Includes real numbers, graphs, linear and quadratic equations, systems of equation, polynomials, sinusoidal equations, theory of functions.

MAT241 – Introduction to Probability and Statistics – 3 Credits

Basic concepts of probability and statistics. Includes sets and probability, random variables and probability distribution, sampling, estimation theories, tests of hypotheses. *Prerequisite:* *College Algebra or an equivalent math course*

MGT321 – Organizational Behavior and Management – 3 Credits

The purpose of this course is to develop student skills in applying theories and concepts of organizational behavior to enable the student to identify and resolve behavioral issues within global organizations. Topics include factors affecting individual and group motivation in the workplace, development of effective groups and teams, organizational cultures, ethical issues in organizational behavior, as well as organizational behavior issues in global organizations.

MGT326 – Operations Management – 3 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.

MGT332 – Introduction to Project Management – 3 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.

MGT334 – Organizational and Business Communication – 3 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.

MGT410 – 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

MGT420 – International Management – 3 Semester Credits

The course will address management issues from a global perspective. Special emphasis is placed on multinational corporations and managing areas, which include human resources, marketing, finance, and ethics. A special emphasis is placed on the role and effect of culture within the global business environment.

MGT441 – Negotiation and Conflict in Management – 3 Credits

Conflict is inherent in all organizations and is often driven by the competition for limited resources and power. This course is an introduction to the sources and types of internal and external conflicts, and the strategies for understanding and managing these conflicts.

MGT442 – Leading Diverse and Dispersed Teams – 3 Credits

We have become a global economy, and as a result are operating across different time zones and cultures. Future leaders will need to have skills to create and lead both diverse and dispersed workforces. In this course, students will learn about the challenges of managing in a global economy by reading case studies demonstrating how some organizations have successfully addressed these new leadership challenges.

MGT443 – Supply Chain Management – 3 Credits

In this course, students study the following supply chain functions: logistics, operations, purchasing/sourcing, transportation, inventory, and warehouse management. The use of analytical tools to guide decision-making is emphasized.

MGT444 – Strategic Management – 3 Credits

This course is an examination of strategic management concepts. Students will study the strategic planning process, which includes creating goals, making decisions, taking actions, and analyzing results. The benefits of strategic planning will be identified and distinguished from operational planning. Through discussions, exercises and assignments, students will practice using analytical tools to critically assess an organization's internal and external environments, competitive opportunities, and threats. Students will be expected to recommend an appropriate organizational strategy, while at the same time critically analyzing other strategic approaches.

MGT499 – Capstone – 3 Credits

In this course students design, develop, and complete a comprehensive capstone project that integrates all courses in the Bachelor of Arts in Management program. The purpose of this project is to demonstrate the ability to evaluate, assess, and synthesize the topics covered in the program.

MGT504 – Talent Acquisition, Performance, and Behavior – 3 Semester Credits

Human Resources, Performance Management and Organizational Behavior are critical to organizational performance. These three areas are triangulated in this course to help business managers and leaders understand and apply "talent" related concepts that support organizational goals. The changing role of the Human Resources function is examined in relation to organizational strategy, talent acquisition, developing and managing team member performance, and promoting a positive, results-oriented culture. Organizational Behavior theories and concepts are analyzed to increase understanding of individual and organizational behavior. Other essential topics covered include the role Human Resources and organizational leadership plays in promoting and supporting diversity, ethics in the workplace, and legal compliance related to complex employment issues.   .

MGT508 – Organizational Behavior – 3 Credits

This course examines the theories and concepts used to analyze and understand organizational behavior at both the individual and group levels. Other topics covered in the course include power and conflict management.

MGT511 – Managing Organizational Change and Innovation – 3 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 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.

MGT516 – Strategic Management and Analysis – 3 Credits

This course is an introduction to different approaches, theories and methods of `strategic management. Students will learn how to perform competitive analysis of the environment (social, technological, economic, and global), industry and competition.

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.

MGT599 – Capstone – 3 Credits

This is the final course in the Master of Business Administration 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.

MGT999 – Graduate Professional Symposium – 0.5 Credits

This course provides practical learning experience and application for qualified graduate students. The objective of the course is to provide hands-on and practical work experience that intersects the theory and practice of the learning objectives of the MBA Program that will give students a competitive advantage when they graduate.

MHS515 – Information Systems in Healthcare – 3 Credits

Overview of various health information systems with emphasis on case studies like patient-care, clinical decision-support, disease and demographic surveillance, imaging and simulation, and safety and environmental assessment. Fundamentals of proposing, reporting, and refereeing evaluation studies are covered. Legal and ethical issues related to training, security, confidentiality, and the use of informed consent are also addressed.

MHS524 – Fundamentals of Health Informatics – 3 Credits

Evolution of health informatics to improve quality and enhance patient safety. Includes definitions, theories, technologies, workflow and expectations in the informatics field, tools and professional organizations.

MHS525 – Strategic Planning and IT Management – 3 Credits

Strategic planning addresses long-term goals and the allocation of IT resources. Tactical plans outlining specific steps and timetables to achieve the strategic goals including hardware and software architecture, and end-user computing resources are. Topics include budget and risk management controls.

MHS527 – Data Standards and Analytics – 3 Credits

With major provisions for electronic health records with the Affordable Care Act, there will be a reduction in costs, in errors, improved and standardized data, and the meaningful use of such data improving the quality of care. Design of a better disease management strategy leading to lifestyle adjustments and wellness measures will follow. The grand challenge problems healthcare of connecting medicine and computational thinking will be elucidated.

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. *Prerequisite:* MKT210 Principles of Marketing

MKT441 – Customer Service Management – 3 Credits

In this course, students examine the characteristics of "excellent" customer service, strategies for gaining and retaining customers and how these can lead to competitive advantages. Emphasis is on an integrative approach to customer service management, involving different areas of companies (i.e., operations, information technology, production, etc.) to provide a seamless approach to providing excellent customer service.

MKT442 – Marketing Communications and Advertising – 3 Credits

The purpose of this course is to provide students basic skills to develop an understanding of the requirements for designing and executing marketing and advertising plans. Topics include media selection, types of advertising, personal selling, sales promotion, public relations, and demand creation

MKT443 – Marketing Analysis and Research – 3 Credits

This course is an introduction to marketing research and data analysis critical to the firm's success. Students will learn how to apply research results to make strategic marketing decisions. Some of the topics addressed in the course are: forecasting demand, pricing, assessing customer satisfaction, testing and creating strategic marketing/advertising strategies.

MKT444 – Strategic Internet Marketing – 3 Credits

This course examines interactive technologies used for Internet marketing. The following topics will be covered in the course: e-Business strategies, online consumer behavior, the website and blog design and creation, selection of the correct domain name, and marketing mix.

MKT445 – Search Engine Optimization (SEO) and Search Engine Marketing (SEM) – 3 Credits

The purpose of this course is to provide students the skills to optimize websites in order to maximize rankings, site traffic, and sales. Students will learn how to use Google Analytics and other search engine optimization tools to analyze consumer data and develop effective marketing campaigns.

MKT506 – Marketing Strategy – 3 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.

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.

MSN560 – Transitions in Practice: The Role of the Advanced Practice Nurse – 3 Credits

This course focuses on the role and accountabilities of advanced practice nurses. Emphasis is on historical and contemporary contexts, major themes and theories crucial to successful development; execution of and leadership in advance practice nursing. Focus is also on the impact and evolution, certification, legal issues, ethics, best practices, standards, standardized procedures, prescriptive authority, and professional activities inclusive of advanced practice nursing roles.

MSN561 – Theoretical Foundations of Advanced Practice Nursing – 3 Credits

This course will analyze major nursing theories and explore theories from related fields. This course will apply the knowledge of nursing theory to evidence-based practice in domains of clinical, research, leadership, management and education. Students in this course will explore in depth the core concepts of Jean Watson's Caring Science Theory. The student will develop a personal theoretical framework for their practice of advanced practice nursing-clinical practice, education, or administration. ***Prerequisite:*** *MSN560 Transitions in Practice: The Role of the Advanced Practice Nurse*

MSN563 – Evidence Based Inquiry for Scholarship and Practice – 3 Credits

This course is designed to prepare the advanced practice nurse for utilization of existing knowledge to provide high quality health care, initiate change and improve nursing practice incorporating the principles of caring science. Emphasis will be placed on the evaluation of research and evidence, problem identification within the practice setting, awareness of practice outcomes, and the clinical application of evidence based practice. Reasoning and critical thinking will be applied to explore qualitative and quantitative research methods. Understanding of statistical methods and critical analysis of data for the purpose of validating evidence will be integrated into course

content. Integration of knowledge from the humanities and science within the context of nursing science will be discussed. The student will define a clinical problem and design the evidence based practice project approach that will be developed in MSN600: Evidence Based Family Health Project. **Prerequisite:** *MSN561 Theoretical Foundations of Advanced Practice Nursing*

MSN564 – Cultural and Spiritual Care Across the Lifespan – 2 Credits

This course focuses on an evidence-based approach to examining a wide range of cultural norms, religions, and alternative health care practices of varied racial and ethnic groups. Emphasis will be placed on using critical dialogue, reflection in action, and scholarship to explore how these practices affect design and implementation of culturally competent, individualized health care. The value of a multicultural professional nursing work force to assess, plan, and manage care according to the cultural and spiritual needs of individual patients and populations will be incorporated into dialogue and scholarship.

MSN565 – Nursing Leadership and Health Policy – 3 Credits

This course will focus on providing students with the skills to navigate the challenges and opportunities that confront nursing leaders in complex healthcare environments. Techniques to develop successful leadership methodologies will include the use of multiple technology platforms, social media, e-leadership along with other emerging tools for the optimization and development of the nurse leader. Emphasis will be placed on the responsibilities of the nurse leader to understand and drive health policy at the local, state, national and international level. **Prerequisite:** *MSN564 Cultural and Spiritual Care Across the Lifespan or MSN563 Evidence Based Inquiry for Scholarship and Practice or MSN583 Legal and Ethical Issues for the Advanced Practice Nurse*

MSN570 – Advanced Pathophysiology Across the Lifespan – 3 Credits

This focus of this course for advanced practice nursing students is to apply concepts of pathophysiology from the cellular level to disease process for assessment of patients with a variety of conditions across clinical settings. The concepts and principles of normal physiology, pathophysiology, and genetics are emphasized. Current research is used to explore disruptions in normal physiological functioning. The impact of positive health behaviors on pathophysiology is addressed. A systems approach and psychophysiological interrelationships are used to analyze the disease processes and their causative factors. The course stresses critical thinking and decision-making in clinical settings based on these concepts.

MSN571 – Advanced Pharmacology Across the Lifespan – 3 Credits

The focus of this course for advanced practice nursing students is to expand theoretical and evidence-based knowledge and promote synthesis of pharmacotherapeutic concepts across the lifespan. The application of knowledge of pharmacological principles to prevent and/or treat specific conditions will be emphasized from a systems approach. Iatrogenic problems caused by the pharmacologic agents will be explored. Drug classifications, cost-effective drug therapy, management and monitoring of therapy including over the counter and herbal preparations and educating/counseling strategies will be included. Ethical, legal, cultural considerations and safety standards of pharmacotherapeutics will be discussed in relationship to the advanced practice nursing role. Legalities and regulations around prescription-writing privileges will be addressed, including standardized procedures and furnishing numbers. The course is also designed to meet the California BRN pharmacology course requirements for the NP to furnish drugs or devices pursuant to the business and professions code, Section 2836.1.

MSN572 – Advanced Health and Physical Assessment Across the Lifespan – 3 Credits

The focus of this course for advanced practice nursing students is to expand upon basic health assessment skills and includes strategies for history taking and for physical, functional, developmental, and psychosocial assessment that recognizes and includes normal individual, cultural, and developmental variations and pathophysiological changes across the lifespan. Comprehensive and focused data collection and physical examination strategies culminating in a differential diagnosis will be addressed. An overview of appropriate protocols for performing health screening, ordering, performing, and interpreting laboratory, radiographic, and other diagnostic data, as well as

verbal case presentation, documentation and record keeping is included. **Prerequisite:** *MSN571 Advanced Pharmacology Across the Lifespan*

MSN573 – Advanced Health Assessment Across the Lifespan and Cultures Lab – 1 Credit

This course will provide advance practice nursing students with the opportunity to develop and refine comprehensive health assessment skills necessary for advanced health assessment across the lifespan. Students will be expected to demonstrate and document, both in a laboratory and clinical setting, their ability to perform a comprehensive and organized history and physical examination that considers cultural and socioeconomic background, developmental variations, and pathophysiological changes. This course is graded on a Pass/No Pass basis. **Prerequisites:** *MSN571 Advanced Pharmacology Across the Lifespan;* **Co-requisite:** *MSN572 Advanced Health and Physical Assessment Across the Lifespan*

MSN574 – Curriculum Design and Development in Nursing – 3 Credits

Students will learn how to design and develop innovative and creative nursing curriculum to meet the challenges of an evolving technological and complex health care system. Students will consider traditional and contemporary methods of curriculum planning and design for revolutionizing nursing education. Emphasis is placed on philosophy, theory, curriculum planning, design, implementation and evaluation. **Prerequisite:** *MSN572 Advanced Health and Physical Assessment Across the Lifespan*

MSN575 – Online Teaching and Learning Strategies in Nursing – 3 Credits

This course focuses on teaching and learning strategies adapted to online and distance learning. Students will explore classroom tactics to engage the learner within an online environment. The course will explore strategies for content delivery, incorporation of various learning platforms, and the use of emerging online instructional technologies. **Prerequisites:** *MSN574 Curriculum Design and Development in Nursing*

MSN576 – Educational and Instructional Technology – 3 Credits

This course will introduce students to educational platforms using a variety of computer and technology-based media utilized in online or blended courses. The focus is on providing students with skill acquisition in the application of cutting edge online classroom technologies to engage online learners. Examination of current technologies in multimedia, interactive software, online testing, clinical practice and telehealth will be explored. **Prerequisites:** *MSN575 Online Teaching and Learning Strategies in Nursing*

MSN577 – Educational Assessment and Evaluation Outcomes – 3 Credits

This course will examine the principles and practices in assessment and evaluation outcome methods. Assessment strategies and evaluation processes relevant to course and nursing program outcomes will be examined. Students will develop learning outcomes, construct valid and reliable student measurements, and analyze testing data for classroom, skills labs and clinical practice environments in both on-ground and online learning. **Prerequisites** *MSN576 Educational and Instructional Technology (Including Telehealth)*

MSN578 – Specialist Clinical Practicum for Nurse Educators – 3 Credits
The 135 hours of precepted clinical practice time required this affords the student clinical decision-making opportunities in the specialist clinical nurse role through the application of theoretical concepts and strategies for a diverse patient population in a variety of clinical settings. The specialist clinical role for the nurse educator will be analyzed and applied in collaboration with a master's or doctoral prepared nurse preceptor with experience in the clinical specialty. Evidence-based strategies will be developed into a comprehensive learning plan to engage learners in active learning and implemented to meet mutually determined outcomes. Clinical evaluations will be performed using evaluation rubrics. Project Concert will be used to track students' clinical experiences.

MSN580 –Strategic Planning and Project Management in Healthcare – 3 Credits

This course examines a variety of strategic planning methodologies and the theoretical perspectives behind each. It will review strategic planning process and resources allocation, and students will participate in the exploration of national health care delivery policy, financing structures, and review a development of marketing plans in health care.

MSN581 – Innovation in Organizational and Systems Leadership – 3 Credits
This course will leverage current and emerging trends and innovations in health care system to enhance their organization and system leadership skillsets and leadership opportunities. Students will have the opportunity to explore sustainable solutions for today's complex healthcare systems in a transdisciplinary environment.

MSN582 – Leadership and Organizational Behavior – 3 Credits

This course will examine the nuances of leadership roles and organizational behaviors in today's complex health systems. Students will learn to design, implement and lead transformation in complex healthcare systems.

MSN583 – Legal and Ethical Issues for the Advanced Practice Nurse – 3 Credits

This course presents an overview of the legal issues facing the health care industry. It provides students with a basic working knowledge of health law and ethics. It is a comprehensive and inclusive review of a wide variety of health care legal issues. Students are provided with a realistic knowledge of health law and its application to the real world.

MSN584 – Quality Measures, Safety, and Improving Patient Outcomes – 3 Credits

This course focuses on the key drivers affecting healthcare delivery such as the Quality and Safety movement. Students will learn methods of assessing quality and techniques for improving quality. They will learn how to develop a patient safety, and quality assurance program in healthcare.

MSN585 – Innovation in Healthcare Technology – 3 Credits

This course will examine innovations theory as it relates to healthcare innovations. How to develop an environment that supports innovation in healthcare will be explored. A focus on emerging technologies for clinical practice and healthcare management will be examined as they relate to new healthcare delivery models and Telehealth. The changing role of technology, its use and abuse, and the barriers to implementation will be covered.

MSN586 – Entrepreneurship in Advanced Practice Nursing – 3 Credits

This course will focus on the development of the nurse entrepreneur. With the guidance and support of the faculty, students will collectively tie together the lessons from their previous courses to design, develop and implement an entrepreneurial endeavor that will include a business plan, marketing strategy and tools that will align with their goals for their future.

MSN587 – Residency in Nursing Leadership and Systems Management – 2 Credits

The course focuses on the Clinical Nurse Leader and System Management role immersion. This course includes 90 clinical residency hours.

MSN600 – Evidence-Based Capstone Project – 2 Credits

This culminating integrative course provides the opportunity for students to develop and design an innovative evidence based project (PICO-T) that was identified and defined in MSN563. The capstone project must be founded in evidence based practice and either be supported by evidence in peer-reviewed literature or provide outcomes in identifying the effectiveness of the project. The students will be guided in the process of evidenced based project development, including formulation of goals and objectives, refinement of project design, implementation strategies, development of tools, data collection, identification of resources and evaluation. Through group discussion, students will participate in a process of peer consultation and critique in support of project refinement. Faculty will supervise students in developing their capstone project in conjunction with other

educational resources that are selected by the students. The faculty will advise and approve the final project according to students' specialty area. The projects may include electronic practice portfolio, a quality improvement project, an evaluation of a new practice model, clinical practice project, poster presentation, and manuscripts submitted for publication. **Prerequisite:** *Must be the last course in the degree or paired with one other course such as FNP597.*

NUR370 – Transitions and Issues of the Professional Nursing Role – 3 Credits

This course focuses on the professional nursing role. Students will explore professional nursing practices and role transition. Advanced theoretical concepts will be examined using the nursing process as a framework. Students will examine advocacy, empowerment, life-long learning and self-renewal in an evolving nursing role.

NUR371 – Foundations of a Caring Science – 3 Credits

This course offers a detailed examination of caring as an essential framework for nursing practice. The fundamental components of nursing theory development will be defined. The students will examine the meaning of caring in relation to the use of multiple ways and patterns of knowing. The humanities, arts and sciences, and other nursing theories will be examined and applied as the student develops a personal theoretical framework for nursing practice.

NUR372 –Evidence Based Nursing Practice – 3 Credits

This course explores the theories, concepts, values and behaviors required to transition to the professional nursing role. Included are historical, ethical, legal, legislative and political processes that impact the practice of professional nursing in the contemporary healthcare system. Introduced is the impact of culture on delivering nursing care to diverse clients, their families and communities.

NUR373 – Healthcare Policy, Regulation and Finance – 3 Credits

This course is designed to enable the learner to understand health care delivery systems. Students will explore the nursing role in the formulation of health care policy and political processes with a focus on the legislative and regulatory processes. The business of health care, including the internal and external environment, financing of health care, and resource management and utilization are reviewed.

NUR374 – Managing System Change and Improving Patient Outcomes – 3 Credits

This course focuses on the analysis and application of systems theory and skills needed to assess, plan and evaluate the care of populations within health systems. The evaluation of current outcome measures as well as the acquisition and management of outcome data will be studied. Systems change is discussed as it relates to effective outcomes of care. An emphasis is placed on clinical, functional, and financial outcomes as well as satisfaction indicators.

NUR375 – Inter-Professional Communication and Collaboration for Improving Healthcare Outcomes – 3 Credits

This course explores the impact of inter-professional collaboration and communication on patient outcomes. Students will investigate barriers that exist within and between disciplines that can obstruct a team-based care system.   An emphasis is placed on methods and actions to foster a collaborative approach in clinical settings in order to jointly make decisions, coordinate patient treatment, combine resources, and develop common goals which may result in improved healthcare outcomes.

NUR376 –Innovation in Patient Care Technology and Information Management – 3 Credits

Students in this course will explore the recent changes in health care technology including electronic medical records, patient care, decision support, radio-frequency identification (RFID) systems, and work flow. Students will evaluate these technologies in terms of nursing practice and their impact on patient outcomes. Barriers and incentives to implementation will be examined. Emphasis will be placed on learning how to stay current in the area and use of information management and patient care technology and related health care technologies to improve the design, delivery, and evaluation of evidence-based, quality health care.

NUR377 – Cultural Diversity, Spirituality and Ethics in Healthcare – 3 Credits

This course focuses on the fundamentals of an evidence-based approach to examining a range of cultural norms, religions, and alternative health care practices of varied racial and ethnic groups, and how these practices affect the definition, design and implementation of culturally competent, individualized health care. Variations in race, ethnic, age and gender groups, family structure and patient support will be explored. Emphasis will be placed on summarizing intercultural aspects and how the multicultural professional nursing work force can collaborate to assess, plan, and manage care according to the cultural and spiritual needs of individual patients and populations.

NUR378 – Global and Community Based Nursing – 3 Credits

This course explores the factors that impact the health of individuals, communities, and populations at the local, national, and global levels. Issues including public health, environmental health, emerging infectious diseases, and chronic illness will be explored, while incorporating societal and cultural issues. *Co-requisite: NUR379*

NUR379 – Global Community Service Project Internship – 3 Credits

This course provides students the opportunity to apply theoretical knowledge gained in their RN-BSN coursework and apply it in a variety of clinical settings at the local, national or global level. Service projects may include but are not limited to, developing a plan for impacting health issues, evaluating and participating in community health initiatives at the local or national level, or participating in global health settings. *Co-requisite NUR378 Global and Community Based Nursing*

NUR380 – Professional Nursing Leadership – 3 Credits

This course introduces students to the fundamentals of leadership and management in nursing and the health environment. Emphasis is placed on understanding the health care system and social forces affecting care delivery, effective leadership, patient outcomes, project management, accounting principles, and entrepreneurship. Health care policies and their effects on professional practice are explored.

NUR490 – Capstone in Evidenced Based Professional Nursing Practice – 3 Credits

This capstone course synthesizes program concepts through analysis of a documented health issue. Students use evidence-based resources, address health competencies and analyze the identified issue. Students will develop a plan of interventions that incorporated current evidence for management of the identified issue. Students will present their capstone work via a poster or podium presentation. Presentation forums may be on-campus, at a professional conference, or conducted virtually. *Prerequisite:* NUR380 Professional Nursing Leadership

PHI105 – Introduction to Philosophy and Ethics – 3 Credits

Synthesizes philosophical and ethical topics from the Western tradition including: theory of knowledge, metaphysics and reality, ethical relativism, deontology, God, skepticism, justice, free will, and moral responsibility, with inclusion of selected philosophers from Classic Era to the twentieth century.

PHI399 – Applied Philosophy and Ethics – 3 Credits

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

POS120 – International Relations – 3 Credits

Introduces the basic concepts of and approaches to the study of international relations, focusing on the two fields of international conflict and security and international political economy (IPE). Topics discussed will include regional conflict, foreign policy-making, international organizations, human rights, globalization, and environmental protection. The purpose of the course is to develop the analytical skills necessary to understand developments in the contemporary global community.

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.

PSY101 – Introduction to Psychology – 3 Credits

A survey of the principles and concepts basic to understanding of human behavior. Includes history and development of basic theories.

PSY495 – Lifespan Cycles – 3 Credits

This course provides an understanding of the psychological aspects of human development from birth to death. Exploration of the patterns and sequences of physical, cognitive, social and psychological development and how individuals fulfill their potential at each stage of the life cycle. Also emphasized are the norms and variations that occur during the life cycle with the impact that heredity, environment and social factors play in creating human development.

SCI220 – Survey of Physical Science – 3 Credits

Introduction to the basic principles and general concepts of physical sciences. Selected topics from chemistry and physics.

SOC101 – Introduction to Sociology – 3 Credits

Study of human behavior. Includes sociological perspective, culture, socialization, social organization and stratification, deviant behavior and the family.

SOC305 – Critical Perspectives in Society – 3 Credits

Study of human society from diverse perspectives. Analysis of the nature of social organizations and cultures developed by human need. *Prerequisites: PSY101 Introduction to Psychology*

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.

TEB580 – Latinos in the United States – 3 Credits

The course will explore the historical, cultural, and social characteristics of major Latino groups in the United States. This will include Latino contributions, cultural conflicts, demographics, migration and immigration patterns. It analyzes the legal, political, and social contexts that have shaped the status and educational experiences of Latinos in the U.S.

TEB581 – Desarrollo del Lenguaje y Lectura – 3 Credits

The focus of the course will be strategies and methodologies in Spanish language development, reading readiness, and beginning reading in the primary language.   Special emphasis will be on the current trends and social issues affecting bilingual programs including program models, instructional approaches, bilingualism and illiteracy and selection and use of primary language materials. *Prerequisite: CSET: World Languages, Spanish, or Baccalaureate degree majoring in Spanish from a CTC commission-approved program.*

TED501 – Affirming and Valuing Diversity in the Classroom – 3 Credits

The course addresses the preparation of teachers for the wide diversity of students they are certain to meet in their classrooms, schools, and communities. The course provides a broad treatment of the various forms of human diversity found in today's schools; including nationality, ethnicity, race, religion, gender, class, language, sexual orientation, and ability levels. The students will examine research-based cross-cultural psychological emphasis on how people learn about culture. The course content is based on the assumption that it is at the level of the individual teacher where the change that must occur with regard to diversity in schools begins. It assumes that teachers must learn to incorporate issues of diversity in all their teaching, not simply teaching about members of minority groups.

TED503 – Foundations of Education – 3 Credits

The course is designed to give students an overview of the historical, cultural, philosophical and political history of the American Educational System. Theories, research, and the relationship to pedagogical strategies and student

performance will be examined. The aim of the course is to provide critical perspectives on education and educational settings.

TED504 – Educational Psychology – 3 Credits

This course is the study of learning environments, the evaluation of learning and the teaching/learning process. There will be an analysis of the physical, intellectual, emotional, cultural and ethnic factors affecting development, learning and behavior. Emphasis is placed on implications for teaching and learning in the primary, elementary and secondary schools.

TED506 – Introduction to Special Education – 3 Credits

This course is an in depth review of the history and evolution of special education in the American school system. Special focus is placed on providing an overview of issues confronting educators of students with exceptional needs. Emphasis will be on the understanding of psychological, legal and educational implications for instruction and program planning. All exceptionalities and implications of current legislation will also be covered.

TED508 – Integrating Educational Technology into Teaching – 3 Credits

This course will examine the use of technology in the teaching of subject matter. Students will be introduced to teaching and learning pedagogies in traditional and non-traditional school setting using technology across the curriculum. Topics to be covered in this course are mobile computing, the use of tablets in education, social media, the exploration of how technology can be used to support students learning, digital media, the Internet, educational software including productivity tools for teachers and students, and web-based resources in education. Further areas of discussion will include an overview of the challenges, advantages, cultural issues in technology, and of using and information literacy and fair use.

TED520 – Introduction to Classroom Instruction – 3 Credits

It is the goal of this course to provide candidates with research-based instructional strategies, as well as, proven secondary classroom routines and procedures that promote student mastery of curriculum by maximizing instructional time. A critical part of this course includes candidate participation in twenty (20) hours of classroom observations. These guided observations will have an emphasis on school systems, administrative policies, teacher expectations, classroom management systems and other aspects of classroom and school environments. Documentation of visits is required.

TED522 – First and Second Language Acquisition – 3 Credits

This course will study the historical, political, socio-cultural and pedagogical factors related to the acquisition of first and second language. Theoretical frameworks will be examined with emphasis on identification, assessment, performance and placement of English Language Learners. Other topics covered will be the laws, legislation and litigation related to English Language Learners.

TED525 – English Language Developmental Strategies for English Language Learners – 3 Credits

This course explores instructional models, strategies, approaches, assessment and placement of students in English as a second language and content based second language teaching. Teaching strategies, techniques and methods for teaching English to speakers of other languages will be explored including instructional planning for the development of aural and oral language proficiency. (*SDAIE and Sheltered Instruction*)

TEL500 – Delivering Healthcare with Technology – 3 Credits

This course uses a multidisciplinary approach to explore definition, impact and theoretical application of Telehealth. Both real-time communication and store-and-forward methods of Telehealth will be discussed where core knowledge in Telehealth is established. Current peer reviewed literature is critiqued and synthesized to identify care settings and populations who benefit from Telehealth, as well as strengths and challenges of Telehealth in the current health care environment. This course is taught in an asynchronous distance collaborative learning community with the oversight and resource of USU, College of Nursing online faculty. Students establish online learning techniques and strategies necessary to complete the Certificate. The Blackboard platform is utilized for course format, and   Blackboard Collaborate Ultra for both mobile and desktop device is utilized for face-to-face presentation and discussion. Wiki, Prezi, PowerPoint, Discussion Board, and Screencast-o-matic are used for

delivery and synthesis of course content. In this first course the student will establish a professional e-portfolio to manage the e-library of resources and professional projects that are develop throughout the Certificate. Every student will select their own unique method for the store and forward of private data to be used for their private analysis instruction assignment.

TEL501 – Legal and Regulatory Issues – 3 Credits

This course uses a multidisciplinary approach to identify, classify and select legislative bodies and agendas impacting Telehealth. State, national and international regulation of Telehealth will be explained and discussed. Current literature is used to discuss current regulatory agenda and legislation impacting legislative reimbursement for delivery of Telehealth services.

Professional organizations providing resources for implementation of Telehealth and arenas for professional discussion are identified to meet the unique need of the learner. The student participates in instructor led discussion on HIPPA, healthcare alerts, and state-to-state regulation. Reciprocity and compact state agreements are discussed. This course is taught in a distance collaborative learning community utilizing asynchronous learning strategies. Online learning strategies established in TEL 500 are implemented.

The student will identify key stakeholders, legislators, and regulators in their system of interest. Each student will develop an Infographic with key facts important to disseminate impact Telehealth initiatives. The library in the professional e-portfolio will include pages for notes, letters and action plans for establishing Telehealth competency in every student's arena of interest. Mozilla backpack badges will be added to the e-portfolio as the key milestone of the certificate are reached. *Prerequisite: TEL500*

TEL502 – Infrastructure and Technology Requirements – 3 Credits

This course uses a multidisciplinary approach to apply a variety of point-of-care devices utilized to deliver Telehealth. Smart phone applications, peripherals and telehealth base-stations are discussed. Specific point-of-care devices are explored based on the unique need of the class participant. Identification of support technologies and technical infrastructure requirements are discussed. This course is taught in a distance collaborative learning community utilizing asynchronous learning strategies. *Prerequisite: TEL501 Legal and Regulatory Issues*

TEL503 – Integration into Practice – 2 Credits Lecture/1 Credit Lab

This course uses a multidisciplinary approach to demonstrate and practice strategies for delivery of telehealth. Compatibility and technical support of devices are discussed. The Polycom RealPresence EDU 500 cart and Polycom RealPresence Utility cart, in conjunction with learner specific Smart Phone applications and peripherals, are utilized to demonstrate and practice delivery of telehealth. Strategies for delivery of telehealth to multi-cultural populations is also discussed. The unique store and forward data collected throughout the certificate course is downloaded and analyzed to provide hands-on experience with equipment and data management. An optional onsite experience is available. *Prerequisite: TEL502 Infrastructure and Technology Requirements*

TEM534 – Curriculum and Instruction I – 3 Credits

Teacher candidates will learn how to use and develop curriculum embedded in California State Standards and Frameworks. They will learn a variety of instructional methods and strategies in delivery of curriculum strategies. The Focus of the course will be the integration of content in all subject areas and in cross-cultural contexts.

TEM 355 – Curriculum and Instruction II – 3 Credits

Continuation of TEM 534.Teacher candidates will learn how to use and develop curriculum embedded in California State Standards and Frameworks. They will learn variety of instructional methods and strategies in delivery of curriculum strategies. The focus of the course will be the integration of content in all subject areas and cross-cultural contexts. *Prerequisite: TEM534 Curriculum and Instruction I*

TEM536 – Language Arts and Reading K-3 – 3 Credits

An analysis and study of theories related to language and literacy. Approaches, methods and techniques for teaching literacy skills will be explored. Opportunities for understanding and ability to teach reading/language arts to all students will be provided. Special consideration will be given to the procedures, instructional materials and

to AN integrated approach to teaching reading. The course meets the requirements of the California Education Code and will offer students support in preparation for the Reading Instruction Competency exam.

TEM561 – Student Teaching (Clinical Practice) I – 3 Credits

This full-time supervised clinical practice course is intended to guide candidates through their daily classroom instructional practice as a student teacher in a public elementary school. The sequence of clinical practice experiences includes multiple opportunities for interaction with diverse populations and communities such as English Language Learners and Special Needs students. All students are provided with experiences which are age and grade appropriate and are required and authorized by the credential they are seeking. Clinical practice is a critical component of the Teacher Preparation Program which combines theory to practice and is rooted in the Unites States University Mission and informed by the California Commission on Teacher Credentialing requirements. The clinical practice experiences provide candidates an opportunity to complete the California Teaching Performance Assessment (CalTPA). The CalTPA is structured around two, full instructional cycles based on the pedagogical sequence of "plan, teach and assess, reflect, and apply, each within a school placement." *Co-requisites: TEM562 Directed Student Teaching Seminar I*

TEM562 – Directed Student Teaching Seminar I – 3 Credits

This course is designed to provide students with academic and professional support during their student teaching assignment. The courses are offered in a seminar format consisting of reflective discussions that evolve around events in content classes, field experiences, supervised teaching, and collaboration between the candidates, university personnel, and the on-site support provider. The course will also provide candidates assistance and support in the completion of the California Teaching Performance Assessment (CalTPA) instructional cycles, to include implementation, guidance, and remediation. *Co-requisite: TEM561 Student Teaching (Clinical Practice) I*

TEM563 – Student Teaching (Clinical Practice) II – 3 Credits

This full-time supervised clinical practice course is intended to guide candidates through their daily classroom instructional practice as a student teacher in a public elementary school. The sequence of clinical practice experiences includes multiple opportunities for interaction with diverse populations and communities such as English Language Learners and Special Needs students. All students are provided with experiences which are age and grade appropriate and are required and authorized by the credential they are seeking. Clinical practice is a critical component of the Teacher Preparation Program which combines theory to practice and is rooted in the Unites States University Mission and informed by the California Commission on Teacher Credentialing requirements. The clinical practice experiences provide candidates an opportunity to complete the California Teaching Performance Assessment (CalTPA). The CalTPA is structured around two, full instructional cycles based on the pedagogical sequence of "plan, teach and assess, reflect, and apply, each within a school placement." *Prerequisite: TEM561 Student Teaching (Clinical Practice) I; Co-requisite: TEM564 Directed Student Teaching Seminar II*

TEM564 – Directed Student Teaching Seminar II – 3 Credits

This course is designed to provide students with academic and professional support during their student teaching assignment. The courses are offered in a seminar format consisting of reflective discussions that evolve around events in content classes, field experiences, supervised teaching, and collaboration between the candidates, university personnel, and the on-site support provider. The course will also provide candidates assistance and support in the completion of the California Teaching Performance Assessment (CalTPA) instructional cycles, to include implementation, guidance, and remediation. *Prerequisite: TEM562 Directed Student Teaching Seminar I; Co-requisite: TEM563 Student Teaching (Clinical Practice) II*

TES540 – Secondary Teaching Strategies I – 3 Credits

The course is an overview of curriculum and California State Frameworks and Subject Specific Standards, and district performance standards. It includes classroom procedures, instructional planning, lesson plan delivery skills, English Language Development (ELD), and Specially Designed Academic Instruction in English techniques for grades 6-12 with/and diverse student populations.

TES541 – Secondary Teaching Strategies II – 3 Credits

This course is designed to provide opportunities for prospective teachers to observe, develop, and practice a variety of methods to create positive learning environments, effective discipline, and traditional and alternative assessments. Emphasis is placed on strategies used for students with widely ranging linguistic and academic abilities, diverse learning styles and varying cultural backgrounds. Methods and content are aligned with California State Framework for grades 6-12 with/and diverse student populations. **Prerequisite:** *TES540 Secondary Teaching Strategies I*

TES542 – Reading in the Content Area – 3 Credits

This course will focus on the theoretical basis of literacy and approaches to teaching reading across content areas. It will cover methods and techniques for teaching literacy skills in diverse urban school settings with linguistically diverse students. The course also explores literacy processes and assessment in secondary school curricula. Methods and content are aligned with California State Framework for grades 6-12 with/and diverse student populations.

TES565 – Student Teaching (Clinical Practice) I – 3 Credits

This full-time supervised clinical practice course is intended to guide candidates through their daily classroom instructional practice as a student teacher in a public secondary school. The sequence of clinical practice experiences includes multiple opportunities for interaction with diverse populations and communities such as English Language Learners and Special Needs students. All students are provided with experiences which are age and grade appropriate and are required and authorized by the credential they are seeking. Clinical practice is a critical component of the Teacher Preparation Program which combines theory to practice and is rooted in the Unites States University Mission and informed by the California Commission on Teacher Credentialing requirements. The clinical practice experiences provide candidates an opportunity to complete the California Teaching Performance Assessment (CalTPA). The CalTPA is structured around two, full instructional cycles based on the pedagogical sequence of "plan, teach and assess, reflect, and apply, each within a school placement." **Co-requisite:** *TES566 Directed Student Teaching Seminar I*

TES566 – Directed Student Teaching Seminar I – 3 Credits

This course is designed to provide students with academic and professional support during their student teaching assignment. The courses are offered in a seminar format consisting of reflective discussions that evolve around events in content classes, field experiences, supervised teaching, and collaboration between the candidates, university personnel, and the on-site support provider. The course will also provide candidates assistance and support in the completion of the California Teaching Performance Assessment (CalTPA) instructional cycles, to include implementation, guidance, and remediation. **Co-requisite:** *TES565 Student Teaching (Clinical Practice) I*

TES567 – Student Teaching (Clinical Practice) II – 3 Credits

This full-time supervised clinical practice course is intended to guide candidates through their daily classroom instructional practice as a student teacher in a public secondary school. The sequence of clinical practice experiences includes multiple opportunities for interaction with diverse populations and communities such as English Language Learners and Special Needs students. All students are provided with experiences which are age and grade appropriate and are required and authorized by the credential they are seeking. Clinical practice is a critical component of the Teacher Preparation Program which combines theory to practice and is rooted in the Unites States University Mission and informed by the California Commission on Teacher Credentialing requirements. The clinical practice experiences provide candidates an opportunity to complete the California Teaching Performance Assessment (CalTPA). The CalTPA is structured around two, full instructional cycles based on the pedagogical sequence of "plan, teach and assess, reflect, and apply, each within a school placement." **Prerequisite:** *TES565 Student Teaching (Clinical Practice) I;* **Co-requisite:** *TES568 Directed Student Teaching Seminar II*

TES568 – Directed Student Teaching Seminar II – 3 Credits

This course is designed to provide students with academic and professional support during their student teaching assignment. The courses are offered in a seminar format consisting of reflective discussions that evolve around events in content classes, field experiences, supervised teaching, and collaboration between the candidates, university personnel, and the on-site support provider. The course will also provide candidates assistance and support in the completion of the California Teaching Performance Assessment (CalTPA) instructional cycles, to include implementation, guidance, and remediation. *Prerequisite:* *TES566 Directed Student Teaching Seminar I;* *Co-requisite:* *TES567 Student Teaching (Clinical Practice) II*

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Adjunct Faculty

Faculty information, including educational and credential background is available on the University Website here: https://www.usuniversity.edu/about/faculty/.

University Catalog Addendum

2018-2019

Contents

Catalog Addendum Disclaimer

This catalog addendum is true and correct as to content and policy as of the date of its effective date. United States University (USU) reserves the right to change policies, tuition and fees, academic calendars and to revise curricula as deemed necessary and desirable to reflect changes to federal, state, and other regulatory agencies.

The catalog addendum is not to be used as a standalone document. It serves to amend university policies, curriculum, and other important information within an academic year referenced in the University Catalog. For avoidance of doubt in the event of a conflict of any content and policy between the addendum and the University Catalog the content and policies within this addendum supersede.

ADMISSIONS

Effective April 1, 2019	Page 15

Program Specific Admission Requirements

The following section was revised to read as follows:

College of Nursing and Health Sciences

Some programs require students to upload the following documentation into American DataBank (AKA "Complio") prior to entering clinical courses. This documentation must remain current throughout the students clinical courses. For more information regarding these requirements please contact the Office of Field Experience.

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

Transfer Credit Policy

The following section was revised to read as follows:

Credit by Examination

Credit by examination allows students to earn college credits for courses where they can demonstrate college-level competence in certain areas of study. Students may earn credit by examination by submitting passing scores from the Advanced Placement (AP) test, College Level Examination Program (CLEP), or DSST. These scores must be sent from the issuing organization directly to the Office of the Registrar.

Students may also earn college credits in courses where they can demonstrate college-level competence in certain areas of study if they have earned professional certifications. A listing of those certifications can be found on the university website or by contacting the Office of the Registrar.

Credits earned will appear on the Student's transcript as Credit (CR) and will not be calculated into a student's GPA. (Students may not apply for credit by examination for courses that they have already taken and received a failing grade).

Effective December 1, 2018	Page 15 - 16

Program Specific Admission Requirements

The following section was revised to read as follows:

College of Nursing and Health Sciences

<u>Registered Nurse to Bachelor of Science in Nursing (RN to BSN)</u>

Applicants seeking admission into the RN-BSN program must have earned an associate degree in nursing from an accredited institution with a minimum GPA of 2.0 or have earned a diploma in a (registered) nursing program. Applicants with foreign credentials must be evaluated showing proof of equivalency from an acceptable organization as listed under the general admission requirements. Official transcripts must be provided from all previously attended programs, colleges, and universities. Applicants must hold a valid unrestricted, unencumbered RN license, or have obtained a date for NCLEX-RN testing scheduled before the end of the first term in a core nursing course.

NOTE: Students who enter the program without a current unencumbered license will not be allowed to continue in the program without the obtainment of the RN license past the first term of the nursing program.

Tennessee residents must complete NUR300 Physical Examination and Health Assessment as part of the program or transfer in a 3 credit equivalent course.

Transfer Credit Policy

The following section was revised to read as follows:

<u>Block Transfer</u>

Students who completed an Associate Degree for Transfer (ADT) at an accredited college or university in the United States may receive a block transfer up-to 60 semester credits. An Associate of Applied Science or an Associate degree from a foreign country will require a course-by-course evaluation by a recognized agency as stated within our general admission policy. Additional courses may still be required to meet program specific requirements after an official evaluation by the Office of the Registrar is completed.

Students entering the RN-BSN program may receive up to 45 semester credit block transfer for nursing courses completed with a current, unencumbered registered nursing license (US). NOTE: For students enrolling in the RN-BSN program, the ADT block only applies to courses completed in the areas of sciences, humanities, arts, health sciences, and other general education and does not include nursing courses for transfer which would be applied in the RN-BSN block. Duplicate credit shall not be awarded because of overlapping tests, college-level courses, or both.

INTERNATIONAL STUDENTS

Effective April 1, 2019	Page 23-26

International Admissions

The following bullet was revised to read as follows:

- Financial Documents
  - Financial Support Declaration that certifies that sufficient funds are available for the student (and dependents if applicable) at the University for at least one academic year and barring unforeseen circumstances, that adequate funding will be available from the same or equally dependable sources for subsequent years for the full course of study. The declaration must be signed by the student and/or sponsor.
  - Bank statements certified by a bank official showing one (1) year cost of attendance.

- U. S. Immigration law prohibits waiver of the financial guarantee. Without this certified information, the I-20 cannot be issued. The financial declaration must be current, within 6 months of the student's starts date at the University.
- Financial documents must be provided directly to the Designated School Official (DSO) at international@usuniversity.edu. Please include your student ID in subject line when emailing DSO.

International Student Payment Policies

The following statement was revised to read as:

International students must submit their semester's tuition and fees in full, no later than the first day of the semester in order to participate in class. There are no deferments of payments for tuition and fees. In limited circumstances, a payment plan option may be available.

GENERAL POLICIES

Effective April 1, 2019	Page 27

Complaint/Grievance Policy

The following URL link for the State of Georgia was revised

Georgia Nonpublic Postsecondary Education Commission (GNEP)
Students in the State of Georgia may appeal any final decisions made by the University to:
Georgia Nonpublic Postsecondary Education Commission
East Exchange Place, Suite 220
Tucker, GA 30084-5305
770-414-3300
https://gnpec.georgia.gov/

PAYMENT OPTIONS

Effective April 1, 2019	Page 41 - 46

Payment Plans

The following tables are updated to reflect omitted and updated information:

If the student is unable to pay for the full semester amount prior to the start of the course, the student may have an opportunity to pay the tuition balance in limited installments or on a Monthly Payment Plan. The student will be required to pay all installments on time with the understanding that this is before or on the due dates established. International students are not eligible for installment plans and must pay a minimum one full semester prior to the start of each semester. In limited circumstances, a payment plan option may be available for international students. Monthly Payment Plan students will be deemed to be in conditional good financial standing with the University if they are current with all scheduled payments.

Tuition and Fees - Effective May 7, 2019

The following tables are updated to reflect updated information:

Graduate and Post-Baccalaureate Programs

Program	Credits	Per Credit Hour	Per Academic Year*
Teaching Credential	42	$465	$11,160
Teaching Credential with Bilingual Authorization	51	$465	$11,160
Master of Arts in Education	36	$325	$5,850
Master of Business Administration	36	$325	$5,850
Master of Business Administration – Onsite	36	$450	$8,100
Master of Science in Nursing, Nurse Educator	40	$325	$5,850
Master of Science in Nursing, Health Care Leadership	38	$325	$5,850
Master of Science in Nursing, Family Nurse Practitioner	50	$465	$8,370

*Based on students enrolling for 9 credits and 12 credits for the Teacher Credential, each semester for two academic semesters.

Undergraduate Programs

Program	Credits	Per Credit Hour	Per Academic Year*
Bachelor of Arts in Management	120	$150** $250**	$4,800
Bachelor of Science in Health Sciences	120	$150** $250**	$4,800
Bachelor of Science in Information Technology	120	$150** $250**	$4,800
RN to Bachelor of Science in Nursing	30	$325	$7,800

*Based on students enrolling for 12 credits each semester for two academic semesters.
**General Education and Elective courses are $150 per credit hour. Core and Concentration courses are $250 per credit hour.

Active Duty Military

Programs	Per Credit Hour	Per Academic Year*
Master of Science, Family Nurse Practitioner	$400	$7,200
All Other Graduate Programs	$250	$4,500

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

Other Fees

Type	Fee	Frequency
Application Fee (International)	$100	One-Time (Non-Refundable)
Audit Fee	$500	Per Course
Challenge Examination Fee	$100	Each Occurrence

Replacement Diploma	$50	Each Occurrence	
Replacement Student ID Card	$10	Each Occurrence	
Resource and Technology Fee (onsite)	$175	Per Course	
Resource and Technology Fee (FNP)	$200	Per Course	
Student Activity Fee (International)	$100	Per Session	
Student Services Fee (International)	$175	Per Session	
Teacher Performance Assessment (TPA)	$500	One-Time	
TPA Late Fee	$50		
TPA Resubmission Fee	$75	Each Occurrence	
Technology Fee (Undergraduate and Graduate, excluding FNP)	$60	Per Course	
Transcript Fee	$5	Each	
Transfer Fee (International)	$250	Each Occurrence	
Tuition Deposit (International)	$1,500	One-Time prior to first day of class	
Wire Transfer Fee (Domestic)	$30	Each Occurrence	
Wire Transfer Fee (International)	$40	Each Occurrence	

Estimated Program Charges

Program	Credits	Estimated Tuition	Program and Technology Fees	Other Fees	Estimated Total Institutional Charges	Books**
Bachelor of Arts in Management	120	$25,500	$2,400	$0	$27,900	$8,000
Bachelor of Science in Information Technology	120	24,000	$2,400	$0	$26,400	$8,000
Master of Business Administration	36	$11,700	$720	$0	$12,420	$2,400
Teacher Credential	42	$19,530	$2,000	$0	$21,530	$2,800
Teacher Credential with Bilingual Authorization	51	$23,715	$2,000	$0	$25,715	$3,400
Master of Arts in Education	36	$11,700	$720	$0	$12,420	$2,400
Bachelor of Science in Health Sciences	120	$25,400	$2,400	$0	$27,800	$8,000
RN to Bachelor of Nursing	30	$9,750	$600	$0	$10,350	$2,400
Master of Science in Nursing, Family Nurse Practitioner	50	$23,250	$3,600	$0	$26,850	$3,600
Master of Science in Nursing, Health Care Leadership	38	$12,350	$840	$0	$13,190	$3,600
Master of Science in Nursing, Nurse Educator	40	$13,000	$840	$0	$13,840	$3,600

**Books costs have not been included in the Estimated Total Institutional Charges as these costs are not charged by the University.

Estimated Certificate Program Charges

Program	Credits	Estimated Tuition	Program and Technology Fees*	Other Fees	Estimated Total Institutional Charges	Books**
College of Nursing and Health Sciences						
Health Care Leadership	12	$3,900	$240	$0	$4,140	$0
Nurse Educator	12	$3,900	$240	$0	$4,140	$0

Effective December 1, 2018	Page 41

Tuition and Fees

The following tables are updated to reflect omitted and updated information:

Graduate and Post-Baccalaureate Programs

Program	Credits	Per Credit Hour	Per Academic Year*	Monthly Payment Plan
Teaching Credential	42	$465	$11,160	No MPP
Teaching Credential with Bilingual Authorization	51	$465	$11,160	No MPP
Master of Arts in Education	36	$325	$5,850	$325
Master of Business Administration	36	$325	$5,850	$325
Master of Business Administration – Onsite	36	$450	$8,100	No MPP
Master of Science in Nursing, Education	40	$325	$5,850	$325
Master of Science in Nursing, Leadership	38	$325	$5,850	$325
Master of Science in Nursing, Family Nurse Practitioner	50	$465	$8,370	$375

*Based on students enrolling for 9 credits and 12 credits for the Teacher Credential, each semester for two academic semesters.

Undergraduate Programs

Program	Credits	Per Credit Hour	Per Academic Year*	Monthly Payment Plan
Bachelor of Arts in Management	120	$450	$10,800	No MPP
Bachelor of Science in Health Sciences	120	$450	$10,800	No MPP
RN to Bachelor of Science in Nursing	30	$325	$7,800	$250

*Based on students enrolling for 12 credits each semester for two academic semesters.

Certificate Programs

Program	Credits	Per Credit Hour	Per Academic Year

Certificate – College of Education	12	$325	n/a
Certificate – College of Business	12	$325	n/a
Certificate – College of Nursing and Health Sciences	12	$325	n/a
English Language Program	n/a/	n/a/	n/a

Active Duty Military

Programs	Per Credit Hour	Per Academic Year*	MPP
Undergraduate	$250	$6,000	No MPP
Master of Science, Family Nurse Practitioner	$400	$7,200	$375
All Other Graduate Programs	$250	$4,500	$250

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

Veteran and Military Spouses

Programs	Per Credit Hour	Per Academic Year*	MPP
Master of Science, Family Nurse Practitioner	$400	$7,200	$375
All Other Graduate Programs	$250	$4,500	$250

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

Other Fees

Type	Fee	Frequency
Application Fee (International)	$100	One-Time (Non-Refundable)
Audit Fee	$500	Per Course
Challenge Examination Fee	$100	Each Occurrence
ENP Clinical Fee	$525	One-Time
Replacement Diploma	$50	Each Occurrence
Replacement Student ID Card	$10	Each Occurrence
Resource and Technology Fee (onsite)	$175	Per Course
Resource and Technology Fee (FNP)	$200	Per Course
Student Activity Fee (International)	$100	Per Session
Student Services Fee (International)	$175	Per Session
Teacher Performance Assessment (TPA)	$500	One-Time
TPA Late Fee	$50	
TPA Resubmission Fee	$75	Each Occurrence
Technology Fee (Undergraduate and Graduate, excluding FNP)	$60	Per Course

Transcript Fee		$5	Each
Transfer Fee (International)		$250	Each Occurrence
Tuition Deposit (International)		$1,500	One-Time prior to first day of class
Wire Transfer Fee (Domestic)		$30	Each Occurrence
Wire Transfer Fee (International)		$40	Each Occurrence

Estimated Program Charges

Program	Credits	Estimated Tuition	Program and Technology Fees	Other Fees	Estimated Total Institutional Charges	Books**
Bachelor of Arts in Management	120	$54,000	$ 0	$0	$54,000	$8,000
Master of Business Administration	36	$11,700	$720	$0	$12,420	$2,400
Teacher Credential	42	$19,530	$2,000	$0	$21,530	$2,800
Teacher Credential with Bilingual Authorization	51	$23,715	$2,000	$0	$25,715	$3,400
Master of Arts in Education	36	$11,700	$720	$0	$12,420	$2,400
Bachelor of Science in Health Sciences	120	$54,000	$0	$0	$54,000	$8,000
RN to Bachelor of Nursing	30	$9,750	$600	$0	$10,350	$3,600
Master of Science in Nursing, Education	40	$13,000	$840	$0	$13,840	$3,600
Master of Science in Nursing, Family Nurse Practitioner	50	$23,250	$3,600	$0	$26,850	$3,600
Master of Science in Nursing, Leadership	38	$12,350	$840	$0	$13,190	$3,600

**Books costs have not been included in the Estimated Total Institutional Charges as these costs are not charged by the University.

Estimated International Program Charges

Program	Credits	Estimated Tuition	Program and Technology Fees	Other Fees	Estimated Total Institutional Charges	Books**
Master of Business Administration	36	$14,700	$1,640	$2,200	$18,540	$2,400

**Books costs have not been included in the Estimated Total Institutional Charges as these costs are not charged by the University.

Estimated Certificate Program Charges

Program	Credits	Estimated Tuition	Program and Technology Fees*	Other Fees	Estimated Total Institutional Charges	Books**
College of Business and Management						
Business Analytics	12	$3,900	$240	$0	$4,140	$0
Finance	12	$3,900	$240	$0	$4,140	$0

Human Resources	12	$3,900	$240	$0	$4,140	$0
Information Technology	12	$3,900	$240	$0	$4,140	$0
International Business	12	$3,900	$240	$0	$4,140	$0
Marketing	12	$3,900	$240	$0	$4,140	$0
Project Management	12	$3,900	$240	$0	$4,140	$0
College of Education						
Early Childhood Education*	12	$3,900	$0	$0	$3,900	$0
Higher Education Administration*	12	$3,900	$0	$0	$3,900	$0
Special Education*	12	$3,900	$0	$0	$3,900	$0
STEM Certificates*	12	$3,900	$0	$0	$3,900	$0
College of Nursing and Health Sciences						
Health Informatics*	12	$3,900	$0	$0	$3,900	$0
Nursing Leadership for Health Systems Management Innovation	12	$3,900	$240	$0	$4,140	$0
Online Education and Education Technology for Nurses	12	$3,900	$240	$0	$4,140	$0
Extended Studies						
English Language Program	n/a	$10,000	$0	$0	$10,000	$0

*Technology access fee is waived for this certificate.

**Books costs have not been included in the Estimated Total Institutional Charges as these costs are not charged by the University.

Student Tuition Recovery Fund

The following section was re-formatted and revised to read as follows:

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

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

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

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

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency programs attending certain

schools regulated by the Bureau for Private Postsecondary and Vocational Education. You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid the STRF assessment, and suffered an economic loss as a result of any of the following:

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

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

REGISTRATION AND RECORDS

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Diplomas, Transcripts and Other Documentation

The following section was revised to read as follows:

Diplomas and transcripts are issued only to students in good financial standing with the University. Students in conditional good financial standing with the University may receive one (1) transcript (refer to Payment Plans Section). Diplomas are printed and mailed after all requirements have been completed, and all financial obligations to the University have been fulfilled. They are mailed to the address of record approximately two months after the degree has been awarded.

Students may request transcripts by following the directions on the University Website. Official transcript requests will be processed online through the transcript ordering services. Students must use the Transcript Request Form (available online) for any unofficial transcript request or through their student portal. Please refer to the Tuition and Fees section for costs associated with transcript requests. Request for official transcripts will not be processed until all financial obligations have been met or the student is in conditional good financial standing.

STUDENT SERVICES

Effective April 1, 2019	Page 49-54

Career Services

The following SOC Codes were added to include Bachelor of Science in Information Technology:

Degree	*SOC Code*
Bachelor of Science in Information Technology	*11-3021.00, 15-1121.00, 15-1122.00, 15-1132.00, 15-1134.00, 15-1142.00, 15-1141.00, 15-1151.00, 15-1199.03*

Library

The following statement was revised to read as follows:

Online Databases: Students, instructors, and staff have access to online academic, peer-reviewed journals from Business Source Elite , CINAHL® Complete, MEDLINE®, ERIC®, Academic Search Elite, ProQuest Central (42 databases including: ProQuest Nursing and Allied Health Source), ProQuest E-Book Central, Regional Business News and RefWorks.

ACADEMICS

Effective April 1, 2019	Page 55-63

Clinical Rotations and Practicum Field Experience

The following section was revised to read as follows:

The number of field experience/clinical hours required for each clinical course must be met by the end of the session, regardless of holidays within the session. The total number of field experience/clinical hours required can be found in the course descriptions. Students may be required to travel or alter their work schedule to accommodate preceptor and site schedules in order to fulfill hour requirements.

Master of Science in Nursing: Family Nurse Practitioner (FNP) Graduate Clinical Requirements

Prior to registration for clinical courses, the student must meet the following requirements:

1. Submit a Student Clinical Placement Application prior to the start of each clinical course to the Office of Field Experience. The Office of Field Experience will give priority to assigning clinical placements to those students who have submitted the application and all required documentation by the appropriate deadline.
2. Submit the following documents to the Office of Field Experience. Students are required to maintain these documents in order to continue in the clinical setting each semester.
   - Evidence of Professional Nursing Liability Insurance $1 million per event and $6 million total coverage (must state "NP Student")
   - Evidence of Health Insurance
   - Health/Safety Requirements as described in the Family Nurse Practitioner Clinical Handbook
   - It is the responsibility of the student to identify clinical placements and preceptors. Should a student have difficulty securing a site, the Office of Field Experience will provide assistance to secure a placement on the student's behalf. Priority will be given to those students who have submitted the application and all required documentation by the appropriate deadline.
     o Submit Student Clinical Placement Application Documents: Students must submit a minimum of three qualified preceptors with valid contact information and who have committed to being a preceptor 6 months prior to the start of each clinical course. Students will not be permitted to begin clinical courses and will be unregistered until the site and the preceptor are fully approved by the Office of Field Experience within the College of Nursing and Health Sciences. The Office of Field Experience will make every attempt to use a student preferred preceptor/site. If that is not possible, the student must accept a preceptor/site offered by the Office of Field Experience.
     o Health and Safety Documentation: All Health and Safety documents must be submitted to the Office of Field Experience 16 weeks prior to the start of the course. Application requirements could include additional background checks, special forms or immunizations and on-line module training as described in the Family Nurse Practitioner Clinical Handbook. Expired documents must be resubmitted in order to continue in the clinical.

- Students must be able to start clinical hours within the first two weeks of each clinical course. When students do not fulfill the above requirements and are unable to start clinical hours, students will be required to withdraw, apply for reentry, and retake the course. Students will be responsible for all costs associated with any withdrawn/repeat courses.
- In a case where a preceptor is unable to fulfill their requirements, the Office of Field Experience will make every attempt to assist the student in finding alternative placement to complete the hours. If this is not possible, the student may need to withdraw, retake the course, and all associated clinical hours will be lost and need to be repeated the following term. Students will be responsible for all costs associated with any repeat courses.
- Every attempt will be made to arrange this in the student's geographical area. Students must be willing to travel to any site in their state at their own expense to complete the clinical requirements.
- Students must notify the Office of Field Experience of a change of address immediately as this may impact clinical placement. A student who moves to a state in which the program is not offered will not be able to complete the program. In addition to the student requirements above, USU must receive all components of the preceptor requirements prior to the start of the clinical course. Students may be requested by the Office of Field Experience to reach out to the preceptor to facilitate receipt of these documents.

COLLEGE OF BUSINESS AND MANAGEMENT

Effective April 1, 2019	Page 66-79

Bachelor of Arts in Management (Completion Program)

The Bachelor of Arts in Management completion program was added:

120 Total Semester Credits / 5 Semesters /20 Months
Delivery Mode: Online

The Bachelor of Arts in Management (BAM-C) completion degree is designed to facilitate transferability for students with two years of college credits (60 credits). The program will provide students the opportunity to complete an undergraduate degree while continuing to work full-time. The curriculum introduces students to the various functional areas of business organizations: finance and accounting, human resources, marketing, and information systems. In addition, the curriculum facilitates the development of leadership skills and core competencies in critical thinking and problem solving, project management, communication, teamwork, and ethics.

The program takes a scholar-practitioner approach to business education—providing students with the opportunity to both learn and apply business concepts.

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

Core Requirements

Course Number	Course Name	Credits
ACT101	Introduction to Financial Accounting	3
BUS101	Introduction to Business	3
FIN310	Introduction to Finance	3
HRM210	Introduction to Human Resources Management	3
MGT326	Operations Management	3
MGT334	Organizational and Business Communication	3
MGT410	Leading Organizations	3
MGT420	International Management	3
MGT499	Capstone*	3
MKT210	Principles of Marketing	3
	Total	30

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

Business and Management Course Requirements

Course Number	Course Name	Credits
BUS220	Introduction to Business Law	3
BUS331	Business Ethics	3
MGT321	Organizational Behavior and Management	3
MGT332	Introduction to Project Management	3
	Total	12

Concentration – General Management

Course Number	Course Name	Credits
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
	Total	15

Concentration – Business Analytics

Course Number	Course Name	Credits
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 – Business Intelligence

Course Number	Course Name	Credits
BIS440	Data Analysis and Decision-Making for Managers	3
BUI441	Survey of Accounting Analytics	3
BUI442	Using Analytics to Improve Business Processes	3

Course Number	Course Name	Credits
BUI443	Introduction to Consumer Metrics	3
BUI444	Data Analysis Tools	3
	Total	15

Concentration – Entrepreneurship

Course Number	Course Name	Credits
BIS440	Data Analysis and Decision-Making for Managers	3
BUS441	Small Business Management: Growing Entrepreneurial Ventures	3
BUS443	Entrepreneurship: Developing Successful Business Ideas	3
BUS444	New Ventures: The Business Plan	3
BUS445	Creativity, Innovation and Entrepreneurship	3
	Total	15

Concentration – Finance

Course Number	Course Name	Credits
FIN441	Corporate Finance	3
FIN442	Financial Markets and Institutions	3
FIN443	Investment Fundamentals and Portfolio Management	3
FIN444	International Finance	3
FIN445	Financial Econometrics	3
	Total	15

Concentration –Human Resources

Course Number	Course Name	Credits
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
	Total	15

Concentration – Marketing

Course Number	Course Name	Credits
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

Upper Level General Education Requirements – 3 credits

Course Number	Course Name	Credits
HUM499	Senior Seminar: Humanities	3
PHI399	Applied Philosophy and Ethics	3
POS399	Special Topics in Political Science and International Relations	3
SSC499	Senior Seminar: Social Sciences	3
	Total	3

Degree Requirements

The BAM-C degree requires a minimum of 120 semester credits. Students must meet the residency requirements and complete no less than 25% of the program at United States University. Students must transfer 60 credits from their two-years of college and/or associates to receive the block transfer, an additional 30 credits may be awarded on a course-by-course evaluation but not to exceed a total of 90 semester credits.

Refer to the *Transfer Credit Policy* for more information on criteria on the assessing and evaluation process.

Bachelor of Science in Information Technology

The Bachelor of Science in Information Technology program was added:

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

The Bachelor of Science in Information Technology (BSIT) provides students the opportunity to complete an undergraduate degree while continuing to work full time. The curriculum introduces students to the information technologies needed in businesses, government, healthcare, schools, and other kinds of organizations.

The curriculum facilitates learning by combining theoretical knowledge and practical hands-on expertise, to help students develop core competencies in technology infrastructure, including hardware, software, operating systems, applications, data storage and analytics, communication systems and information security. Students have the opportunity to both learn, plan and manage the entire technology lifecycle.

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

- Cyber Security
- Systems Administration
- Computer Networks
- Business Analytics
- Software Development
- Web Design
- Robotics and Artificial Intelligence
- General Management

Program Learning Outcomes

1. Analyze a complex computing problem and apply principles of computing and other relevant disciplines to identify solutions.
2. Address cultural or digital divide issues in designing or implementing IT solutions.
3. Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the IT discipline.
4. Write and illustrate effectively in a variety of professional contexts.
5. Speak and present effectively in a variety of professional contexts.
6. Function effectively as a member or leader of a team engaged in activities appropriate to the IT discipline.
7. Apply quantitative problem-solving skills to manage IT projects.
8. Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.
9. Identify and analyze user needs and take them into account in the selection, creation, integration, evaluation, and administration of computing-based systems.

Core Requirements

Course Number	Course Name	Credits
BIS101	Introduction to Business Information Systems	3

CCS101	Programming Fundamentals	3
CIS101	IT Fundamentals	3
CIS105	Computer Hardware and Systems Administration I	3
CIS110	Fundamentals of Web Systems	3
CIS200	Information Assurance and Security	3
CIS205	Computer Hardware and Systems Administration II	3
CIS310	IT Infrastructure	3
CIS320	Database Systems	3
CIS330	Wireless/Mobile Computing	3
CIS340	Human Factors/Collaborative Computing	3
CIS499*	Capstone	3
CNT100	Fundamentals of Networking	3
MAT241	Introduction to Probability and Statistics	3
MAT245	Discrete Mathematics	3
	Total	45

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

Electives

Course Number	Course Name	Credits
BUI441	Survey of Accounting Analytics	3
BUI442*	Using Analytics to Improve Business Processes	3
BUS110	Data Analysis and Communication Tools	3
CCS280**	Data Structures	3
CCS285	Cloud Foundations and Emerging Technology	3
CCS331***	Software Development Ethics	3
CIS312	IT Implementation and Evaluation	3
HDA310	Health Informatics	3
MAT252****	Pre-Calculus for Engineers	3
MGT326	Operations Management	3
MGT332	Introduction to Project Management	3
MGT334	Organizational and Business Communication	3
	Total	15

*Recommended for Business Analytics
**Required for Software Development
***Recommended for Software Development and Cyber Security Concentration
**** Required for Software Development and Robotics and Artificial Intelligence

Concentration – Business Analytics

Course Number	Course Name	Credits
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 – Cyber Security

Course Number	Course Name	Credits
CIS331	Computer Security Threats, Attacks, and Vulnerabilities	3
CIS332	Advance Security Technologies and Tools	3
CIS333	Security Architecture and Design	3
CIS334	Security Access and Identify Management	3
CIS430	Security Risk Management, Cryptography, and PKI	3
	Total	15

Concentration – Computer Networks

Course Number	Course Name	Credits
CNT310	Advanced Networking	3
CNT311	Local Area Network (LAN) Switching Technologies	3
CNT312	Routing Technologies	3
CNT313	Wide Area Network (WAN) Technologies	3
CNT314	Network Security	3
	Total	15

Concentration – General Management

Course Number	Course Name	Credits
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
	Total	15

Concentration – Robotics and Artificial Intelligence

Course Number	Course Name	Credits
CCS400	Advanced Programming Languages	3
CCS410	Robotics and Intelligent Systems	3
CIS440	Advanced Human-Computer Interaction	3
CGS315	Graphics and Visualization	3
MAT255	Calculus for Engineers	3
	Total	15

Concentration – Systems Administration

Course Number	Course Name	Credits
CSA310	Systems Administration and Operations	3
CSA311	Infrastructure and Deployment	3
CSA312	Integration and Security	3
CSA313	Server Migration and Services Implementation	3
CSA314	Cloud Platform Management	3
	Total	15

Concentration – Software Development

Course Number	Course Name	Credits
CCS312	Data Structures, Algorithms and Interactive Scripting	3
CCS313	Database, Website, Network Design and Processes	3
CCS400	Advanced Programming Languages	3
CCS401	Advanced Programming and Application Development	3
MAT255	Calculus for Engineers	3
	Total	15

Concentration – Web Design

Course Number	Course Name	Credits
CCS401	Advanced Programming and Application Development	3
CGS310	User Experience, Interface and Graphic Design	3
CGS311	Web Animation	3
CGS312	Digital Publishing	3
CIS305	Web Full Stack Development	3
	Total	15

COLLEGE OF NURSING AND HEALTH SCIENCES

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

The following section was revised to read as follows:

Registered Nurse to Bachelor of Science in Nursing (RN to BSN)
30 Semester Credits/12 Months/ 120 Semester Credits Total
Delivery Mode: Online

The RN to BSN program is designed for the associate degree or diploma prepared registered nurse to build on the leadership and management skills introduced in previous nursing programs while expanding the art and science of nursing into the baccalaureate level. This program is grounded in a Caring Science Theory to teach theoretical and the evidence-based practice of nursing.

The RN to BSN program is offered fully online, and may be completed in approximately 12 months. Students will complete a 45 hour community experience that can be completed near their residences with a focus on community health.

The following outline was revised to read as follows:

Core Requirements

Course Number	Course Name	Credit Hours	Clinical Horus
NUR300	Physical Examination and Health Assessment*	3	0

NUR370	Transitions and Issues of the Professional Nursing Role	3	0
NUR371	Foundations of A Caring Science	3	0
NUR372	Evidence-Based Nursing Practice	3	0
NUR373	Healthcare Policy, Regulation, and Finance	3	0
NUR374	Managing System Change and Improving Patient Outcomes	3	0
NUR375	Inter-professional Communication and Collaboration For Improving Healthcare Outcomes	3	0
NUR376	Innovation in Patient Care Technology and Information Management	3	0
NUR377	Cultural Diversity, Spirituality, and Ethics in Healthcare	3	0
NUR378	Global and Community-Based Nursing	3	0
NUR499	Capstone in Evidence-Based Professional Nursing Practice**	3	45
	Total (*excluding NUR300*)	30	45

Tennessee Students Requirement. Adding 3 semester credits and one session to program length.

**To be taken as last course.*

Master of Science in Nursing

Any reference to the MSN concentrations and graduate certificates listed below have been updated to read as follows:

Prior Title	New Title
Nursing Leadership for Health Systems Management Innovation	Health Care Leadership
Online Education and Education Technology	Nurse Educator

The following outline was revised to read as follows:

MSN Core Requirements

Course Number	Course Name	Credit Hours	Lab Hours	Clinical Hours
MSN560	Transitions in Practice: The Role of the Advanced Practice Nurse	3	0	0
MSN561	Theoretical Foundations of Advanced Practice Nursing	3	0	0
MSN563	Evidence Based Inquiry for Scholarship and Practice	3	0	0
MSN564	Cultural and Spiritual Care Across the Lifespan	2	0	0
MSN565	Nursing Leadership and Health Policy	3	0	0
MSN600	Evidence-Based Capstone Project*	2	0	0
	Total	16	0	0

* *This course is non-transferable.*

The following MSN Concentrations section was revised to read as follows:

Course Delivery

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

Required Time On-Campus

Students in the FNP program will be required to complete one on campus 4-day immersion in San Diego, CA during their MSN 572 Advanced Health and Physical Assessment Across the Lifespan course. Immersion is required for course and degree completion, and must be taken concurrently with the MSN 572 course. Students will be working with standardized patients and learning advanced clinical skills. Campus immersion dates are provided to students during orientation and there is also a schedule posted in the Nursing Caring Corner in D2L. Immersion dates may differ for students that have any changes to their degree plan such as, but not limited to, transfer credit, drop, fail or withdraw from courses, take leave from the University, or any change that may impact their program progress in any way. Students are encouraged to review the immersion schedule and plan work absences, travel, and transportation arrangements accordingly. All immersion related activities are at the student's own expense.

Clinical Requirements:

All FNP students are required to complete a minimum of 572 clinical hours. These hours start the second year of the program. FNP students must meet the Office of Field Experience requirements defined in the FNP Clinical Handbook at least 8 weeks prior to the clinical course(s). Most clinical hours are completed Monday through Friday from 8:00 am – 5:00 pm so all students must plan their work schedule to accommodate clinical hours.

MSN Advance Practice Requirements

Course Number	Course Name		Credit Hours	Lab Hours	Clinical Hours
MSN570	Advanced Pathophysiology Across the Lifespan		3	0	0
MSN571	Advanced Pharmacology Across the Lifespan		3	0	0
MSN572	Advanced Health and Physical Assessment Across the Lifespan*		4	32	0
		Total	10	32	0

This course is non-transferable

Family Nurse Practitioner Specialty Requirements

Course Number	Course Name		Credit Hours	Lab Hours	Clinical Hours
FNP590	Health Promotion, Education and Disease Prevention Across the Lifespan		3	0	0
FNP591	Common Illnesses Across the Lifespan		3	0	0
FNP592	Common Illnesses Across the Lifespan – Clinical Practicum*		3	0	135
FNP593	Primary Health of Acute Clients/Families Across the Lifespan		3	0	0
FNP594	Primary Health of Acute Clients/Families Across the Lifespan – Clinical Practicum*		3	0	135
FNP595	Primary Healthcare of Chronic Clients/Families Across the Lifespan		3	0	0
FNP596	Primary Healthcare of Chronic Clients/Families Across the Lifespan – Clinical Practicum*		3	0	135
FNP597	Clinical Residency and Practice Management*		3	0	135
		Total	24	0	540

This course is non-transferable

Concentration – Health Care Leadership

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

Health Care Leadership Specialty Requirements

Course Number	Course Name		Credit Hours	Lab Hours	Clinical Hours
MSN580	Strategic Planning and Project Management in Healthcare		3	0	0
MSN581	Innovation in Organizational and Systems Leadership		3	0	0
MSN582	Leadership and Organizational Behavior		3	0	0
MSN583	Legal and Ethical Issues For the Advanced Practice Nurse		2	0	0
MSN584	Quality Measure, Safety, and Improving Patient Outcomes		3	0	0
MSN585	Innovation in Healthcare Technology		3	0	0
MSN586	Entrepreneurship in Advanced Practice Nursing		3	0	0
MSN587	Residency in Nursing Leadership and Systems Management*		2	0	90
		Total	22	0	90

This course is non-transferable

Concentration – Nurse Educator

The Nurse Educator concentration is designed for nurses who want to learn how to design curriculum and courses utilizing technology and teach as a nurse educator in acute care settings, long-term care, academic settings, and in a variety of community-based healthcare organizations. Students will also be prepared to step into emerging nurse educator roles such as nurse educator entrepreneurs and consultants designed to improve patient outcomes as new health care delivery models develop. This program is grounded in a Caring Science model to teach theoretical and the evidence-based practice of nursing. Students will learn how to design teaching plans, implement evidence based teaching strategies, design and evaluate curriculum and implement active teaching methods to engage students in a student-centered learning environment. This program provides opportunities to work with teaching mentors/preceptors.

MSN Advance Practice Requirements

Course Number	Course Name		Credit Hours	Lab Hours	Clinical Hours
MSN570	Advanced Pathophysiology Across the Lifespan		3	0	0
MSN571	Advanced Pharmacology Across the Lifespan		3	0	0
MSN553	Advanced Health and Physical Assessment Across the Lifespan		3	0	0
		Total	9	0	0

Nurse Educator Specialty Requirements

Course Number	Course Name		Credit Hours	Lab Hours	Clinical Hours
MSN574	Curriculum Design and Development in Nursing		3	0	0
MSN575	Online Teaching and Learning Strategies in Nursing*		3	0	45
MSN576	Educational and Instructional Technology		3	0	0
MSN577	Educational Assessment and Evaluation Outcomes		3	0	0
MSN578	Specialist Clinical Practicum for Nurse Educators*		3	0	135
		Total	15	0	180

This course is non-transferable

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

The University is currently no longer accepting applications for the Post-Master's Emergency Nurse Practitioner (ENP) Certificate. Remove any reference to the ENP program within the catalog.

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

The Bachelor of Science in Nursing program description, outline, and degree requirements has been revised as follows:

Registered Nurse to Bachelor of Science in Nursing (RN to BSN)
30 Semester Credits/10.5 Months/ 120 Semester Credits Total
Delivery Mode: Online

The RN to BSN program is designed for the associate degree or diploma prepared registered nurse to build on the leadership and management skills introduced in previous nursing programs while expanding the art and science of nursing into the baccalaureate level. This program is grounded in a Caring Science Theory to teach theoretical and the evidence-based practice of nursing.

The RN to BSN program is offered fully online, and can be completed in less than one year (approximately 10.5 months). Students will complete a 45 hour community experience that can be completed near their residences with a focus on community health.

Core Requirements

Course Number	Course Name	Credit Hours	Clinical Horus
NUR300	Physical Examination and Health Assessment*	3	0
NUR370	Transitions and Issues of the Professional Nursing Role	3	0
NUR371	Foundations of A Caring Science	3	0
NUR372	Evidence-Based Nursing Practice	3	0
NUR373	Healthcare Policy, Regulation, and Finance	3	0
NUR374	Managing System Change and Improving Patient Outcomes	3	0
NUR375	Inter-professional Communication and Collaboration For Improving Healthcare Outcomes	3	0
NUR376	Innovation in Patient Care Technology and Information Management	3	0
NUR377	Cultural Diversity, Spirituality, and Ethics in Healthcare	3	0
NUR378	Global and Community-Based Nursing	3	45
NUR499	Capstone in Evidence-Based Professional Nursing Practice**	3	0
	Total (*excluding NUR300*)	30	45

Tennessee Students Requirement. Adding 3 semester credits and one session to program length.
**To be taken as last course.*

Degree Requirements

The BSN degree requires a minimum of 120 semester credits where students must complete at a minimum 30 semester credits with United States University. Students may transfer a block of up to 60 semester credits in the arts, humanities, health sciences, sciences and other general education courses and up to 45 semester credits in nursing courses ('RN BLOCK') from previous completed nursing programs (with an active unencumbered nursing license), not to exceed 90 semester credits.

Where transfer credits do not satisfy the general education requirements, USU recommends general education courses that can act as prerequisites to the nursing courses. Examples include, but are not limited to, COM204 Argumentation; MAT241 Introduction to Statistics and Probability; NUR300 Physical Examination and Health Assessment; HUM499Senior Seminar: Humanities; SSC499 Senior Seminar: Social Sciences. After a transfer credit analysis is conducted by the Registrar's Office, an academic advisor will work with individual students to ensure they are appropriately scheduled for those courses if needed.

Students who are residents of the State of Tennessee MUST complete an additional physical exam and health assessment course as part of their RN-BSN program. Tennessee students may opt to transfer an equivalent physical and health assessment course.

Master of Science in Nursing (MSN)

The Master of Science in Nursing curriculum has been formatted as follows:

Master of Science in Nursing
50 Semester Credits for FNP Concentration / 6 Semesters / 24 Months
40 Semester Credits for Education Concentration / 6 Semesters / 24 Months
38 Semester Credits for Leadership Concentration / 6 Semesters / 24 Months
Delivery Mode: Online

At United States University's College of Nursing and Health Sciences, master's degree programs in nursing are designed to prepare students with broad knowledge and practice expertise that builds and expands on baccalaureate level nursing practice. Students are prepared with a deeper understanding of the discipline of nursing in order to engage in higher level practice and leadership in a variety of settings and to commit to lifelong learning. Master's education prepares the graduate to lead change to improve quality outcomes, advance a culture of excellence through lifelong learning, build and lead collaborative inter-professional care teams, navigate and integrate care services across the healthcare system, design innovative nursing practices, and translate evidence into practice (American Association of Colleges of Nursing, The Essentials of Masters Education, 2011).

The College offers MSN concentrations in Family Nurse Practitioner, Nursing Leadership for Health Systems Management Innovation and Online Education and Education Technology.

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

Program Learning Outcomes
1. Evaluate and apply evidence-based findings to advanced nursing roles.
2. Integrate cultural competence into advanced nursing roles.
3. Integrate the Master Essentials and specialty standards into the advanced nursing role.
4. Compose professional written communication for advanced nursing roles.
5. Speak professionally in advanced nursing roles.
6. Demonstrate the advanced nursing role through leadership, collaboration, and caring science to improve health outcomes.
7. Evaluate and apply quantitative and qualitative data to validate and guide decision making relevant to health outcomes.
8. Integrate ethical reasoning into advocacy and decision making.
9. Objectively evaluate and synthesize information in advanced nursing roles.

MSN Core Requirements

Course Number	Course Name		Credit Hours	Lab Hours	Clinical Hours
MSN560	Transitions in Practice: The Role of the Advanced Practice Nurse		3	0	0
MSN561	Theoretical Foundations of Advanced Practice Nursing		3	0	0
MSN563	Evidence Based Inquiry for Scholarship and Practice		3	0	0
MSN564	Cultural and Spiritual Care Across the Lifespan		2	0	0
MSN565	Nursing Leadership and Health Policy		3	0	0
MSN600	Evidence-Based Capstone Project		2	0	0
		Total	16	0	0

Concentration - Family Nurse Practitioner

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

Graduates that earn an MSN-FNP degree are eligible to apply to the California Board of Registered Nursing for a Nurse Practitioner license with a valid, unencumbered RN license. Graduates are eligible to sit for a national certification exam from the American Association of Nurse Practitioners (AANP) or the American Nurses Credentialing Center (ANCC). Regulations vary from state to state, and students are encouraged to carefully read the requirements and conduct further research.

Course Delivery

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

Required Time On-Campus

Students in the FNP program will be required to complete one virtual orientation and four immersions: 1 new student orientation, 2 immersions on campus in San Diego, and 2 virtual sessions that may be performed remotely. Students will travel to campus twice for immersions during the second year of the program. Students will participate in one on-campus immersion and one virtual immersion during MSN 573 Advanced Health Assessment Across the Lifespan and Cultures Lab. Students will attend another immersion on campus during their clinical courses. The final immersion will be completed virtually in FNP596. All immersions and orientations are mandatory. The dates for all times on campus will be provided during orientation so students can plan accordingly for their time on campus.

Clinical Requirements:

All FNP students are required to complete a minimum of 585 clinical hours. These hours start the second year of the program. It is critical that FNP students meet with the clinical placement coordinator no later than the beginning of the second year (when registered for MSN 571 Advanced Pharmacology Across the Lifespan) to confirm clinical placements. Most clinical hours are completed Monday through Friday from 8:00 am – 5:00 pm so all students must plan their work schedule to accommodate clinical hours.

MSN Advance Practice Requirements

Course Number	Course Name	Credit Hours	Lab Hours	Clinical Hours
MSN570	Advanced Pathophysiology Across the Lifespan	3	0	0
MSN571	Advanced Pharmacology Across the Lifespan	3	0	0
MSN572	Advanced Health and Physical Assessment Across the Lifespan	3	0	0
MSN573	Advanced Health Assessment Across the Lifespan and Cultures Lab	1	17	28
	Total	10	17	28

Family Nurse Practitioner Specialty Requirements

Course Number	Course Name	Credit Hours	Lab Hours	Clinical Hours
FNP590	Health Promotion, Education and Disease Prevention Across the Lifespan	3	0	0
FNP591	Common Illnesses Across the Lifespan	3	0	0
FNP592	Common Illnesses Across the Lifespan – Clinical Practicum	3	16	119
FNP593	Primary Health of Acute Clients/Families Across the Lifespan	3	0	0
FNP594	Primary Health of Acute Clients/Families Across the Lifespan – Clinical Practicum	3	0	135
FNP595	Primary Healthcare of Chronic Clients/Families Across the Lifespan	3	0	0
FNP596	Primary Healthcare of Chronic Clients/Families Across the Lifespan – Clinical Practicum	3	1	134
FNP597	Clinical Residency and Practice Management	3	0	135
	Total	24	17	523

Concentration – Nursing Leadership for Health Systems Management Innovation

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

Nursing Leadership for Health Systems Management Innovation Specialty Requirements

Course Number	Course Name	Credit Hours	Lab Hours	Clinical Hours
MSN580	Strategic Planning and Project Management in Healthcare	3	0	0
MSN581	Innovation in Organizational and Systems Leadership	3	0	0
MSN582	Leadership and Organizational Behavior	3	0	0
MSN583	Legal and Ethical Issues For the Advanced Practice Nurse	2	0	0
MSN584	Quality Measure, Safety, and Improving Patient Outcomes	3	0	0
MSN585	Innovation in Healthcare Technology	3	0	0
MSN586	Entrepreneurship in Advanced Practice Nursing	3	0	0
MSN587	Residency in Nursing Leadership and Systems Management	2	0	90
	Total	22	0	90

Concentration – Online Education and Education Technology

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

MSN Advance Practice Requirements

Course Number	Course Name	Credit Hours	Lab Hours	Clinical Hours
MSN570	Advanced Pathophysiology Across the Lifespan	3	0	0
MSN571	Advanced Pharmacology Across the Lifespan	3	0	0
MSN572	Advanced Health and Physical Assessment Across the Lifespan	3	0	0
	Total	9	0	0

Online Education and Education Technology Specialty Requirements

Course Number	Course Name	Credit Hours	Lab Hours	Clinical Hours
MSN574	Curriculum Design and Development in Nursing	3	0	0
MSN575	Online Teaching and Learning Strategies in Nursing	3	0	45
MSN576	Educational and Instructional Technology	3	0	0
MSN577	Educational Assessment and Evaluation Outcomes	3	0	0
MSN578	Specialist Clinical Practicum for Nurse Educators	3	0	135
	Total	15	0	180

PROGRAM COURSES

Effective April 1, 2019	Page 112-151

The following course prefix are added to the catalog:

CCS – Computer Science

CGS – Computer Graphics

CNT – Computer Networking

CSA – Computer Systems Administration

The following course have been updated to reflect grading on a Credit/No Credit basis:

FNP592 - Common Illnesses Across the Lifespan – Clinical Practicum

FNP594 - Primary Health of Acute Clients/Families Across the Lifespan – Clinical Practicum

FNP596 - Primary Healthcare of Chronic Clients/Families Across the Lifespan – Clinical Practicum

FNP597 - Clinical Residency and Practice Management

The following courses have been added:

CCS101 – Programming Fundamentals – 3 Credits

The course introduces students to structured programming techniques. Topics include different control statements (decision structures, loops, sequence, selection), functions, fundamental data types, and data structures (arrays and pointers). Upon successful completion of the course, students will apply principles of algorithm formulation and implementation, solve computer problems by using structured programming techniques and adequate tools (compiler, debugger and/or integrated development environment).

CCS 280 - Data Structures - 3 Credits

This course provides the students with understanding of the concepts of data structures used in development of computer applications. The key topics covered include: abstraction and encapsulation through abstract data types, linked lists, stacks, queues, trees, and graphs; knowledge of basic algorithmic analysis; various sorting and searching algorithms.

CCS285 - Cloud Foundations and Emerging Technology - 3 Credits

This course focuses on perspectives, impact, concepts and fundamentals of cloud computing. Key topics include: security and data considerations, cloud computing applications, architecture, knowledge of development in the cloud, and cloud infrastructure and data. Also, reviews strategies for emerging technologies, including current emerging technologies and conceptual emerging technologies.

CCS 313 - Database, Website, Network Design and Processes - 3 Credits

In this course students create web and mobile apps with effective interfaces that respond to events generated by rich user interactions, sensors, and other capabilities of the computing device. Students will also be able to collaborate in the creation of interesting and relevant apps; build and debug app programs using standard libraries, unit testing tools, and debuggers; evaluate readability and clarity of app programs based on program style, documentation, pre- and post-conditions, and procedural abstractions. **Prerequisites:** MAT245 and CIS110

CCS 312 - Data Structures, Algorithms and Interactive Scripting - 3 Credits

In this course students will learn to write programs that use data structures; analyze the performance of different implementations of data structures; and decide on appropriate data structures for modeling a given problem. Also, students will be able to create and describe why and how algorithms solve computational problems; explain how programs implement algorithms in terms of instruction processing, program execution, and running processes; apply appropriate mathematical concepts in programing and formal reasoning on algorithm's efficiency and correctness and evaluate empirically the efficiency of an algorithm. **Prerequisites:** MAT255 CCS280 Data Structures

CCS331 - Software Development Ethics - 3 Credits

This course discusses current and past IT ethics issues, including ethical theories used to analyze problems encountered by computer professionals in today's environment. Key topics covered are: social networking, government surveillance, and intellectual property, which ultimately prepares them to become responsible, ethical users of current and future information technologies.

CCS400 - Advanced Programming Languages - 3 Credits

This course covers functional and logic programming, concepts of programming language design, and formal reasoning about programs and programming languages. The key topics include: ML/OCaml, operational, axiomatic and denotational semantics, fixpoints and logic programming. **Prerequisites:** MAT245 and CCS101

CCS401 - Advanced Programming and Application Development - 3 Credits

This course introduce the student to the concepts of object oriented programming. Programming topics include data hiding/encapsulation and abstraction using classes and objects, inheritance, polymorphism, generic programming using template, operator overloading and file I/O. **Prerequisites:** CCS101 and MAT245

CCS410 - Robotics and Intelligent Systems - 3 Credits

This course emphasize mobile internet application basic and features; Android application basics; UI design; data storage; networking application design; advanced application design (sensors, camera, GPS, Audio etc.); graphics and games; web-based hybrid application design. **Prerequisites:** MAT245, CCS400, and MAT252

CGS310 - User Experience, Interface and Graphic Design - 3 Credits

In this course students learn to apply principles of User Experience Design (UXD) to enhance the user experience of a web site or mobile application; express constraints that mobile platforms put on developers, including the performance vs. power tradeoff; contrast mobile programming, web programming, and general-purpose programming; evaluate the design and architecture of a web or mobile system, including issues such as design patterns (including MVC), layers, tradeoffs between redundancy and scalability, state management, and search engine optimization. **Prerequisites:** CCS101

CGS311 - Web Animation - 3 Credits

In this course students learn to build a simple web site that uses valid HTML and CSS, and apply appropriate web standards from standards bodies such as W3C. They will also be able to develop a web or mobile application that uses industry-standard technologies, integrates serialized data in a structured format such as XML or JSON both synchronously and asynchronously, validates data inputs on the client- and server-side as appropriate, uses cookies, and reads or modifies data in a server-side database. **Prerequisites:** CIS110

CGS312 - Digital Publishing - 3 Credits

This course focuses on characteristics such as color depth, compression, codec, and server requirements for graphic media file formats and streaming media formats. Students will learn to propose a graphic file type for a given set of image characteristics and provide metaphors for issues involved in deploying and serving media content.

CGS 315 - Graphics and Visualization - 3 Credits

This course is an introduction to data visualization, non-photorealistic renderings, and perception in virtual environments. It draws from and contributes to work in algorithms, human perception, art, animation, computer vision, and image processing. Key concepts include information visualization, visualization of 2-D and 3-D flow data, multivariate visualization, non-photorealistic rendering, volume visualization, point based modeling and rendering, physically and perceptually-based image synthesis, color appearance design and reproduction, and the investigation of perceptual issues in virtual environments.

CIS101 - IT Fundamentals - 3 Credits

This course provides foundational skills for subsequent IT courses. It provides an overview of the discipline of IT, describes how it relates to other computing disciplines, and begins to instill an IT mindset. The goal is to help students understand the diverse contexts in which IT is used and the challenges inherent in the diffusion of innovative technology.

CIS105 - Computer Hardware and Systems Administration I - 3 Credits

This two-part course series is designed to prepare students to pass the TestOut PC Pro and the optional CompTIA A+ certifications for exams 220-901 and 220-902. These certifications measure not just what students know, but what students can do. It measures student abilities to install, manage, repair, and troubleshoot PC hardware and Windows, Linux, and Mac operating systems.

CIS110 - Fundamentals of Web Systems - 3 Credits

This course covers the fundamentals of Web-Based Information Technology. Web-based technologies include distributed architecture, networking, database concepts, client and server development, infrastructure management, and web system integration.

CIS200 - Information Assurance and Security - 3 Credits

This course focuses on the foundations of information assurance and security from a business perspective. The course includes important topics related to information assurance and security, such as fundamentals of information assurance and

information security, developing security policies, ethics, legal issues, risk management, disaster recovery, human factors, compliance with regulations, and vulnerability issues.

CIS205 - Computer Hardware and Systems Administration II - 3 Credits

This two-part course series is designed to prepare students to pass the TestOut PC Pro and the optional CompTIA A+ certifications for exams 220-901 and 220-902. These certifications measure not just what students know, but what students can do. In addition to covering everything a student needs to know in order to become certified, this course has been designed to help students gain real-world skills that you will use every day as a PC technician. **Prerequisites:** CIS105

CIS 305 - Web Full Stack Development - 3 Credits

In this course students learn to use industry-standard tools and technologies for web and mobile development; use a development framework such as jQuery, Angular, Laravel, ASP.NET MVC, Django, or WordPress; and use collaboration tools such as GitHub to work with a team on a web or mobile application. **Prerequisites:** CGS310 and CGS311

CIS310 - IT Infrastructure - 3 Credits

This course covers the IT governance framework and roadmap for planning and implementing a successful IT infrastructure. Key topics covered are: executive view of IT infrastructure, overview of Industry Best Practice Standards, Model and Guidelines covering some aspect of IT governance, principles of Business/IT Alignment Excellence, critical success factors and some select case studies. **Prerequisites:** CIS205

CIS312 - IT Implementation and Evaluation - 3 Credits

This course is an opportunity for students to design and integrate project proposal and feasibility studies. The key topics introduced are: principles of project management, teamwork principles, supplier interactions, identifying and using professional technical literature, oral and written presentations.

CIS320 - Database Systems - 3 Credits

This course focuses on database principles and applications, covering topics such as: database theory and architecture; data modeling; designing application databases; query languages; data security; and database applications on the Web.

CIS330 - Wireless/Mobile Computing - 3 Credits

This course reviews mobile and wireless networks. Key mobile networks topics covered are: basic architecture, mobile communications and mobile internet, mobile IP, and security and performance issues related to mobile computing. Key wireless networks topics covered are: wireless standards and protocols, wireless LANs and cellular networks, and security and performance issues related to wireless networks. **Prerequisites:** CNT100

CIS331 - Computer Security Threats, Attacks, and Vulnerabilities - 3 Credits

This course covers the concepts and principles of information security threats, attacks, and vulnerabilities. The course includes important topics related to indicators of compromise, types of malware, types of attacks, types of vulnerabilities; types of threat actor and attributes; penetration testing; vulnerability scanning and the impact associated with vulnerabilities. This course directly maps to the objectives and outcomes of the official CompTIA Security+ certification exam. This course is also designed based on DHS/NSA's Center of Academic Excellence criteria and Knowledge Units (KUs), as indicated in parentheses after each course learning outcome (CLO). Prerequisites: CIS 200

CIS332 - Advance Security Technologies and Tools - 3 Credits

This course prepares students to properly use and deploy information security Technologies and Tools. The course includes important topics related to installing and configuring network components, both hardware and software-based, as well as assessing software tools used in an organization to assess the security posture of that organization. This course directly maps

to the objectives and outcomes of the official CompTIA Security+ certification exam, and is also designed based on DHS/NSA's Center of Academic Excellence criteria and Knowledge Units (KUs) guidelines, as indicated in parentheses after each course learning outcome (CLO). **Prerequisites:** CIS200

CIS333 - Security Architecture and Design - 3 Credits

This course explores information security Architecture and Design. The course includes important topics related to use cases and purpose for frameworks, best practices, securing configuration, implementing secure network architectures, implementing secure systems designs, secure staging deployment, security implications of embedded systems; securing application development and deployment; cloud and virtualization concepts. This course also will explore how resiliency and automation strategies reduce risk and the importance of physical security controls. This course directly maps to the objectives and outcomes of the official CompTIA Security+ certification exam, and is also designed based on DHS/NSA's Center of Academic Excellence criteria and Knowledge Units (KUs) guidelines, as indicated in parentheses after each course learning outcome (CLO). **Prerequisites:** CIS200

CIS 334 - Security Access and Identity Management - 3 Credits

This course examines information security, identity and Access Management. The course includes important topics related to identity and access management concepts, the installation and configuration of identity and access services; implementing identity and access management controls; and discussions about common account management practices. This course directly maps to the objectives and outcomes of the official CompTIA Security+ certification exam, and is also designed based on DHS/NSA's Center of Academic Excellence criteria and Knowledge Units (KUs) guidelines, as indicated in parentheses after each course learning outcome (CLO). **Prerequisites:** CIS200

CIS340 - Human Factors/Collaborative Computing - 3 Credits

This course focuses on the human-computer interaction. The key topics covered are: user experience design techniques and best practices including requirements analysis, usability studies, prototyping methods, evaluation techniques, and cognitive, social, and emotional theories. **Prerequisites:** MAT245

CIS 430 - Security Risk Management, Cryptography, and PKI - 3 Credits

This course explains information security Risk Management, Cryptography, and PKI. The course includes important topics related to organizational security risk policies, risk plans and procedures; business impact analysis (BIA), cryptography, algorithms, and their basic characteristics; installation and configuration of wireless security settings and implementation of public key infrastructure. This course directly maps to the objectives and outcomes of the official CompTIA Security+ certification exam, and is also designed based on DHS/NSA's Center of Academic Excellence criteria and Knowledge Units (KUs) guidelines, as indicated in parentheses after each course learning outcome (CLO). **Prerequisites:** CIS200

CIS 440 – Advanced Human-Computer Interaction - 3 Credits

This course introduces the field of human-computer interaction (HCI). Students will examine human performance, components of technology, methods and techniques used in design and evaluation of IT as well as the societal impacts of HCI such as accessibility. The course also provides an introduction and evaluation of user-centered design methods, including the contemporary technologies used in empirical evaluation methods. **Prerequisites:** MAT245 and CIS340

CIS499 - Capstone - 3 Credits

This course gives students a chance to apply their skills and knowledge obtained in previous computer hardware and systems administration, computer networking, information assurance and security, and programming classes to solve a challenging problem. Students will design, test, and manage an end-to-end converging and unified information and communication IT project, using a range of practices and techniques in solving a substantial problem.

CNT100 - Fundamentals of Networking - 3 Credits

Practical course intended for those interested in learning computer networking with an emphasis on earning the Computing Technology Industry Association's certification Network+, a foundation-level, vendor-neutral international industry credential that validates the knowledge of networking professionals.

CNT310 - Advanced Networking - 3 Credits

This course provides students with knowledge and skills to design, develop, and deploy cloud-based solutions; implement core services; maintain network architectures; and leverage tools to automate networking tasks. In addition, students configure, verify, and troubleshoot IPv4/IPv6 addressing and subnetting schemes to satisfy addressing requirements in a LAN/WAN environments. **Prerequisites:** CNT100

CNT311 - Local Area Network (LAN) Switching Technologies - 3 Credits

This is the first of two courses preparing students for the Interconnecting Cisco Network Devices (ICND1) exam. This exam tests a candidate's knowledge and skills related to network fundamentals, LAN switching technologies, routing technologies, infrastructure services, and infrastructure maintenance. Cisco offers two options for obtaining Cisco Certified Network Associate (CCNA) certification: Pass the 200-125 CCNA exam, which covers both ICND1 and ICND2 or pass both the 100-105 ICND1 AND the 200-105 ICND2 exams. **Prerequisites:** CNT100

CNT312 - Routing Technologies - 3 Credits

This is the second of two courses preparing students for the Interconnecting Cisco Network Devices (ICND2) exam. This exam tests a candidate's knowledge and skills related to LAN switching technologies, IPv4 and IPv6 routing technologies, WAN technologies, infrastructure services, and infrastructure maintenance. Cisco offers two options for obtaining Cisco Certified Network Associate (CCNA) certification: Pass the 200-125 CCNA exam, which covers both ICND1 and ICND2 or pass both the 100-105 ICND1 AND the 200-105 ICND2 exams. **Prerequisites:** CNT311

CNT313 - Wide Area Network (WAN) Technologies - 3 Credits

The focus of this course is the study of WAN topology and WAN access connectivity options. The students learn to configure, verify, and troubleshoot PPP and MLPPP on WAN interfaces using local authentication, PPPoE client-side interfaces using local authentication, GRE tunnel connectivity, single-homed branch connectivity using eBGP IPv4 and basic QoS concepts. **Prerequisites:** CNT100

CNT314 - Network Security - 3 Credits

The CCNA Security Implementing Cisco Network Security (IINS) 210-260 exam is required for the CCNA Security certification. The prerequisite for CCNA Security is the CCNA Route/Switch certification (or any CCIE certification). The CCNA Security exam tests your knowledge of securing Cisco routers and switches and their associated networks. This course prepares you for that exam. **Prerequisites:** CNT311 and CNT312

CSA 310 - Systems Administration and Operations - 3 Credits

This course is designed to prepare students to pass the AWS certification for exam SOA-C01. Students will be able to: deploy, manage, and operate scalable, highly available, and fault-tolerant systems on AWS; implement and control the flow of data to and from AWS; select the appropriate AWS service based on compute, data, or security requirements; identify appropriate use of AWS operational best practices; estimate AWS usage costs; identify operational cost control mechanisms and migrate on-premises workloads to AWS. **Prerequisites:** CIS205

CSA 311 - Infrastructure and Deployment - 3 Credits

This course is designed to prepare students to pass the MS Azure certification for exam AZ-100. Key topics include: manage Azure subscriptions and resources; implement and manage storage; deploy and manage virtual machines; configure and manage virtual networks; and manage identities. **Prerequisites:** CIS205

CSA 312 - Integration and Security - 3 Credits

This course is designed to prepare students to pass the MS Azure certification for exam AZ-101. Key topics include: evaluate and perform server migration to Azure; implement and manage application services; implement advanced virtual networking; and secure identities. **Prerequisites:** CIS205

CSA 313 - Server Migration and Services Implementation - 3 Credits

This course is designed to prepare students to pass the MS Azure certification for exam AZ-102. Key topics covered include: evaluate and perform server migration to Azure; implement and manage application services; implement advanced virtual networking; and secure identities. **Prerequisites:** CIS205

CSA 314 - Cloud Platform Management - 3 Credits

This course is designed to prepare students to pass the Google certification for Associate Cloud Engineer exam. The student learns how to deploy applications, monitor operations, and manages enterprise solutions. Also, they will be able to use Google Cloud Console and the command-line interface to perform common platform-based tasks to maintain one or more deployed solutions that leverage Google-managed or self-managed services on Google Cloud. **Prerequisites:** CIS205

MAT245 - Discrete Mathematics - 3 Credits

This course covers mathematical structures, including discrete structures. Key concepts covered are: sets, functions and relations, proof techniques, logic, boolean algebra principles, minimization, graphs and trees, combinatorics, iteration and recursion, complexity analysis, and discrete information technology applications. **Prerequisites: C**ollege Algebra or an equivalent math course.

MAT 252 - Pre-Calculus for Engineers - 3 Credits

Pre-calculus concepts, including key concepts of trigonometry; conic sections; vectors, matrices complex numbers, probability and combinatorics and series. **Prerequisites:** College Algebra or equivalent

MAT 255 - Calculus for Engineers - 3 Credits

Introduction to applications and techniques of Calculus. Key topics include: limits and continuity, derivatives, chain rules and their applications, analyzing functions, integrals, differential equations and applications of integrals. **Prerequisites:** MAT252

MSN553- Advanced Health and Physical Assessment Across the Lifespan – 3 Credits

The focus of this course for advanced practice nursing students is to expand upon basic health assessment skills and includes strategies for history taking and for physical, functional, developmental, and psychosocial assessment that recognizes and includes normal individual, cultural, and developmental variations and pathophysiological changes across the lifespan. Comprehensive and focused data collection and physical examination strategies culminating in a differential diagnosis will be addressed. An overview of appropriate protocols for performing health screening, ordering, performing, and interpreting laboratory, radiographic, and other diagnostic data, as well as verbal case presentation, documentation and record keeping is included. Students will complete a full head to toe assessment. **Prerequisite:** MSN570 – Advanced Pathophysiology Across the Lifespan and MSN571 Advanced Pharmacology Across the Lifespan

The following courses have been revised:

MSN571 – Advanced Pharmacology Across the Lifespan – 3 Credits
The focus of this course for advanced practice nursing students is to expand theoretical and evidence-based knowledge and promote synthesis of pharmacotherapeutic concepts across the lifespan. The application of knowledge of pharmacological principles to prevent and/or treat specific conditions will be emphasized from a systems approach. Iatrogenic problems caused by the pharmacologic agents will be explored. Drug classifications, cost-effective drug therapy, management and monitoring of therapy including over the counter and herbal preparations and educating/counseling strategies will be included. Ethical, legal, cultural considerations and safety standards of pharmacotherapeutics will be discussed in relationship to the advanced practice nursing role. Legalities and regulations around prescription-writing privileges will be addressed, including standardized procedures and furnishing numbers. The course is also designed to meet the California BRN pharmacology course requirements for the NP to furnish drugs or devices pursuant to the business and professions code, Section 2836.1. **Prerequisite:** MSN570 – Advanced Pathophysiology Across the Lifespan

MSN572 – Advanced Health and Physical Assessment Across the Lifespan – 4 Credits
The focus of this course for advanced practice nursing students is to expand upon basic health assessment skills and includes strategies for history taking and for physical, functional, developmental, and psychosocial assessment that recognizes and includes normal individual, cultural, and developmental variations and pathophysiological changes across the lifespan. Comprehensive and focused data collection and physical examination strategies culminating in a differential diagnosis will be addressed. An overview of appropriate protocols for performing health screening, ordering, performing, and interpreting laboratory, radiographic, and other diagnostic data, as well as verbal case presentation, documentation and record keeping is included. Students will attend an on-campus immersion during this course. **Prerequisite:** MSN570 – Advanced Pathophysiology Across the Lifespan and MSN571 Advanced Pharmacology Across the Lifespan

MSN578 – Specialist Clinical Practicum for Nurse Educators – 3 Credits
The 135 hours of precepted clinical practice time required affords the student clinical decision-making opportunities in the specialist clinical nurse educator role through the application of theoretical concepts and strategies for a diverse patient population in a variety of clinical settings. The specialist clinical role for the nurse educator will be analyzed and applied in collaboration with a master's or doctoral prepared nurse preceptor with experience in the clinical specialty. Evidence-based strategies will be developed into a comprehensive learning plan to engage learners in active learning and implemented to meet mutually determined outcomes. Clinical evaluations will be performed using evaluation rubrics. Project Concert will be used to track students' clinical experiences. *Nurse educator graduate students licensed and practicing in the state of Tennessee need to choose a teaching preceptor in a clinical specialty area. Others may choose an academic or clinical specialty setting.

NUR499 - Capstone in Evidence-Based Professional Nursing Practice – 3 Credits
Students review and build upon leadership and management principles. Emphasis is placed on understanding the health care system and social forces affecting care delivery, effective leadership, patient outcomes, project management, health care policies, basic accounting principles, and entrepreneurship. Students use evidence-based resources, address health competencies and analyze an identified issue while developing a plan of interventions that incorporated current evidence for management of the identified issue. Students will present their capstone work via a poster or podium presentation. Presentation forums may be at their selected venue, at a professional conference, or conducted virtually. ***Prerequisite:*** NUR378

The following course prefix are added back to the catalog:

AST – Astronomy
HIS – History
MHS – Health Sciences

The following courses have been added:

AST101 - Astronomy – 3 Credits

The nature of the universe. Includes solar system, stars, galaxies, and remote universe. *Prerequisites:* None

AST101L – Astronomy Lab – 1 Credit

Demonstration of astronomical principles though observation simulation, and analysis of data. Topics may include the sky, the solar system, stars, nebulae, galaxies, and cosmology. *Prerequisites*: None *Co-requisite:* AST101 Astronomy.

HIST120 – United States History I – 3 Credits

Political and social development of the United States, with emphasis on colonial period, the Constitution, and American institutions, up to the Civil War. *Prerequisites:* None.

HIS122 – United States History II – 3 Credits

Political and social development of the United States after the Civil War to the present time. Emphasis on the diversity of its people, the Industrial Revolution, the role of the U.S. in world politics and relations. *Prerequisites:* None.

NUR300 – Physical Examination and Health Assessment – 3 Credits

This course introduces the concepts and techniques of basic physical examination and health assessment. Emphasis is placed upon interviewing techniques for data collection and health histories, clinical assessment skills, critical analysis, establishing databases and performing physical, psychological and cultural assessments. *Prerequisites:* None.

NUR499 - Capstone in Evidence-Based Professional Nursing Practice – 3 Credits

Students review and build upon leadership and management principles. Emphasis is placed on understanding the health care system and social forces affecting care delivery, effective leadership, patient outcomes, project management, health care policies, basic accounting principles, and entrepreneurship. Students use evidence-based resources, address health competencies and analyze an identified issue while developing a plan of interventions that incorporated current evidence for management of the identified issue. Students will present their capstone work via a poster or podium presentation. Presentation forums may be at their selected venue, at a professional conference, or conducted virtually. *Prerequisite:* NUR378 or *Co-requisite:* NUR378

The following courses have been revised:

NUR371 – Foundations of a Caring Science – 3 Credits

This course offers a detailed examination of caring as an essential framework for nursing practice and is based upon Dr. Jean Watson's Core Concepts of her Theory of Human Caring/Caring. The fundamental components of nursing theory development will be defined. The students will examine the meaning of caring in relation to the use of multiple ways and patterns of knowing. The humanities, arts and sciences, and other nursing theories will be examined and applied as the student develops a personal theoretical framework for nursing practice. *Prerequisites:* None

NUR378 – Global and Community-Based Nursing – 3 Credits

This course explores the factors that impact the health of individuals, communities, and populations at the local, national, and global levels. Issues including public health, environmental health, emerging infectious diseases, and chronic illness will be explored, while incorporating societal and cultural issues. *Prerequisites:* NUR370, NUR371, NUR372, NUR373, NUR374, NUR375, NUR376, NUR377, or MSN300.

BOARD OF TRUSTEES AND ADMINISTRATION

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The following Board of Trustees and Administration updates are listed as follows:

Update to Administration

Dr. Jennifer Billingsley
Dean, College of Nursing and Health Sciences

Jennifer Robinson,
Director of Financial Aid

Update to Faculty:

Dr. Joy Abuyen
Lead Faculty, Assistant Professor, Master of Arts in Education, College of Education
Dr. Jennifer Billingsley
Associate Professor, Interim Director of Master of Science in Nursing – Family Nurse Practitioner, College of Nursing and Health Sciences
Dr. Bette Bogdan
Professor, Director of RN-BSN Program, College of Nursing and Health Sciences
Dr. Reuven Cohen
Lead Faculty, Professor, Bachelor of Science in Health Sciences, College of Nursing and Health Sciences
Dr. Julio Garibay
Lead Faculty, Assistant Professor, Master of Business Administration, College of Business and Management
Dr. Jo Anne Grunow
Professor, Director of Master of Science in Nursing-Nurse Educator and Health Care Leadership, College of Nursing and Health Sciences
Dr. Donna Stachowicz
Director of Immersion and Assistant Professor, College of Nursing and Health Sciences
Dr. Sabrina Friedman
Associate Professor, College of Nursing and Health Sciences
Dr. Blessing Isiguzo
Assistant Professor, College of Nursing and Health Sciences
Dr. Stephanie Reittinger
Assistant Professor, College of Nursing and Health Sciences

The following Board of Trustees and Administration updates are listed as follows:

Update to Board of Trustees:

- Dr. Eileen Heveron
  Chief Academic Officer-Retired
  TCS Education System

Update to Administration:

- Remove - Dr. Jennifer Newmann and replace with Open, Provost
- Remove - Patricia Bentley, Clinical Placement Coordinator
- Remove - Dianna Scherlin, Dean, College of Nursing and Health Sciences and replace with Dr. Anne McNamara, Interim Dean College of Nursing and Health Sciences
- Remove - Andrew Kehoe, Network and Systems Administrator
- Add - Open, Dean, College of Business and Management
- Add - Open, Dean, College of Education
- Add - Open, Director of Financial Aid
- Add - Chelsey Minkler, Director of Office of Field Experience