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General Catalog 2021-2022

7675 Mission Valley Road
San Diego, CA 92108
619-876-4250
www.usuniversity.edu
Effective Date: 8/1/2021 to 7/31/2022
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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:
1747 North Market
Suite, 225
Sacramento, CA 95834

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 and may be in the 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 from Chula Vista to the Mission Valley area in San Diego on July 5, 2016. Aspen Group, Inc. (AGI) assumed ownership of USU on December 1, 2017.

Ownership

United States University, LLC. is a wholly owned subsidiary of Aspen Group, Inc.

Aspen Group, Inc.
276 5th Avenue
Suite, 306
New York, NY 10001
914-906-9159
ircontact@aspen.edu

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

- Diversity

- Quality

- Inclusiveness

- Integrity

- 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 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 studentservices@usuniversity.edu.

Facilities

All on-ground instruction occurs at the main campus located at 7675 Mission Valley Road, San Diego, California 92108. Online coursework is completed at a location determined by the student.

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.

Immersion Sites

The Master of Science in Nursing, Family Nurse Practitioner program requires a 4-day face-to-face immersion which incorporates learning resources for standardized patient experiences, telemedicine, and specific clinical skills. Students can complete immersion at the San Diego main campus or at any of the two immersion sites listed below.

Phoenix, Arizona immersion site is located at 4615 E. Elwood St. The location has 19,650 sq. ft. and in the Sky Harbor Towers with easy access from State Route 143, Interstate 10, and Sky Harbor International Airport.

Tampa, Florida immersion site is located at 12802 Tampa Oaks Blvd. The location has 30,000 sq. ft. and located within the Tampa Oaks a property with easy access from Interstate 75, East Fletcher Ave and Tampa International Airport.

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.).

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

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.

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.

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

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.

United States University's guaranty bond is on file with the Office of the President and may be viewed by contacting the Chief Financial Officer at president@usuniversity.edu.

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

Board of Trustees

United States University operates under the leadership and guidance of its board of trustees:

Administration

Executive Leadership

Dr. Steven A. Stargardter
President

Dr. Scott Burrus
Provost

Christine Anderson
Interim Vice President of
Finance and Business

College Deans

Dr. Amanda Ziemendorf
Assistant Dean, College
of Nursing and Health
Sciences

Dr. Jennifer Billingsley
Dean, College of Nursing and
Health Sciences

Dr. Rebecca Wardlow
Dean, College of
Education

Dr. Gregory Bradley
Dean, College of Business
and Technology

University Administration

Brandon Hughes
Director of Academic
Advising

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Executive Director of Student
Accounts (AGI)

Chelsey Minkler
Senior Director of Office
of Field Experience

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Operations and Academic
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Financial Services (AGI)

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Regulatory Operations

Josh Franken
Director of Enrollment

Faculty

College of Business and Technology

Dr. John Fulginiti
Associate Professor and Program Director

College of Education

Kathleen Kelly
Assistant Professor and Program Director

College of Nursing and Health Sciences

Amanda Ziemendorf
Assistant Dean

Dr. Yvette Lowery
Director, MSN Family
Nurse Practitioner

Dr. Jo Anne Grunow
Professor and Director, MSN,
Nurse Educator and
Health Care Leadership,and
RN to BSN

Dr. Donna Stachowicz
Assistant Professor

Dr. Oluwaseun B. Ogunjimi
FNP Immersion Director - San
Diego

Dr. Amber Porter
FNP Immersion Director
- Arizona

Dr. Tamika Dowling
Assistant Director, MSN
Family Nurse Practitioner

Linda Haen, MSN, FNP,
EdD (c)

Dr. Blessing Isiguzo
Assistant Professor

Dr. Gay Goss
Professor

Alicia Hinton, MSN, FNP-BC
Assistant Professor

Dr. Julie Olson
Immersion Faculty

Dr. Theresa Gress
Assistant Professor

Adjunct Faculty

Adjunct faculty are appointed as a result of the depth and breadth of their professional experience and their commitment to higher education and student success. More faculty information, including educational and credential background is available here.

Academic Calendar 2021-2022

Calendar	First Day of Classes	Last Day to Drop a Course	Session Closing	Final Grades Due
Fall 1 2021	08/31/2021	09/06/2021	10/25/2021	10/29/2021
Fall 1 D 2021	09/21/2021	09/27/2021	11/15/2021	11/19/2021
Fall 2 2021	10/26/2021	11/01/2021	12/20/2021	12/23/2021
Fall 2D 2021	11/16/2021	11/22/2021	01/10/2022	01/14/2022
Spring 1 2022	01/04/2022	01/10/2022	02/28/2022	03/04/2022
Spring 1D 2022	01/25/2022	01/31/2022	03/21/2022	03/25/2022
Spring 2 2022	03/01/2022	03/07/2022	04/25/2022	04/29/2022
Spring 2D 2022	03/22/2022	03/28/2022	05/16/2022	05/20/2022
Summer 1 2022	05/03/2022	05/09/2022	06/27/2022	07/01/2022
Summer 1D 2022	05/24/2022	05/30/2022	07/18/2022	07/22/2022
Summer 2 2022	06/28/2022	07/04/2022	08/22/2022	08/26/2022
Summer 2D 2022	07/19/2022	07/25/2022	09/12/2022	09/16/2022

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

2021 Year

Labor Day	Monday, September 6th, 2021
Thanksgiving	Thursday and Friday, November 25th and 26th, 2021
Winter Break	Friday and Monday December 24th and 27th, 2021

2022 Year

New Year's Day	Monday, January 3rd, 2022
Presidents Day	Monday, February 21st, 2022
Spring Break	Friday, April 15th, 2022
Memorial Day	Monday, May 30th, 2022
Independence Day	Monday, July 4th, 2022

Note: Teacher Credentialing Programs (BALBS, BED, MAT, TCPP)

Student teaching is rarely available during the Summer. Students who begin the program must acknowledge that student teaching may be delayed until the subsequent fall terms due to third party teaching placements availability. By not continuing during summer sessions, this may impact your continuous enrollment, financial aid (if applicable), and time to complete.

The following Courses may not be offered in the summer II term:

EDU 565 Student Teaching (Clinical Practice) I

EDU 562 Directed Student Teaching Seminar I

EDU 567 Student Teaching (Clinical Practice) II

EDU 564 Directed Student Teaching Seminar II

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 they are 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.

Admission Requirements

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 they have 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)

- Meet any program-specific entrance requirements. See program specific admissions requirements (p. 15).

- 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)

- Have a cumulative undergraduate grade point average of 2.5 or higher, or at the discretion of the College Dean the graduate grade point average may be considered for admission (if applicable).

  - If all general admission requirements are met except the minimum GPA requirement, an applicant may submit a statement requesting an exemption from the College Dean. Provide a statement of exception or submit additional material that would document your ability to perform in an intensive academic environment. In most instances the College Dean may advise potential students to be admitted as a non-degree seeking student for two 8-week sessions. Non-degree seeking students are not considered enrolled into a program. Please refer to the *Non-Degree Seeking Policy* (p. 14).

- Meet any program specific entrance requirements. See program specific admissions requirements (p. 15).

- 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 the 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 the course(s) desired. NDS students are not considered enrolled in any program or certificate and do not qualify for certain financial assistance (e.g., Title IV, MPP, etc.).

Admission as a NDS student does not guarantee or imply admission to a degree or certificate program. NDS students that decide 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. Any completed courses in non-degree seeking status will be reviewed for transferability into a USU degree program and the potential student should note that grades earned will impact the student's cumulative grade point average (CGPA). All NDS students must comply with academic policies, including attendance, coursework completion, and withdrawal processes.

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.

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 or passage of approved exam.. If no proof is available students will be required to complete USU's HIS120.

The following documents must be submitted at time of application:

- Completed the California Basic Educational Skills Test (CBEST) or meet the Basic Academic Requirements as defined by the CTC HERE

-

Healthcare Clearance

- Official copy of the Tuberculin Skin Test or evidence of having taken a TB test if official copy is not available.

- If a positive skin test is received, then proof that TB is not active by a doctor's note or x-ray results before student teaching.

- Certificate of Clearance - Fingerprint Clearance

Master of Arts in Teaching

Applicants interested in the Master of Arts Degree with Teacher Credentialing 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 or passage of approved exam.. If no proof is available students will be required to complete USU's HIS120.

The following documents must be submitted at time of application:

- Completed the California Basic Educational Skills Test (CBEST) or meet the Basic Academic Requirements as defined by the CTC HERE

-

Healthcare Clearance

- Official copy of the Tuberculin Skin Test or evidence of having taken a TB test if official copy is not available.

- If a positive skin test is received, then proof that TB is not active by a doctor's note or x-ray results before student teaching.

- Certificate of Clearance - Fingerprint 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 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.

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

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.

Master of Science in Nursing

Applicants seeking admission into a Master of Science in Nursing program must have earned a Bachelor of Science Degree or higher in Nursing 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. Additional official transcripts may be requested for students who do not hold a baccalaureate degree in nursing. 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.

Graduate Certificates

Applicants interested in pursuing a graduate certificate within the College of Nursing and Health Sciences and must have a minimum undergraduate and graduate or doctoral cumulative grade point average of 2.5.

Applicants interested in pursuing a post-master's certificate in Family Nurse Practitioner, Health Care Leadership or Nurse Educator must hold one advanced nursing degree: i.e., Master's or doctoral in nursing. Please refer to the nursing certificate program within this catalog. Applicants must hold an unencumbered RN license in the state where they reside.

Deferred Admission

Pending departmental approval, applicants may defer enrollment up to 180 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 which may require students to complete additional courses to fulfill the current program requirements. Before a student is readmitted all financial obligations must be met unless clearance from Student Financial Services clears for enrollment.

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.

Audit Students

Alumni and current students may audit courses previously completed. Alumni 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. At the discretion of the College Dean certain courses may not be eligible for audit. 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, credit hours do not count towards enrollment status, and are not eligible for federal financial aid. Audit students cannot change their status once they have registered into course(s). All other academic and institutional policies apply to students auditing 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.

Language of Instruction and Delivery

The University's language of instruction is English and students are expected to be proficient in the English language equivalent to those completed at a secondary level (high school). English language services are not provided by the University. Students may be required to provide proof of English proficiency if not the primary language. Below is a listing the University may consider acceptable proof:

- Evidence of completion of secondary education within the United States,

- Evidence of receiving educational training in the English language,

- English proficiency examinations such as TOEFL or IELTS completed within five (5) years,

- Evidence of external degree received from an accredited institution in which language of instruction is English.

The University's programs are primarily delivered online as notated within this university catalog. However, certain courses or programs may also be delivered in a hybrid or on ground modality.

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.

<u>Non-Matriculated Students</u>

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

<u>Full-Time and Part-Time</u>

Matriculated and non-matriculated student 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.

Graduate		*Undergraduate*	
Status	*Credit Hours*	*Status*	*Credit Hours*
Full-Time	*6+*	*Full-Time*	*12+*
Half Time	*3-5*	*Three Quarter Time*	*9-11*
Less than Half Time	*< 3*	*Half Time*	*6-8*
		Less than Half Time	*1-5*

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. 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 developmental/remedial courses. Due to constant technology and industry changes, the University may not always 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, minimally, 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. Below is a listing of current agreements the university has established.

- Asher College
- Ashworth College
- California Institute of Arts and Technology
- EC-Council University
- LA ORT College
- Santa Monica College
- Straighterline
- Student Education - TeacherReady Program
- Westcott Courses
- Yeshiva Institutions

Agreements may be executed throughout an academic year and published on the University website. Before publishing onto the Catalog or addendum.

Non-Transferable Courses

Courses that are non-transferable, meaning the course will not be accepted into a USU program, will be denoted in this catalog under specific program information. Please refer to the Academic Programs (p. **Error! Bookmark not defined.**) section.

Block Transfer

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 BSN program will receive 60 semester credits as a block transfer for a diploma or associate degree in nursing that resulted in a current, unencumbered registered nursing license (US). Any coursework completed beyond the 60 semester credit block transfer will be evaluated course-by-course to ensure students have a broad background in liberal arts/general education. Duplicate credit shall not be awarded because of overlapping tests, college-level courses, or both.

Credit for Non-Traditional Learning

Credit for Prior Learning

Students may earn college credits for courses where they can demonstrate college-level competence in certain areas of study by way of evaluation and assessment with select professional certification(s). No more than 25% of a program (measured in credit hours) can be awarded by credit for prior learning. A listing of those certificates 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.

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), DSST, or select American Council on Education (ACE) evaluations where transfer may be recommended. 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)

For a listing of acceptable Advanced Placement (AP) tests for transfer, please refer to the Transfer Admission page on the University Website. A minimum score of three (3) is required in order to award credit.

College Level Examination Program (CLEP)

For a listing of acceptable CLEP tests for transfer, please refer to the on the Transfer Admission page University Website. A minimum score of 50 (C-Level) is required in order to award credit.

DSST

A listing of acceptable DSST tests for transfer can be located on the University Website. Please contact the Office of the Registrar for acceptable minimum score requirements. Students must use code **9492** on the "Score Report Recipient" to have scores mailed directly to the University.

American Council on Education (ACE)

Credits may be awarded for military training and/or experience, informal online learning, and other college-level learning acquired outside a traditional academic institution based on the evaluation and recommendation by ACE. Students must submit transcripts of all coursework taken.

<u>Transferability of Credits after Matriculation</u>

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.

<u>Notice Concerning Transferability of Credits and Credentials Earned at our Institution</u>

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

- 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.

- Financial documents must be provided directly to the Designated School Official (DSO) at DSO@usuniversity.edu. Please include your student ID in subject line when emailing DSO.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 Admissions 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 application process please refer to our University Website or contact Admissions Department at international@usuniversity.edu.

Students are responsible for paying their first session tuition and fees within five (5) business days of receiving their Form I-20. Failure to submit tuition and fees 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.

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

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 Designated School Official (DSO). 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.

<u>Weekend Classes</u>

Attendance is mandatory for all scheduled weekend classes.

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 DSO 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 USU must be current on their financial obligations.

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 session's tuition and fees in full, no later than 10 business days prior to the session start in order to participate in class. There are no deferments of payments 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 two (2) weeks prior to the session in which they intend to participate. For more information about eligibility for CPT please contact the DSO.

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 DSO as soon as possible. International students must submit a completed Withdrawal form in the student portal.

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 DSO.

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 DSO 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 DSO will work with you to determine what the best option for you would be.

General Policies

Complaints, Grievances, and Appeals Policy

The Complaint, Appeal and Grievance Policies 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 provide students with a process that protects the University community, including students, faculty and staff.

Complaints regarding discrimination, harassment, sex-based discrimination, or retaliation must contact the Title IX Coordinator found under the Statement of Non-Discrimination.

Definitions

Complaint: The subject of a complaint is normally an action, decision or omission within the control or responsibility of the University's faculty or staff that causes a student to feel that policies have been incorrectly interpreted. A complaint is often resolved informally or through mediation.

Grievance: A grievance is normally an allegation based on specific facts that there has been a misinterpretation, discriminatory application, or violation of a University Policy or Procedure, and may result in disciplinary action against a faculty member, staff member, or student. It may also be a complaint that failed to reach resolution after informal processes have been attempted. Admissions decisions, graduation appeals and similar academic decisions are not grievable issues, unless they are complaints of a civil rights nature, including complaints related to age, sex, race, religion, creed, color, ethnic/national origin, ancestry, physical or mental disability, pregnancy, genetic background, marital status, sexual orientation, gender identity, veteran status, or other personal characteristic protected by applicable local, state or federal law.

Appeals: United States University recognizes two types of appeals.

1. USU recognizes the right of every student to challenge and/or appeal a final course grade if they believe an error in calculating the grade or inconsistent application of grading criteria has occurred. See Grade Appeal procedure below.

2. Students who have been academically dismissed for failure to meet Satisfactory Academic Progress standards (SAP) may file an appeal if they believe University policy or procedures were not followed or if there were extenuating circumstances that impacted 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 emergency care for an immediate family member. See SAP appeal procedure below.

Overview of Procedures

The name of a complainant/grievant and all details with respect to the complaint and its resolution will be maintained in a confidential file in the Office of the Registrar. All such information will 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 institution or agencies seeking information as to the complainant or to otherwise take independent formal action. In cases of academic dishonesty (see page 3 discussing violations of the student code of conduct), the Dean or Program Director/Lead 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.

Procedures for Resolution

Complaint procedure: Students with complaints should first strive to resolve the issue informally. For example, students with complaints relating to classroom issues should follow these steps:

1. Discuss the issue with their instructor. Both the student and the faculty member work to resolve the issue at this level.

2. If resolution does not occur at the instructor level, unresolved complaints should be submitted in writing to the Dean or Program Director/Lead for the program of enrollment.

3. If the complaint is not resolved at the Director/Dean

level, the unresolved complaint becomes a grievance and the Grievance Procedure (see below) will be followed.

Likewise, students with complaints regarding the unequal application of a University policy should strive to resolve the issue informally as described above, first bringing the matter to the attention of their Enrollment Advisor in the case of Admissions policies, and their New Student or Academic Advisor once enrolled. Unresolved complaints should then be submitted to the advising director, and if unresolved at that level, the complaint becomes a grievance and the steps below will be followed.

Grievance Procedure: The intent of the grievance procedure is to resolve a dispute over significant issues, not minor disagreements. Examples include but are not limited to alleged violations of academic freedom; a repeated pattern of harassment or other inappropriate behavior; and legally prohibited unequal treatment including but not limited to discrimination or harassment on the basis of age, sex, race, religion, creed, color, ethnic/national origin, ancestry, physical or mental disability, pregnancy, genetic background, marital status, sexual orientation, gender identity, veteran status, or other personal characteristic protected by applicable local, state or federal law.

Procedure:

1. A student must submit the grievance in writing in detail to the Office of the Provost and include all pertinent information. Such information must include the informal steps taken to resolve the issue, with all steps fully documented as to the person(s) with whom the student met, date, results of the meeting(s) and materials presented during the informal resolution stage. The student must be specific as to the issue being grieved, citing the example(s) of treatment leading to the grievance.

2. The Office of the Provost will review the grievance within five (5) working days, requesting additional information from the grievant if necessary. The Provost will appoint a Grievance Committee that shall include at a minimum two faculty members not from the student's program of enrollment and one administrator not to include the Program Director/Dean of the student's program of enrollment, the Provost, or the President.

3. The Grievance Committee will have 10 working days from receipt of the grievance from the Provost to review the grievance, obtain further information from

members of the University who may have knowledge of the situation and the grievant, and make a determination as to grievance resolution, providing its recommendation to the Provost.

4. The Provost will have three (3) working days to provide the University's response to the grievant.

University decisions regarding grievance resolution are final. Should a student feel that the University has not adequately addressed a grievance, 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

Arizona State Board for Private Postsecondary Education

Arizona Students: If the complaint cannot be resolved after exhausting the institution's grievance procedure, the student may file a complaint with the Arizona State Board for Private Postsecondary Education. The student must contact the State Board for further details. The State Board address is 1740 W. Adams, Ste. 3008, Phoenix, AZ 85007, phone # 602-542-5709, website address: www.ppse.az.gov.

California 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
https://gnpec.georgia.gov/

New Mexico Higher Education Department

A student in the State of New Mexico may file a complaint by contacting the New Mexico Higher Education Department. Pursuant to New Mexico Code 5.99.1.15.A, no adverse action shall be taken against the complainant for registering the complaint.

New Mexico Higher Education Department
2044 Galisteo Street, Suite 4
Santa Fe, NM 87505
505-476-8400
Email: private.schools@state.nm.us
Web Site: www.hed.state.nm.us

The Licensure Division of the University of North Carolina System Office

A student in the State of North Carolina may file a complaint with the System Office:

North Carolina Post-Secondary Education Complaints
c/o Student Complaints

University of North Carolina System Office
910 Raleigh Road
Chapel Hill, NC 27515-2688
770-414-3300
Email: studentcomplaints@northcarolina.edu
Web Site: http://www.northcarolina.edu/complaints

Appeals Processes:

Grade Appeals: Faculty members are vested with the authority to establish course requirements and standards of performance; they are expected to articulate and communicate these at the beginning of each course and apply all grading criteria uniformly and in a timely manner. Final grades submitted by faculty to the Office of the Registrar are presumed to be accurate and final.

The University recognizes the right of every student to challenge or appeal a final grade. A student who has questions about a grade received for a course should seek to resolve the issue by first consulting with the instructor. If the issue has not been resolved after consultation, and the student believes there are grounds for appealing the

grade, the student is required to follow the procedures below for formal challenges and requests for grade changes. Grounds for appeal can be made when students can provide documentation for one or more of the following:

- An error in calculating the grade

- Inconsistent application of grading criteria

Procedure: When students believe that they have grounds for appealing a grade issued by an instructor because of an occurrence of one or more of the circumstances, the following procedures must be followed:

1. The student must submit an Appeal Form available from their Academic Advisor within 30 days of grade submission for the course. The appeal must include supporting documentation that demonstrates the occurrence of one or more of the above-mentioned grounds. Documentation may be in the form of e-mail correspondence, graded assignments, proof of timely submission, etc. The Appeal Form and supporting documentation must be submitted to the Dean or Program Director/Lead.

2. If the evidence meets the criteria, the Dean or Program Director/Lead will request a response from the instructor, due within 5 working days of receipt.

3. The Dean or Program Director/Lead will render a decision within 10 working days of receiving the grade appeal. Formal notification of the Dean or Program Director/Lead's decision will be sent to the student and Office of the Registrar. The Faculty will be notified in the event that any material change in the grade. The decision in such cases is final.

Satisfactory Academic Progress (SAP) Appeals: It is the student's responsibility to ensure he or she has met the terms and conditions of filing an SAP appeal (as defined above) and the appeals process itself in order for the appeal to be reviewed.

1. The student must complete the SAP Appeal Form, obtained from their Academic Advisor, in writing within 30 calendar days from the date notification of dismissal was sent to the student and submitted to the Registrar. The appeal must include

   a. an explanation of why the student is submitting an appeal

   b. explanation of the mitigating circumstances as to why the student failed to meet SAP standards

during the warning/probationary period

c. documentation supporting the appeal

d. action plan addressing how these circumstances no longer pose an issue to the student's success and what the student will do to meet SAP standards moving forward

2. Once received, the Registrar will review the appeal and will appoint a committee, including but not limited to the student's faculty, program director/lead, advisors, student accounts office, etc. to review and make recommendation. The student will receive a response from the Registrar within 10 business days.

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.

Reporting Discrimination Incidents or Concerns

Liz Fernandez, Sr. Director of Regulatory Compliance and Institutional Effectiveness/Title IX Coordinator
Telephone: 619-876-4250
E-mail: TitleIX@usuniversity.edu

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.

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E-mail: TitleIX@usuniversity.edu

Sexual Discrimination

The University takes all complaints regarding sex-based discrimination seriously and is committed to promptly investigating the circumstances of a complaint to determine occurrence of incident, ensure complainants safety, and provide remedies. The USU has appointed a Title IX Coordinator with the primary responsibilities in the oversight of implementation and monitoring of non-discriminatory policies, coordination of training and communications, and administering complaint/grievance procedures regarding discrimination.

Title IX of the Education Amendments of 1972 requires universities to respond promptly and effectively to complaints of all kinds of sexual misconduct. Title IX is a federal civil rights law that prohibits sex-based discrimination which includes all forms of sexual violence or misconduct, including sexual harassment, sexual assault, relationship violence, and stalking. The law protects all USU faculty, staff, and students against sex-based discrimination.

Reporting Discrimination Incidents or Concerns

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Telephone: 619-876-4250
E-mail: TitleIX@usuniversity.edu

Reporting Incidents or Concerns

The University takes sexual discrimination and misconduct of any type seriously and any member of the community should immediately report the concerns about, or incidents of, harassment or discrimination. An individual who believes they have been victims of harassment or discrimination should report the incident to the Title IX Coordinator. The Title IX policy can be located under Academic Policies and Procedures.

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.

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.

Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) affords 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:

Student Privacy Policy 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.

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.

Emergency Procedural Adaptation Policy

In the event of a natural disaster, state of emergency, or another catastrophic event, the university many need to implement temporary procedures that vary from the Catalog for a reasonable period of time. In such an event, the university shall document the procedural modifications and will provide notice to students as appropriate. The university will follow the direction and advisement of federal and state government entities, as well as regulatory and accrediting bodies, to ensure the function of the university for the continued success of our 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.

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

Time Frame 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.

Washington State Residents

For Washington State residents seeking information and resources about student loan repayment or seeking to submit a complaint relating to your student loans or student loan servicer, please visit www.wsac.wa.gov/loan-advocacy or contact the Student Loan Advocate at loanadvocate@wsac.wa.gov.

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 https://www.irs.gov/forms-pubs/about-publication-970. 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 session 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 session 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.

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.

EFFECTIVE AUGUST 10, 2021

Tuition

Graduate and Post-Baccalaureate Programs

Program	Credits	Per Credit Hour	Per Academic Year*
Teaching Credential	36	$325	$7,800
Teaching Credential with Bilingual Authorization	45	$325	$7,800
Master of Arts in Education	30	$325	$3,900
Master of Arts in Teaching	42	$325	$3,900
Master of Arts in Teaching Bilingual Authorization	51	$325	$3,900
Master of Business Administration	30	$325	$3.900
Master of Business Administration – International	36	Ground $450 Online $325	$5,400
Master of Science in Nursing, Family Nurse Practitioner	48	$475	$5,700
Master of Science in Nursing, Health Care Leadership	30	$325	$3,900
Master of Science in Nursing, Nurse Educator	30	$325	$3,900

*Based on students enrolling for 6 credits and 12 credits for the Teacher Credential each semester for two academic semesters.

Post-Master's Certificate Program

Program	Credits	Per Credit Hour	Per Academic Year*
Post-Master's Family Nurse Practitioner	34	$475	$5,700

*Based on students enrolling for 6 credits each semester for two academic semesters.

Baccalaureate Programs

Program	Credits	Per Credit Hour	Per Academic Year*
Bachelor of Arts in Liberal Studies	120	General Education & Electives $150 Core & Concentration $250	$4,800
Bachelor of Arts in Liberal Studies - Multiple Subject Credential	120	General Education & Electives $150 Core & Concentration $250 Education/Credential $325	$5,800
Bachelor of Education	120	General Education & Electives $150 Core & Concentration $250 Education/Credential $325	$5,800
Bachelor of Arts in Management	120	General Education & Electives $150 Core & Concentration $250	$4,800
Bachelor of Science in Health Sciences	120	General Education & Electives $150 Core & Concentration $250	$4,800
Bachelor of Science in Information Technology	120	General Education & Electives $150 Core & Concentration $250	$4,800
RN to Bachelor of Science in Nursing	30	General Education $150 Core $325	$7,800

*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 and Technology	12	$325	n/a
Certificate – College of Nursing and Health Sciences	12	$325	n/a

Non-Degree Seeking (NDS) – Undergraduate

Course Type	Per Credit Hour
General Education Courses	$150
Courses Associated with the RN to Bachelor of Science in Nursing Program	$325
All Other Undergraduate Courses	$250

Non-Degree Seeking (NDS) – Graduate

Course Type	Per Credit Hour
Master of Science in Nursing	$475
All Other Programs – Online Course	$325
All Other Programs – Onsite Course	$450

Active Duty Military, Veterans, and Military Spouses

Program	Per Credit Hour	Per Academic Year*
Master of Science in Nursing, Family Nurse Practitioner	$400	$4,800
All Other Graduate Programs	$250	$3,000

*Based on students enrolling for 6 credits each semester for two academic semesters.

Other Fees

Non-Refundable

Fee Type	Amount	Frequency
Assessment Fee (MSN572)	$100	Per Identified Course
Audit Fee	$500	Upon Request*
Challenge Examination Fee	$200	Each Occurrence
Diploma reprint	$50	Each
FNP Predictor Exams (MSN572 and FNP597)	$150	Per Exam
Graduation Fee - (excluding Certificate Programs)	$150	One Time
Graduation Fee - Certificate Programs	$100	One Time
Replacement Student ID Card	$10	Each Occurrence
Transcript Request - Paper	$10	Each
Transcript Request - Electronic	$5	Each
Transcript Request - Expedited Shipping	$40	Each
Wire Transfer Fee	$30	Each Occurrence

*Only available to current students or USU alumni.

Refundable

Fee Type	Amount	Frequency
Technology Fee - Undergraduate nursing and Teaching Credential programs	$60	Per Course
Technology Fee - Undergraduate programs (excluding nursing and BSIT programs) and NDS undergraduate	$75	Per Course
Technology Fee - BSIT program and Graduate programs (excluding MSN and Teaching Credential programs)	$125	Per Course
Technology Fee - NDS Onsite Courses	$175	Per Course
Technology Fee - MSN Nurse Educator/Health Care Leadership programs	$200	Per Course
Technology Fee - MSN FNP program, Post Master's FNP Certificate, and NDS Graduate nursing	$230	Per Course
Nursing Capstone (excluding FNP)	$250	Per Course
FNP Immersion Fee (MSN572)	$800	Per Identified Course

Non-Refundable International Student Additional Fees

Fee Type	Amount	Frequency
International Student Services Fee	$225	Per Credit Bearing Course

<u>**Estimated Program Charges**</u>

Program	Credits	Estimated Tuition	Program and Technology Fees	Other Fees	Estimated Total Institutional Charges	Books*
Bachelor of Arts in Management	120	$24,000	$3,150	$0	$27,150	$8,000
Bachelor of Science in Information Technology	120	$24,000	$5,150	$0	$29,150	$8,000
Master of Business Administration	30	$9,750	$1,400	$0	$11,150	$2,000
Teacher Credential	36	$11,700	$870	$0	$12,570	$2,400
Teacher Credential with Bilingual Authorization	45	$14,625	$1,050	$0	$15,675	$3,000
Bachelor of Education	120	$26,925	$3,150	$0	$30,075	$8,000
Bachelor of Arts in Liberal Studies	120	$18,000	$3,150	$0	$21,150	$8,000
Bachelor of Arts in	120	$26,925	$3,150	$0	$30,075	$8,000

Program	Credits	Estimated Tuition	Program and Technology Fees	Other Fees	Estimated Total Institutional Charges	Books*
Liberal Studies - Multiple Subject Credential						
Master of Arts in Teaching	42	$13,650	$1,900	$0	$15,550	$2,800
Master of Arts in Teaching with Bilingual Authorization	51	$16,575	$2,275	$0	$18,850	$3,400
Master of Arts in Education	30	$9,750	$1,400	$0	$11,150	$2,000
Bachelor of Science in Health Sciences	120	$24,000	$3,150	$0	$27,150	$8,000
RN to Bachelor Science in Nursing	30	$9,750	$1,000	$0	$10,750	$2,000
Master of Science in Nursing, Education	30	$9,750	$2,600	$0	$12,350	$2,200
Master of Science in Nursing, Family Nurse Practitioner	48	$22,800	$5,030	$0	$27,830	$3,200
Master of Science in Nursing, Leadership	30	$9,750	$2,600	$0	$12,350	$2,200

*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	$2,500	$2,850	$20,050	$2,400

*Books costs have not been included in the Estimated Total Institutional Charges as these costs are not charged by the University

Estimated Post-Master's Certificate

Program	Credits	Estimated Tuition	Program and Technology Fees	Other Fees	Estimated Total Institutional Charges	Books*
Post-Master's Family Nurse Practitioner	34	$16,150	$3,830	$0	$19,980	$2,200

*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 Technology						
Business Analytics	12	$3,900	$600	$0	$4,500	$0
Finance	12	$3,900	$600	$0	$4,500	$0
Human Resources	12	$3,900	$600	$0	$4,500	$0
Information Technology	12	$3,900	$600	$0	$4,500	$0
International Business	12	$3,900	$600	$0	$4,500	$0
Marketing	12	$3,900	$600	$0	$4,500	$0
Project Management	12	$3,900	$600	$0	$4,500	$0
College of Education						
Early Childhood Education*	12	$3,900	$100	$0	$4,000	$0
Higher Education Administration*	12	$3,900	$100	$0	$4,000	$0
Special Education*	12	$3,900	$100	$0	$4,000	$0
College of Nursing and Health Sciences						
Health Care	12	$3,900	$600	$0	$4,500	$0

Leadership					
Nurse Educator	12	$3,900	$600	$0	$4,500	$0

*Technology access fee are waived for this certificate.

Student Tuition Recovery Fund

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if 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.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 N. Market Blvd., Suite 225, Sacramento, CA 95834, (916) 5748900 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.

2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.

3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.

4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.

5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.

6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.

7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

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. 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). If mailed or emailed, the written request must be sent to the student's enrollment advisor or emailed to admissions@usuniversity.edu.

University Refund Policy

Students who withdraw from a course prior to the course start date or during the first week of the course will receive a 100% tuition and fee refund for the course. Students who withdraw from a course during weeks two through five of the course will receive a pro rata tuition and fee refund for the course. Students who withdraw from a course after week five will not receive a tuition/fee refund for the course.

Students will be provided a pro rata refund of tuition charges up to (but not including) the end of the course/session for students who withdraw due to physical incapacity. Students who must withdraw due to physical incapacity but who complete the session (including by earning a failing grade) are ineligible for a refund. The student, or the student's representative, is required to submit reasonable documentation substantiating the student's physical incapacity.

Effective January 15, 2021, students pro rata refund will be calculated based on date of determination as stated below.

The pro rata refund percentage is calculated by dividing the number of days remaining in the course after the student's date of determination by the total number of days in the course.

The Date of Determination of Withdrawal is the date the student requests to be withdrawn from a course by submitting the Course Withdrawal form through the Student Portal. In the event a student is administratively withdrawn (unofficial withdrawal) from their course due to non-participation and does not otherwise provide a Course Withdrawal form, the Date of Determination of Withdrawal is no later than 14 calendar days after their last day of Academic Activity. Please see the Attendance and Participation policies for a detailed explanation of Academic Activities.

Fee Refunds

All instruction-related fees are refundable on a pro rata basis in accordance with these guidelines.

Tuition and Fee Refund (based on an 8-week session)

Week 1 100% tuition and fee refund

Weeks 2 – 5 Pro rata tuition and fee refund

After Week 5 No tuition or fee refund

Refunds will be processed and mailed within 45 calendar days of the date the student is determined to be withdrawn from the University. 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).

Students are not permitted to request a specific faculty member, nor request to avoid a course that a particular faculty member is teaching. The university reserves the right to make determinations about student scheduling in accordance with the needs of the college

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 (p. 96) 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/Drop period occurs prior to and throughout the first week (7 days) of a session. During this period, students may add and drop courses. New students may be admitted during this period provided they attend at least one (1) scheduled class, or post a gradable assignment online, during the Add/Drop period. The University would consider students registered in their session as an intent to continue with their studies and confirmed into the session(s).

Students dropping all classes may be treated as withdrawals or become inactive. Please refer to our *Continuous Enrollment* (p. 55) policy.

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

Diplomas, Transcripts and Other Documentation

Diplomas 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 transcripts by following the directions on the Transcripts and Documentation Requests page. Official transcript requests will be processed online through the transcript ordering services. Students must use the Document Request Form (available online) for any unofficial transcript request. Please refer to the Tuition and Fees (p. 39) section for costs associated with transcript requests.

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 five (5) 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 §71920). 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, please contact Academic Advising: studentservices@usuniversity.edu and an academic advisor will provide link to the Student ID Request Form. Students will need to include Full Legal Name, 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 (p. 39) 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 in the student portal.

Health Care Services

The University does not provide professional counseling services for students. Students may contact the Student Services Department which maintains information on general wellness, drug and alcohol abuse, nutrition, and volunteer opportunities.

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.

There are independent housing options available in the vicinity of the campus. Apartment complexes are within a five (5) mile radius and monthly rent ranges from $1,700 to $3,000 per month

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 Arts in Liberal Studies	11-1021, 11-2022, 11-2032, 11-3012, 11-3031, 11-9051, 13-1071, 13-1151, 13-2052, 13-2072, 25-3041, 25-3099, 25-9031, 25-9042, 33-3051
Bachelor of Education	Credential Track - 25-2021, 25-2031, 25-2011, 25-2022, 25-3011

25-2021, 25-2031, 25-2011, 25-2022, 25-3011 |
Bachelor of Arts 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 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
Bachelor of Science in Nursing (RN to BSN)	25-1072, 29-1141
Teacher Credentialing	25-2021, 25-2031, 25-2011, 25-2022, 25-3011
Master of Arts in Teaching	25-2021, 25-2031, 25-2011, 25-2022, 25-3011
Master of Arts in Education	25-2020, 25-2021,25-2022 25-2030-, 25-2031, 25-2050, 25-1000, 25-1020, 25-1040, 25-1050, 25-1060, 25-1070, 25-1080, 25-3000, 25-3090, 25-4020, 25-9040,
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 – Health Care Leadership	11-9111, 29-1141, 29-1141.04
Master of Science in Nursing – Nurse Educator	11-9033, 11-9039, 21-1091, 25-1072, 25-2032
Master of Science in Nursing - 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 all students. The mission is supported through a progressive information literacy strategy that supports the development of students' independent and transferable research skills.

Elements of that strategy include the provision of: web-based 24 hour access to the A-Z List of Databases, programmatic and general library pages, research guides, instructional micro-videos and webinars as well as power-points. Customized reference instruction is delivered through customized asynchronous instructional emails, and pre-booked research consults conducted through a range of modalities. eg. Zoom, Skype etc. The 7 day a week virtual reference service, delivered by professional librarians, assists students with their research plans.

The Library resources and services are wholly virtual within the online class platform (D2L Brightspace). The academic curricula are supported through the provision of access to subscription databases located in the Library. Complementing the database content (eg. scholarly ejournals and ebooks), are credible web-based links, curated by the professional librarian team.

The databases, complementary websites and self-learning library instructional resources are available 24/7. The range of content types include: ejournal and ebook databases, links to peer-reviewed open access journals, government data and statistics, demographics, theses and dissertations, open access collections. Additional online resources correspond to societies, associations, directories, and government information.

State university libraries and public libraries support students all over the United States. Students are encouraged to apply for a library card from their local state public library in order to access content not found in the program specific holdings of USU Virtual Library and to access interlibrary loan privileges.

Academic Policies

Academic Freedom

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

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

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

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

Academic Year

The academic year for undergraduate and 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 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.

Undergraduate 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 Dean or Program Director/Lead. 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.

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 current course or if they are enrolled in a course that is scheduled to start within 30 calendar days after their last date of attendance. 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 attend a course that starts within 180 calendar days after their last date of attendance and the student was not approved for a Leave of Absence, the student will be Administratively Withdrawn from their program of study. Students who are Administratively Withdrawn and wish to return to USU must reapply for admission.

If the student's attendance/academic participation extends beyond the scheduled end date of the course as a result of an approved Incomplete (I) grade, the end date of the course will be used as the last date of participation.

Academic Leave of Absence

Students are expected to maintain continuous enrollment in their program of study. A leave of absence (LOA) may be granted for jury duty, military reasons, medical reasons, significant academic issues or other extenuating circumstance as approved by the Office of the Registrar. An official academic leave allows a temporary break from the University without going through a re-entry process.

A student must be in attendance for at least one semester (two 8-week sessions) 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 approval of the

leave of absence prior to reaching excessive absences of 30 calendar days from the last date of attendance/participation. 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 time frame 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. This temporary academic leave status will not be reported to external agencies as it does not meet the requirements under the Federal Student Aid definition for term based institutions.

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

Clinical Rotations and Practicum

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 - 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 session.

   • 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 programs respective Clinical/Practicum 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.

• 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 at least 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 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 repeat courses.

Out of respect for those providers that have agreed to precept students at their clinical site, students that have accepted a clinical placement provided by the Office of Field Experience, as requested, must complete all hours associated with that placement. Failure to do so will result in referral to the Code of Conduct Committee and may impact future placement opportunities being extended. Students may deny placements provided by the Office of Field Experience should they desire to self-place for a rotation. If an offered placement was declined or not accepted within 24 business hours, excluding holidays, students must provide their own placement for that clinical rotation by deadline. Clinical site/preceptors may require interviews or additional requirements and the student must follow through with these expectations and appointments. Should these expectations or appointments not be met, students must provide their own placement for that clinical rotation by deadline.

- Health and Safety Documentation: Students are expected to have current health and safety documents, including immunization records on file with the Office of Field Experience. All Health and Safety documents must be submitted to the Office of Field Experience 16 weeks prior to the start of any clinical course and remain current throughout the clinical experience. Insufficient, expired or missing documentation may result in clinical restriction. It is the student's responsibility to ensure that health and safety documents are up to date and current, and that all other program requirements have been met. Health and safety requirements are mandated by agreement with the clinical sites in which a student may be placed. Therefore, USU cannot make exceptions to waive any health and safety requirements. Students that refuse to provide appropriate health and safety documentation, or request medical waivers (subject to approval),by the appropriate deadline will be responsible to find and secure their own clinical placement experiences that meet the appropriate standards. Students must communicate with the Office of Field Experience prior to reaching out to any clinical site, as there may be pre-established procedures to be followed for that facility. Students must provide documentation from the clinical site (owner, director, CEO) stating that they approve the student to do clinical hours within their facility without documentation of these health and safety requirements. Documentation

will be verified by the Office of Field Experience prior to each rotation. In addition, application requirements could include additional background checks, special forms or immunizations, insurance and on-line/in person module training as described in the students respective Clinical/Practicum Handbook. Expired documents must be re-submitted in order to continue in the clinical

- Students must be able to start clinical hours within the first week 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 reasonable 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 reasonable 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. Travel time is not an appropriate reason to deny a clinical placement.

- 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. Traveling nurses should ensure their student address is updated to reflect the location in which clinical experiences will take place.

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.

Clinical Site Fees

USU strives to keep its tuition very low for the students as our mission is to provide affordable education to underserved groups. To uphold this for all students, USU is unable to incur preceptor or clinical site fee expenses that may be expected from a students selected clinical site or preceptor or agency. Although it is not currently standard practice for clinical sites/preceptors to expect payment, students do have the right to complete clinical experiences that require fees, given that the preceptor and site meet the requirements set forth in the respective clinical/practicum handbook. Students are responsible for working out the payment details directly with their selected preceptor/site.

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 Dean or Program Director/Lead of the student's major. Students may not substitute more than 15 credits.

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 MEd students, a minimum passing grade is a "B-" grade.

Undergraduate 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 BSN students, a minimum passing grade is 'C.'

Graduate 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
F	0.00	< = 79.99

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

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.

DP **Drop** – Indicates student has dropped courses during the add/drop period.

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.

NG Indicates no grade was able to be issued by faculty due to extenuating circumstances. Grade defaults to failing grade after 180 calendar days if not resolved. Not included in determining grade average or towards 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 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, hospitalization, death or care of family member. A student may request an Incomplete grade if at a minimum 60% of a course is completed and in good standing.

The student must initiate the request for an Incomplete to the faculty prior to the last day of the course. Faculty may

require student to provide documentation of the extenuating circumstance. If the faculty approves the request for the Incomplete, a student may be given a maximum of four (4) weeks from the end of the course to meet the criteria outlined by the faculty for an Incomplete. It is the discretion of the faculty to give a shorter deadline.

Faculty will send the approval to the Office of the Registrar for processing. It is the responsibility of the 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 the 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 appeals and requests for grade changes. Please refer to Grade Appeals area within this Catalog.

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 time frame. 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 time frame.

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* (p. 46) 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.

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 by contacting their Academic Advisor. 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 the Dean or Program Director/Lead of the college the student wishes to transfer and the Office of the Registrar. A maximum of two (2) requests may be made in order to change degree or concentrations.

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

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.

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

Undergraduate Studies - General Education Requirement

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) including at least one (1) junior/senior level course. 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 construct arguments.

Requirements

Written Communication

1 course, 3 semester credits

ENG130	English Composition and Reading	3

Oral Communication

1 course, 3 semester credits

COM104	Speech	3

Critical Thinking

1 course, 3 semester credits

ENG140	English Composition and Critical Thinking	3
COM204	Argumentation	3

Mathematical Concepts and Quantitative Reasoning

1 course, 3 semester credits

MAT102	Foundational College Math Skills	3
MAT105	College Algebra	3
MAT241	Introduction to Probability and Statistics	3

Natural Sciences

1-2 courses, 3-4 semester credits

Some degrees require course with laboratory component or a separate matching laboratory course.

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 with Lab	4
BIO282	Anatomy and Physiology II with Lab	4
CHM102	Principles of Chemistry	3
CHM102L	Principles of Chemistry Lab	1

Arts and Humanities

2 courses, 6 semester credits

ART137	Art Appreciation	3
ART160	Visual and Performing Arts	3
HUM499	Senior Seminar: Humanities	3

Social and Behavioral Sciences

6 courses, 18 semester credits

COM105	Intercultural Communication	3
ECN101	Microeconomics	3
HIS120	United States History I	3
HIS122	United States History II	3
PHI105	Introduction to Ethics	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

2 courses, 6 semester credits

CIS120	Introduction to Digital Literacy	3
ENG205	Information and Media Literacy	3

College of Business and Technology

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.

Curriculum Requirements

Core Requirements

ACT101	Introduction to Financial Accounting	3
ACT102	Introduction to Managerial Accounting	3
BIS101	Introduction to Business Information Systems	3
BUS101	Introduction to Business	3
BUS112	Business Mathematics	3
BUS220	Introduction to Business Law	3
BUS331	Business Ethics	3
FIN310	Introduction to Finance	3
HRM210	Introduction to Human Resource Management	3
MGT321	Organizational Behavior and Management	3
MGT326	Operations Management	3
MGT334	Organizational and Business Communication	3
MGT410	Leading Organizations	3
MGT499	Capstone	3
MKT210	Principles of Marketing	3

Note: MGT499 is non-transferable and must be taken in the last semester

Business and Management Required Courses

BUS110	Data Analysis and Communication Tools	3
ECN102	Macroeconomics	3
MGT332	Introduction to Project Management	3
MGT420	International Management	3
MKT320	Consumer Behavior and Customer Relations	3

Concentration Options

General Management

BIS440	Data Analysis and Decision-Making for Managers	3
MGT441	Negotiation and Conflict in Management	3
MGT442	Leading Diverse and Dispersed Teams	3
MGT443	Supply Chain Management	3

MGT444	Strategic Management	3

Business Analytics

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

Business Intelligence

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

Entrepreneurship

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

Finance

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

Human Resources

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

Marketing

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

General Education Requirements

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

Bachelor of Science in Information Technology

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.

Program Learning Outcomes

1. Employ information research skills to identify IT solutions and monitor emerging technologies

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

4. Document clearly how an IT turnkey solution can resolve identified challenges and issues

5. Speak effectively in presenting how an IT turnkey solution can resolve identified challenges and issues

6. Function effectively as a member or leader of a team engaged in IT activities and projects

7. Apply quantitative problem-solving skills to manage IT activities and projects

8. Make informed judgments in computing practice based on legal, ethical, and professional principles

9. Analyze and evaluate organizational systems and processes to recommend IT turnkey solutions that meet organizational needs and goals

Curriculum Requirements

Core Requirements

BIS101	Introduction to Business Information Systems	3
CCS101	Programming Fundamentals	3
CIS101	IT Fundamentals	3
CIS106	Computer Hardware and Systems Administration I	3
CIS110	Fundamentals of Web Systems	3
CIS205	Computer Hardware and Systems Administration II	3
CIS206	Information Assurance and Security	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

Note: CIS499 is non-transferable and must be taken in the last semester

Electives – Select five courses

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

Note:

1. Recommended for Business Analytics – BUI442

2. Recommended for Software Development and Cyber Security Concentration – CCS331

3. Required for Software Development – CCS280

4. Required for Software Development and Robotics and Artificial Intelligence – MAT252

Concentration Options

Business Analytics

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

BUA444	Database Management Tools II	3

Computer Networks

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

Cyber Security

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 Identity Management	3
CIS430	Security Risk Management, Cryptography, and PKI	3

General Management

BIS440	Data Analysis and Decision-Making for Managers	3
MGT441	Negotiation and Conflict in Management	3
MGT442	Leading Diverse and Dispersed Teams	3
MGT443	Supply Chain Management	3
MGT444	Strategic Management	3

Robotics and Artificial Intelligence

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

Software Development

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

Systems Administration

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

Web Design

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

General Education Requirements

ART137	Art Appreciation	3
BIO150	General Biology	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
HIS120	United States History I	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

Master of Business Administration

30 Semester Credits / 3 Semesters / 10-20 Months Delivery Mode: Online

The Master of Business Administration (MBA) is a widely recognized and valued graduate degree. The MBA program at United States University combines theory and practice—allowing students to apply what they have learned. Students will gain a broad understanding of the functional areas of business (finance, 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, organizational change and innovation. Also, 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.

Students may enroll in MGT999 Graduate Professional Symposium to meet alternative work/study requirements and may participate during their first academic year due to the accelerated nature of the program.

Program Learning Outcomes

1. Demonstrate the ability to communicate complex business concepts.

2. Employ theoretical and practical business knowledge to identify decision-making risks.

3. Execute qualitative and quantitative techniques to solve business problems.

4. Formulate ethical and socially responsible business decisions as they impact organizations, communities, and society at large.

5. Evaluate the impacts of globalization on all aspects of commerce, both internally and externally.

6. Apply theories of effective leadership.

Master of Business Administration (i)

The College of Business and Technology at United States University has received approval from the Student Exchange Visitor Program (SEVP) to enroll non-immigrant students in its 36-credit hour Master of Business Administration (iMBA) program. Students interested in the 36-credit hour iMBA must have previous work experience, be working currently in a full-time or part-time position, completing an internship, or job shadowing. Opened to international applicants only, the primary intent of the program is to provide F-1 international students a chance to expand their professional experiences in western culture and American organizations.

The MBA is designed to:

- Combine theory and practice – allowing students to apply what they have learned in their previous and current professional experiences.

- Acquire versatile knowledge in functional areas of business (finance and accounting, marketing, human resources, information technology).

- Advance students' dexterity in leadership, critical thinking, problem solving, ethics, and communication through the combination of pedagogy and practice.

- Satisfy students intellectual curiosity in a specific discipline with elective courses in analytics, finance, HR, information technology, international business, marketing, or project management.

The graduate capstone, *MGT699* requires students to have gained professional experience aligned with their major course of study while enrolled in their MBA. Thus, Curricular Practical Training (CPT) is a program requirement and students must take at least one term of CPT prior to entering MGT699. Students are permitted to take more than one term of CPT if they choose so long as they remain eligible. Once students have been authorized for CPT, they will be enrolled in *MGT999 Graduate Professional Symposium*.

Curriculum Requirements

Core Requirements

ACT514	Managerial Accounting	3
BUS500	Business Information Systems	3
BUS505	Operations Management and Decision Models	3
BUS544	Business Economics	3
FIN510	Financial Management	3
MGT504	Talent Acquisition, Performance, and Behavior	3
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
MKT506	Marketing Strategy	3
MGT699	Graduate Capstone	3
MGT999	Graduate Professional Symposium	0

Note: MGT699 is non-transferable. This course must be

taken in the student's last semester.

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 a 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.

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.

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 retake the course before credit would be given.

Curriculum Requirements

Core Requirements

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

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.

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 retake the course before credit would be given.

Curriculum Requirements

Core Requirements

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

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.

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 retake the course before credit would be given.

Curriculum Requirements

Core Requirements

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

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.

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 retake the course before credit would be given.

Curriculum Requirements

Core Requirements

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

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.

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 retake the course before credit would be given.

Curriculum Requirements

Core Requirements

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

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.

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 retake the course before credit would be given.

Curriculum Requirements

Core Requirements
MKT507	Marketing Analytics	3
MKT508	Internet Marketing	3
MKT510	Consumer/Buyer Behavior	3
MKT536	Global Marketing	3

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.

PMI, PMI Talent Triangle, and PMBOK are registered marks of Project Management Institute, Inc.

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 retake the course before credit would be given.

Curriculum Requirements

Core Requirements
MGT550	Project Management Essentials	3
MGT551	Project Management Organizational Framework	3
MGT552	Project Management Integration Framework	3
MGT553	Information Technology Project Management	3

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.

Note: The Master of Education and certificates do not lead to teacher certification or licensure

Bachelor of Arts in Liberal Studies

120 Semester Credits / 10 Semesters / 40 Months Delivery Mode: Online (Online Hybrid, California Credentialing Track)

The Bachelor of Arts in Liberal Studies degree provides students with the basic understanding and skills to prepare them for careers or professions requiring knowledge based on the arts and humanities. The curriculum of Liberal Studies involves more than one discipline, fostering the understanding of people, nations, institutions, history, arts, sciences, and how these influenced the development of society and cultures. The Bachelor of Arts in Liberal Studies has 2 tracks: 1. Multiple Subject Credential Preparation track for students in California interested in teaching at the TK-6 level. 2. General track for students interested in exploring a variety of topics, transfer students, or students outside of California.

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

- 2042 Multiple Subject Preliminary Credential

REQUIREMENTS FOR ALL CREDENTIAL PROGRAM CANDIDATES

All credential candidates must provide evidence of passing the CBEST (California Basic Educational Skills Test) or equivelent before or during the term in which they reach junior status and provide Certificate of Clearance (fingerprint clearance).

To stay on schedule for graduation and to be recommended as a candidate to the CTC students seeking a credential pathway must show proof of attempting or passing the California Subjects Examination Test (CSET) prior to beginning any EDU coursework. It is highly recommended that candidates take this exam as early in the program as possible.

Student Teaching Requirements

- Completed and passed the CSET for the credential being sought.

- CPR Certification

- COVID Vaccination

- Complete 600 hours of full-time student teaching in an approved classroom(s) over 2 eight-week sessions regardless of holidays or vacation days

- Students are advised not to work during their student teaching experience as it is a full-time commitment requiring 40 plus hours each week

- Substitute teaching and non-sequential or unapproved placements may not be counted towards the 600 hours of required practicum

- Students may be required to travel to distant school sites as assigned- specific school schedule requests or school sites may or may not be accommodated

- In order to progress to the second student teaching session (EDU563) a minimum of 1 EdTPA task must be completed

All student teaching must be completed in a California classroom.

Program Completion Requirements

- Complete program with a Cumulative GPA of 2.50 or higher

- Passed EdTPA Tasks*

- Passed the Reading Instruction Competence Assessment (RICA)

- Complete a Professional Teaching Portfolio

- Exit Interview

- Exit Survey

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

Teacher Credentialing and Licensure

Per the California Commission on Teacher Credentialing (CTC) all students must meet the specific requirements in effect at the time of candidate application for credential. While the United States University program prepares California teacher candidates it does not guarantee teacher licensure. All credential candidates are encouraged to check the commission requirement page on a regular basis as requirements may change. https://www.ctc.ca.gov/docs/default-source/leaflets/cl560c.pdf?sfvrsn=8db75dfc_16

In order to be recommended to the California Teaching Commission for a Multiple Subject credential candidates must complete the following requirements:

1. Complete a baccalaureate or higher degree from a regionally-accredited college or university

2. Satisfy the basic skills requirement (Passage of the CBEST exam or equivelent)

3. Achieve a passing score on required subject matter exams (CSET).

4. Pass the Reading Instruction Competence Assessment (RICA).

5. Complete a course in the provisions and principles of the US Constitution.

6. Complete a Commission-approved multiple subject teacher preparation program.

7. Obtain a formal recommendation for the credential by the program sponsor.

Curriculum Requirements - General

Students may elect to complete a Bachelor of Arts Liberal Studies degree if they are not interested in teaching at the TK-6 level or do not reside in California.   Liberal Studies is a multidisciplinary major that provides flexibility for students to select a wide range of elective courses that meet their areas of interest as well as provide exposure to many disciplines. Students who plan to attend graduate school as well as those that are interested in a career in a wide range of sectors may benefit from a liberal studies degree. Skills developed throughout the program include those most valued by employer; problem solving and teamwork, oral and written communication skills, information literacy and creativity, quantitative reasoning and an understanding of cultures and societies.

Core Requirements

COM204	Argumentation	3
ENG306	Survey of American Literature	3
ENG307	Survey of World Classics	3
ENG310	Advanced Composition	3
HED201	Human Nutrition	3
HIS321	World History I	3
HIS322	World History II	3
LIB499	Liberal Studies Capstone	3
LIN478	Linguistics	3
MAT241	Introduction to Probability and Statistics	3
POS399	Special Topics in Political Science and International Relations	3
SSC499	Senior Seminar: Social Sciences	3

NOTE: LIB499 is non-transferable course and must be taken last session.

Elective Requirements

Students are required to take 39 credits of electives selected from the list below.

AST101	Astronomy	3
BUS101	Introduction to Business	3
BUS110	Data Analysis and Communication Tools	3
BUS220	Introduction to Business Law	3
BUS331	Business Ethics	3
CHM102	Principles of Chemistry	3
CIS101	IT Fundamentals	3
CNT100	Fundamentals of Networking	3
FIN310	Introduction to Finance	3
HCA101	Healthcare Delivery in the United States	3
HCA201	Terminologies and Classification Systems	3
HED300	Introduction to Health Education	3
HIS320	California History	3
HRM210	Introduction to Human Resource Management	3
HSC101	Health and Society	3
HSC105	Cultural Competence in Healthcare	3
HSC215	Survey of Public Health	3

	Biology	
MGT321	Organizational Behavior and Management	3
MGT332	Introduction to Project Management	3
MGT334	Organizational and Business Communication	3
MGT410	Leading Organizations	3
MGT441	Negotiation and Conflict in Management	3
MGT442	Leading Diverse and Dispersed Teams	3
MKT210	Principles of Marketing	3
PHI105	Introduction to Ethics	3

General Education Requirements

ART160	Visual and Performing Arts	3
BIO150	General Biology	3
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
HIS120	United States History I	3
HIS122	United States History II	3
HUM499	Senior Seminar: Humanities	3
MAT105	College Algebra	3
PHI399	Applied Philosophy and Ethics	3
PSY101	Introduction to Psychology	3
SOC101	Introduction to Sociology	3

Curriculum Requirements - Multiple Subject Credential

Core Requirements

EDU205	Health Nutrition, and PE for Teachers	3
EDU501	Affirming and Valuing Diversity in the Classroom	3
EDU503	Foundations of Education	3
EDU504	Introduction to Special Education	3
EDU510	Introduction to Classroom Instruction	3
EDU525	English Language Developmental Strategies for English Language Learners	3

ENG403	Multi-Ethnic Children's Literature	3
HIS320	California History	3
MAT221	Math for Elementary Teachers I	3
MAT222	Math for Elementary Teachers II	3
MAT241	Introduction to Probability and Statistics	3
PSY285	Child Development	3
SCI222	Science for Elementary Teachers	3

Elective Requirements

Students are required to take 15 credits of electives selected from the list below.

AST101	Astronomy	3
BUS101	Introduction to Business	3
BUS110	Data Analysis and Communication Tools	3
BUS220	Introduction to Business Law	3
BUS331	Business Ethics	3
CHM102	Principles of Chemistry	3
CIS101	IT Fundamentals	3
CNT100	Fundamentals of Networking	3
FIN310	Introduction to Finance	3
HCA101	Healthcare Delivery in the United States	3
HCA201	Terminologies and Classification Systems	3
HED300	Introduction to Health Education	3
HRM210	Introduction to Human Resource Management	3
HSC101	Health and Society	3
HSC105	Cultural Competence in Healthcare	3
HSC215	Survey of Public Health Biology	3
MGT321	Organizational Behavior and Management	3
MGT332	Introduction to Project Management	3
MGT334	Organizational and Business Communication	3
MGT410	Leading Organizations	3
MGT441	Negotiation and Conflict in Management	3
MGT442	Leading Diverse and Dispersed Teams	3
MKT210	Principles of Marketing	3
PHI105	Introduction to Ethics	3

Multiple Subject Requirements

Multiple Subject Requirements- CSET Passage, TB clearance, Fingerprint Clearance and CPR certificate required prior to enrollment.

EDU534	Curriculum and Instruction I	3
EDU535	Curriculum and Instruction II	3
EDU536	Language Arts and Reading K-6	3
EDU561	Student Teaching (Clinical Practice) I	5
EDU562	Directed Student Teaching Seminar I	1
EDU563	Student Teaching (Clinical Practice) II	5
EDU564	Directed Student Teaching Seminar II	1

Outcomes
1. Utilize critical thinking and effective communication to analyze and disseminate information.
2. Explain human cultural, historical and social experience and relatedness to society today
3. Examine the interconnectedness of various disciplines to create new approaches to challenges.
4. Apply technology and information literacy to research.
5. Apply quantitative analysis to address complex challenges.
6. Analyze ethical choices in difficult and conflicting situations.
Additional Program Learning Outcomes- Multiple Subject Credential Track By the end of the Teacher Credentialing Preparation Program candidates will learn, apply and reflect on the following Teacher Performance Expectations (TPEs): TPE 1: Engaging and supporting all students in learning
TPE 2: Creating and maintain 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

Bachelor of Education

120 Semester Credits / 10 Semesters / 40 Months

Delivery Mode: Online Hybrid, California Credentialing Track

The Bachelor of Education degree provides students with the understanding and skills necessary to prepare them for careers or professions teaching or working with children in various roles. The curriculum for the education degree involves more than one discipline, fostering the understanding of people, nations, institutions, history, arts, sciences, and core courses for educators including a required two term, full time, student teaching experience. The Bachelor of Education is a Multiple Subject Credential Preparation program for students in California interested in teaching at the TK-6 level.

Requirements for all Credential Program Candidates

All credential candidates must provide evidence of passing the CBEST (California Basic Educational Skills Test) before or during the term in which they reach junior status and provide Certificate of Clearance (fingerprint clearance).

To stay on schedule for graduation and to be recommended as a candidate to the CTC students seeking a credential pathway must show proof of attempting or passing the California Subjects Examination Test (CSET) prior to beginning any EDU coursework. It is highly recommended that candidates take this exam as early in the program as possible.

Student Teaching Requirements

- Completed and passed the CSET for the credential being sought

- CPR Certification

- Complete 600 hours of full-time student teaching in an approved classroom(s) over 2 eight-week sessions regardless of holidays or vacation days

- Students are advised not to work during their student teaching experience as it is a full-time commitment requiring 40 plus hours each week

- Substitute teaching and non-sequential or unapproved placements may not be counted towards the 600 hours of required practicum

- Students may be required to travel to distant school sites as assigned- specific school schedule requests or school sites may or may not be accommodated

- In order to progress to the second student teaching

session (EDU563) a minimum of 1 EdTPA task must be completed

All student teaching must be completed in a California classroom.

Program Completion Requirements

- Complete program with a Cumulative GPA of 2.50 or higher

- Passed EdTPA Tasks*

- Passed the Reading Instruction Competence Assessment (RICA)

- Complete a Professional Teaching Portfolio

- Exit Interview

- Exit Survey

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

Teacher Credentialing and Licensure

Per the California Commission on Teacher Credentialing (CTC) all students must meet the specific requirements in effect at the time of candidate application for credential. While the United States University program prepares California teacher candidates it does not guarantee teacher licensure. All credential candidates are encouraged to check the commission requirement page on a regular basis as requirements may change. HTTPS://WWW.CTC.CA.GOV/DOCS/DEFAULT-SOURCE/LEAFLETS/CL560C.PDF?SFVRSN=8DB75DFC_16

In order to be recommended to the California Teaching Commission for a Multiple Subject credential candidates must complete the following requirements:

- Complete a baccalaureate or higher degree from a regionally-accredited college or university.

- Satisfy the basic skills requirement (Passage of the CBEST exam).

- Achieve a passing score on required subject matter exams (CSET).

- Pass the Reading Instruction Competence Assessment (RICA).

- Complete a course in the provisions and principles of the US Constitution.

- Complete a Commission-approved multiple subject teacher preparation program.

- Obtain a formal recommendation for the credential by the program sponsor.

Curriculum Requirements

Core Requirements

EDU205	Health Nutrition, and PE for Teachers	3
EDU501	Affirming and Valuing Diversity in the Classroom	3
EDU503	Foundations of Education	3
EDU504	Introduction to Special Education	3
EDU510	Introduction to Classroom Instruction	3
EDU525	English Language Developmental Strategies for English Language Learners	3
ENG403	Multi-Ethnic Children's Literature	3
HIS320	California History	3
MAT221	Math for Elementary Teachers I	3
MAT222	Math for Elementary Teachers II	3
MAT241	Introduction to Probability and Statistics	3
PSY285	Child Development	3
SCI222	Science for Elementary Teachers	3

Multiple Subject Requirements

Muliple subject requirements- CSET passage, TB clearance, Fingerprint clearance, and CPR certificate required prior to enrollment.

EDU534	Curriculum and Instruction I	3
EDU535	Curriculum and Instruction II	3
EDU536	Language Arts and Reading K-6	3
EDU561	Student Teaching (Clinical Practice) I	5
EDU562	Directed Student Teaching Seminar I	1
EDU563	Student Teaching (Clinical	5

	Practice) II	
EDU564	Directed Student Teaching Seminar II	1

Elective Requirements

Students are required to take 15 credits of electives selected from the list below.

AST101	Astronomy	3
BUS101	Introduction to Business	3
BUS110	Data Analysis and Communication Tools	3
BUS220	Introduction to Business Law	3
BUS331	Business Ethics	3
CHM102	Principles of Chemistry	3
CIS101	IT Fundamentals	3
CNT100	Fundamentals of Networking	3
FIN310	Introduction to Finance	3
HCA101	Healthcare Delivery in the United States	3
HCA201	Terminologies and Classification Systems	3
HED300	Introduction to Health Education	3
HRM210	Introduction to Human Resource Management	3
HSC101	Health and Society	3
HSC105	Cultural Competence in Healthcare	3
HSC215	Survey of Public Health Biology	3
MGT321	Organizational Behavior and Management	3
MGT332	Introduction to Project Management	3
MGT334	Organizational and Business Communication	3
MGT410	Leading Organizations	3
MGT441	Negotiation and Conflict in Management	3
MGT442	Leading Diverse and Dispersed Teams	3
MKT210	Principles of Marketing	3
PHI105	Introduction to Ethics	3

General Education Requirements

ART160	Visual and Performing Arts	3
BIO150	General Biology	3
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
HIS120	United States History I	3
HIS122	United States History II	3
HUM499	Senior Seminar: Humanities	3
MAT105	College Algebra	3
PHI399	Applied Philosophy and Ethics	3
PSY101	Introduction to Psychology	3
SOC101	Introduction to Sociology	3

Outcomes
1: Engaging and supporting all students in learning.
2: Creating and maintain effective environments for student learning.
3: Understanding and organizing subject matter for student learning.
4: Planning instruction and designing learning experiences for all students.
5: Assessing student learning.
6: Developing as a professional educator.

Master of Arts in Education

30 Semester Credits / 3-5 Semesters / 10-20 Months
Delivery Mode: Online

The Master of Arts 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 consists of a core of seven (7) courses covering essential educational topics with student choice for three (3) elective courses from any of the following areas: special education, early childhood education, K-12 administration and leadership and higher education administration.

Program Learning Outcomes

1. Apply research and theory to education planning in support of equitable outcomes for students, staff and the school community.

2. Design effective learning and assessment activities for a diverse audience.

3. Advocate for all learners though effective communication, community engagement, and on-going collaboration.

4. Utilize data to inform decision making and address

barriers to student success.

5. Demonstrate ethical decision making, behavior and commitment to equity.

Curriculum Requirements

Core Requirements

MAE500	Psychology of Education	3
MAE502	Concepts in Educational Inquiry	3
MAE504	Legal Issues in Education	3
MAE505	Trends and Issues in Education	3
MAE506	Cultural Perspectives in Education	3
MAE512	Assessment in Education	3
MAE599	Capstone	3

Note: MAE599 is non-transferable and must be taken in last semester

Elective Courses – Select three courses

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
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
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
MAE591	Higher Education Administration and Leadership	3
MAE592	The Community College	3
MAE594	Student Services	3
MAE596	Human Resources Management in Higher Education	3

Students may select any three courses from the elective list above; but may focus in an area by selecting three in any area as identified by code below.

ECE – Early Childhood Education

HED – Higher Education Administration

K12 – K-12 Administration and Leadership

SP –Special Education

Master of Arts in Teaching

42 Semester Credits/ 4 Semesters/16 Months

*Bilingual Authorization 9 Credits/1 Additional Semester/4 Additional Months

The Master of Arts in Teaching degree program (MAT) provides students a pathway to complete their California teaching credential preparation program while also pursuing a Masters degree. Students interested in teaching at the K-6 school level in the State of California must have completed a bachelors degree at a regionally accredited university, have passed the California Basic Education Skills Test (CBEST) 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 bachelors 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

Student Teaching Requirements

- Completed and passed the CSET for the credential being sought

- CPR Certification

- Complete 600 hours of full-time student teaching in an approved classroom(s) over 2 eight-week sessions regardless of holidays or vacation days

- Students are advised not to work during their student teaching experience as it is a full-time commitment requiring 40 plus hours each week

- Substitute teaching and non-sequential or unapproved placements may not be counted towards the 600 hours of required practicum

- Students may be required to travel to distant school sites as assigned- specific school schedule requests or school sites may or may not be accommodated

- In order to progress to the second student teaching session a minimum of 1 edTPA task must be completed and submitted

- Students are encouraged to look ahead and properly plan for the required 16 weeks of student teaching which will take place the last two terms of the program for the TCPP.

*Student teaching is rarely available during the Summer. Students who begin the program in the fall terms and continuously enroll in two courses each term must acknowledge that student teaching may be delayed until the following fall terms due to third party teaching placements availability. By not continuing during summer sessions, this may impact your continuous enrollment, financial aid (if applicable), and time to complete.
The following Courses may not be offered in the summer II term:
EDU 565 Student Teaching (Clinical Practice) I
EDU 562 Directed Student Teaching Seminar I
EDU 567 Student Teaching (Clinical Practice) II
EDU 564 Directed Student Teaching Seminar II

Program Completion Requirements

- Complete program with a Cumulative GPA of 3.00 or above

- Passed edTPA Tasks*

- Passed the Reading Instruction Competence Assessment (RICA) (Multiple Subjects only)

- Passed the CSET (all sections)

- Exit interview

- Exit survey

Teacher Credentialing and Licensure

Per the California Commission on Teacher Credentialing (CTC) all students must meet the specific requirements in effect at the time of candidate application for credential. While the United States University program prepares California teacher candidates it does not guarantee teacher licensure. All credential candidates are encouraged to check the commission requirement page on a regular basis as requirements may change. https://www.ctc.ca.gov/docs/default-source/leaflets/cl560c.pdf?sfvrsn=8db75dfc_16

In order to be recommended to the California Teaching Commission for a Multiple Subject Credential or a Single Subject Credential, candidates must complete the following requirements:

<u>Multiple Subject Credential</u>

1. Complete a baccalaureate or higher degree from a regionally-accredited college or university

2. Satisfy the basic skills requirement (Passage of the CBEST exam)

3. Achieve a passing score on required subject matter exams (CSET).

4. Pass the Reading Instruction Competence Assessment (RICA).

5. Complete a course in the provisions and principles of the US Constitution.

6. Complete a Commission-approved multiple subject teacher preparation program

7. Obtain a formal recommendation for the credential by the program sponsor.

Single Subject Credential

1. Complete a baccalaureate or higher degree from a regionally-accredited college or university

2. Satisfy the basic skills requirement (Passage of the CBEST exam)

3. Verify subject matter competence by ONE of the following:

    a. Achieve a passing score on the appropriate subject-matter examination(s).(CSET)

    b. Complete a Commission-approved subject matter program. (not available at USU)

    c. For Specialized Science subjects only, individuals may take and pass the appropriate subject matter examinations or obtain verification of completion of subject-matter course work from the Commission on Teacher Credentialing.

4. Complete a course in the provisions and principles of the US Constitution.

5. Complete a Commission-approved teacher preparation program.

6. Obtain a formal recommendation for the credential by the program sponsor.

Curriculum Requirements

Core Requirements

EDU501	Affirming and Valuing	3
	Diversity in the Classroom	
EDU503	Foundations of Education	3
EDU504	Introduction to Special Education	3
EDU510	Introduction to Classroom Instruction	3
EDU525	English Language Developmental Strategies for English Language Learners	3
EDU698	Educational Research in Action	3
EDU699	MAT Capstone	3

Note: EDU699 is non-transferable and must be taken in last semester.

Multiple Subject Credential Requirements

EDU534	Curriculum and Instruction I	3
EDU535	Curriculum and Instruction II	3
EDU536	Language Arts and Reading K-6	3
EDU561	Student Teaching (Clinical Practice) I	5
EDU562	Directed Student Teaching Seminar I	1
EDU563	Student Teaching (Clinical Practice) II	5
EDU564	Directed Student Teaching Seminar II	1

Single Subject Credential Requirements

EDU540	Secondary Teaching Strategies I	3
EDU541	Secondary Teaching Strategies II	3
EDU542	Reading in the Content Area	3
EDU565	Student Teaching (Clinical Practice) I	5
EDU562	Directed Student Teaching Seminar I	1
EDU567	Student Teaching (Clinical Practice) II	5
EDU564	Directed Student Teaching Seminar II	1

Optional Addition-Bilingual Authorization Requirements

EDU522	First and Second Language Acquisition	3
EDU580	Latinos in the United States	3
EDU581	Desarollo del Lenguaje y Lectura	3

Outcomes

1: Engaging and supporting all students in learning
2: Creating and maintaining effective environments for student learning
3: Understanding and organizing subject matter for student learning
4: Planning instruction and designing learning experiences for all students
5: Assessing student learning
6 :Developing as a professional educator
7. Utilize data to inform decision making and address barriers to student success
8: Apply research and theory to educational planning in support of equitable outcomes for students, staff and the school community

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.

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 retake the course before credit would be given.

Curriculum Requirements

Core Requirements

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

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.

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 retake the course before credit would be given.

Curriculum Requirements

Core Requirements

MAE591	Higher Education Administration and Leadership	3
MAE592	The Community College	3
MAE594	Student Services	3
MAE596	Human Resources Management in Higher Education	3

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 certificate 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.

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 retake the course before credit would be given.

Curriculum Requirements

Core Requirements

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

Teacher Credentialing Preparation Program

36 Semester Credits/ 3 Semesters/12 Months
***Bilingual Authorization 9 Credits/1 Additional**
Semester/4 Additional Months

The Teacher Credentialing Preparation Program (TCPP) at USU is the key step toward a career as a TK-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, have passed the California Basic Education Skills Test (CBEST) 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)

Student Teaching Requirements

- Completed and passed the CSET for the credential being sought.

- CPR Certification

- Required observation hours completed

- Complete 600 hours of full-time student teaching in an approved classroom(s) over 2 eight-week sessions regardless of holidays or vacation days

- Students are advised not to work during their student teaching experience as it is a full-time commitment requiring 40 plus hours each week

- Substitute teaching and non-sequential or unapproved placements may not be counted towards the 600 hours of required practicum

- Students may be required to travel to distant school sites as assigned- specific school schedule requests or school sites may or may not be accommodated

- In order to progress to the second student teaching session a minimum of 1 edTPA task must be completed

- All student teaching must take place in a California classroom

- Students are encouraged to look ahead and properly plan for the required 16 weeks of student teaching which will take place the last two terms of the TCPP program

*Student teaching is rarely available during the Summer. Students who begin the program in the fall terms and continuously enroll in two courses each term must acknowledge that student teaching may be delayed until the following fall terms due to third party teaching placements availability. By not continuing during summer sessions, this may impact your continuous enrollment, financial aid (if applicable), and time to complete.

The following Courses may not be offered in the summer II term:

EDU 565 Student Teaching (Clinical Practice) I

EDU 562 Directed Student Teaching Seminar I

EDU 567 Student Teaching (Clinical Practice) II

EDU 564 Directed Student Teaching Seminar II

Program Completion Requirements

- Complete program with a Cumulative GPA of 3.00 or

above

- Passed edTPA Tasks*

- Passed the Reading Instruction Competence Assessment (RICA) (Multiple Subjects only)

- Passed the CSET (all sections)

- Exit interview

- Exit survey

Teacher Credentialing and Licensure

Per the California Commission on Teacher Credentialing (CTC) all students must meet the specific requirements in effect at the time of candidate application for credential. While the United States University program prepares California teacher candidates it does not guarantee teacher licensure. All credential candidates are encouraged to check the commission requirement page on a regular basis as requirements may change. https://www.ctc.ca.gov/docs/default-source/leaflets/cl560c.pdf?sfvrsn=8db75dfc_16

In order to be recommended to the California Teaching Commission for a Multiple Subject Credential or a Single Subject Credential, candidates must complete the following requirements:

Multiple Subject Credential

1. Complete a baccalaureate or higher degree from a regionally-accredited college or university

2. Satisfy the basic skills requirement (Passage of the CBEST exam)

3. Achieve a passing score on required subject matter exams (CSET).

4. Pass the Reading Instruction Competence Assessment (RICA).

5. Complete a course in the provisions and principles of the US Constitution.

6. Complete a Commission-approved multiple subject or Single Subject teacher preparation program

7. Obtain a formal recommendation for the credential by the program sponsor.

Single Subject Credential

1. Complete a baccalaureate or higher degree from a

regionally-accredited college or university

2. Satisfy the basic skills requirement (Passage of the CBEST exam)

3. Verify subject matter competence by ONE of the following:

   a. Achieve a passing score on the appropriate subject-matter examination(s).(CSET)

   b. Complete a Commission-approved subject matter program. (not available at USU)

   c. For Specialized Science subjects only, individuals may take and pass the appropriate subject matter examinations or obtain verification of completion of subject-matter course work from the Commission on Teacher Credentialing.

4. Complete a course in the provisions and principles of the US Constitution.

5. Complete a Commission-approved teacher preparation program.

6. Obtain a formal recommendation for the credential by the program sponsor.

Curriculum Requirements

Requirements Single Subject Credential

Requirements Multiple Subject Credential

Core Requirements

EDU501	Affirming and Valuing Diversity in the Classroom	3
EDU503	Foundations of Education	3
EDU504	Introduction to Special Education	3
EDU510	Introduction to Classroom Instruction	3
EDU525	English Language	3

Developmental Strategies for English Language Learners

Single Subject Credential Requirements

EDU540	Secondary Teaching Strategies I	3
EDU541	Secondary Teaching Strategies II	3
EDU542	Reading in the Content Area	3
EDU565	Student Teaching (Clinical Practice) I	5
EDU562	Directed Student Teaching Seminar I	1
EDU567	Student Teaching (Clinical Practice) II	5
EDU564	Directed Student Teaching Seminar II	1

Multiple Subject Credential Requirements

EDU534	Curriculum and Instruction I	3
EDU535	Curriculum and Instruction II	3
EDU536	Language Arts and Reading K-6	3
EDU561	Student Teaching (Clinical Practice) I	5
EDU562	Directed Student Teaching Seminar I	1
EDU563	Student Teaching (Clinical Practice) II	5
EDU564	Directed Student Teaching Seminar II	1

Optional Addition - Bilingual Authorization

EDU522	First and Second Language Acquisition	3
EDU580	Latinos in the United States	3
EDU581	Desarollo del Lenguaje y Lectura	3

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.

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

College of Nursing and Health Sciences

The mission of the College of Nursing and Health Sciences is to develop diverse lifelong learners grounded in caring science and prepared to be innovative leaders in a dynamic healthcare system.

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.

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 the elderly population 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.

Curriculum Requirements

Core Requirements

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	3

	Healthcare	
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

Note: HSC499 is non-transferable and must be taken in last semester

Science and Math Required Courses

BIO251	Microbiology	3
BIO280	Anatomy and Physiology I with Lab	4
BIO282	Anatomy and Physiology II with Lab	4
MAT241	Introduction to Probability and Statistics	3

Concentration Options

Gerontology

GER402	Aging Programs and Services	3
GER404	Elder Law	3
GER408	Studies on Aging	3
GER410	Engaging the Elder Patient	3
HSC406	End of Life Ethics	3

Health Education

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

Health Services Administration

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

General Education Requirements

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

Post-Master's Certificate in Family Nurse Practitioner

The Post Master's Graduate Certificate in Family Nurse Practitioner is designed for any registered nurse who holds at least one earned higher degree in nursing (i.e. MSN, DNP, PhD) who desires to expand their knowledge and provide evidence-informed clinical practice to culturally diverse populations using the latest technology. The FNP courses are 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 FNP courses provide the opportunity to be mentored as FNPs with distinctive populations in a variety of settings and communities.

Graduates that earn a Post Master's Graduate Certificate in Family Nurse Practitioner are eligible to apply to the California Board of Registered Nursing for a Nurse Practitioner. As of 2020, the California Board of nursing accepts three methods for application for NP licensure. Please review the details of those methods at https://www.rn.ca.gov/applicants/npnpf.shtml. All nurse practitioners must have a furnishing number to prescribe in California. Applications for furnishing numbers may be submitted at the time of nursing application. Per the California Code of Regulations, eligibility for Nurse Practitioner certification requires the possession of an active California registered nurse (RN) license.

1. Method One: California-Based Nurse Practitioner Education Program

2. Method Two: Non-California Based Nurse Practitioner Education Program.

3. Method Three: Equivalency

USU is a California-Based Nurse Practitioner Program, and most learners are anticipated to apply for Method One:

1. Method One: California-Based Nurse Practitioner Education Programwww.rn.ca.gov/education/approgrms.shtml #np Documentation submitted directly to the Board of Registered Nursing:

   a. Completed Application for Nurse Practitioner (NP) Certification and applicable fee.

   b. Completed Verification of Nurse Practitioner Academic Program form submitted by the nurse practitioner academic program.

   c. Official, sealed transcript showing evidence of date of graduation or post-graduation nurse practitioner program.

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 non-California resident students are encouraged to carefully read the requirements and conduct further research in the state in which they intend to seek licensure as a Nurse Practitioner. There may potentially be other non-program requirements that students should be aware of, e.g. criminal background checks.

United States University actively monitors its state authorizations and state board of nursing program approvals for its MSN-FNP program. USU does not enroll in states where such approvals have not been received and remain current and on file with the Office of Accreditation, Regulatory Compliance and Institutional Effectiveness. Students are encouraged to review state authorization information here: https://www.usuniversity.edu/about/accreditation/ and encouraged to speak with their Enrollment Advisor prior to enrollment.

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.

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.

Required Time On Campus

Students in the FNP program will be required to complete one on campus 4-day immersion at one of our campus locations (San Diego, CA, Phoenix, AZ, or Tampa, FL) during their MSN572 Advanced Health and Physical Assessment Across the Lifespan course. Immersion is required for course and degree completion, and must be taken concurrently with the MSN572 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 540 clinical hours. FNP students must meet the Office of Field Experience requirements defined in the FNP Clinical Handbook at least 16 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.

Post-Master's Graduate Certificate in Family Nurse Practitioner

MSN570	Advanced Pathophysiology Across the Lifespan	3
MSN571	Advanced Pharmacology Across the Lifespan	3
MSN572	Advanced Health and Physical Assessment Across the Lifespan	4
FNP590	Health Promotion, Education and Disease Prevention Across The Lifespan	3
FNP591	Common Illnesses Across the Lifespan	3
FNP592	Common Illnesses Across the Lifespan - Clinical Practicum	3
FNP593	Primary Health of Acute Clients/Families Across the Lifespan	3
FNP594	Primary Health of Acute Clients/Families Across the Lifespan - Clinical Pra	3
FNP595	Primary Healthcare of Chronic Clients/Families Across the Lifespan	3
FNP596	Primary Healthcare of Chronic Clients/Families Across the Lifespan - Clinic	3
FNP597	Clinical Residency and Practice Management	3

Registered Nurse to Bachelor of Science in Nursing

30 Semester Credits/ 3 Semesters / 12 Months/ 120 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 based on the Essentials of Baccalaureate Education for Professional Nursing Practice from the American Association of Colleges of Nursing (AACN) (2008) and 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.

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.

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 will receive a block transfer of 60 semester credits from previous completed nursing programs that resulted in a current, unencumbered registered nursing license. Students may transfer additional general education courses completed beyond the 60 block transfer, not to exceed 90 semester credits. Please refer to the Transfer Credit Policy (p. 18) for more information.

Where transfer credits do not satisfy the remaining 30

semester credits of general education requirements, USU recommends general education courses that can act to prepare students for the nursing courses. Examples include, but are not limited to, MAT241 Introduction to Statistics and Probability; NUR300 Physical Examination and Health Assessment; HUM499 Senior Seminar: Humanities; or 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. These courses will be completed prior to beginning the first course in the completion program's course sequence.

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.

Curriculum Requirements for the RN-BSN

Core Requirements

NUR300	Physical Examination and Health Assessment	3
NUR370	Transitions and Issues of the Professional Nursing Role	3
NUR371	Foundations of A Caring Science	3
NUR372	Evidence Based Nursing Practice	3
NUR373	Healthcare Policy, Regulation, and Finance	3
NUR374	Managing System Change and Improving Patient Outcomes	3
NUR375	Inter-professional Communication and Collaboration for Improving Healthcare	3
NUR376	Innovation in Patient Care Technology and Information Management	3
NUR377	Cultural Diversity, Spirituality, and Ethics in Healthcare	3
NUR378	Global and Community-Based Nursing	3
NUR499	Capstone in Evidence-based Professional Nursing Practice	3

NUR300 - Tennessee Students Requirement. Adding 3 semester credits and one session to program length.

NUR499 - To be taken as last course.

Master of Science in Nursing

48 Semester Credits / 6 Semesters / 24 Months – Family Nurse Practitioner

30 Semester Credits / 3-6 Semesters / 12-24 Months – Health Care Leadership

30 Semester Credits / 3-6 Semesters / 12-24 Months – Nurse Educator

Delivery Mode: Online Hybrid

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, Health Care Leadership, and Nurse Educator.

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.

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. As of 2020, the California Board of nursing accepts three methods for application for NP licensure. Please review the details of those methods athttps://www.rn.ca.gov/applicants/npnpf.shtml. All nurse practitioners must have a furnishing number to prescribe in California. Applications for furnishing numbers may be submitted at the time of nursing application. Per the California Code of Regulations, eligibility for Nurse Practitioner certification requires the possession of an active California registered nurse (RN) license.

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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 non-California resident students are encouraged to carefully read the requirements and conduct further research in the state in which they intend to seek licensure as a Nurse Practitioner. There may potentially be other non-program requirements that students should be aware of, e.g. criminal background checks.

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Required Time On-Campus

Students in the FNP program will be required to complete one on campus 4-day immersion at one of our campus locations (San Diego, CA, Phoenix, AZ, or Tampa, FL) during their MSN572 Advanced Health and Physical

Assessment Across the Lifespan course. Immersion is required for course and degree completion, and must be taken concurrently with the MSN572 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 540 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 16 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.

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.

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.

Curriculum Requirements

MSN Core Requirements

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
MSN565	Nursing Leadership and Health Policy	3
MSN600	Evidence Based Capstone Project	2

MSN600 - This course is non-transferable

Concentration Options

MSN Family Nurse Practitioner

Advance Practice Requirements

MSN570	Advanced Pathophysiology Across the Lifespan	3
MSN571	Advanced Pharmacology Across the Lifespan	3
MSN572	Advanced Health and Physical Assessment Across the Lifespan	4

MSN572 - This course is non-transferable

Specialty Requirements

FNP590	Health Promotion, Education and Disease Prevention Across The Lifespan	3
FNP591	Common Illnesses Across the Lifespan	3
FNP592	Common Illnesses Across the Lifespan - Clinical Practicum	3
FNP593	Primary Health of Acute Clients/Families Across the Lifespan	3
FNP594	Primary Health of Acute Clients/Families Across the Lifespan - Clinical Pra	3

FNP595	Primary Healthcare of Chronic Clients/Families Across the Lifespan	3
FNP596	Primary Healthcare of Chronic Clients/Families Across the Lifespan - Clinic	3
FNP597	Clinical Residency and Practice Management	3

FNP592, FNP594, FNP596, FNP597 - This course is non-transferable

MSN Health Care Leadership

Specialty Requirements

MSN580	Strategic Planning and Project Management in Healthcare	3
MSN581	Innovation in Organizational and Systems Leadership	3
MSN582	Leadership and Organizational Behavior	3
MSN584	Quality Measures, Safety, and Improving Patient Outcomes	2
MSN586	Entrepreneurship in Advanced Practice Nursing	2
MSN587	Residency in Nursing Leadership and Systems Management	2

MSN587 - This course is non-transferable

MSN Nurse Educator

Advanced Practice Requirements

MSN553	Advanced Health and Physical Assessment Across the Lifespan	3
MSN570	Advanced Pathophysiology Across the Lifespan	3
MSN571	Advanced Pharmacology Across the Lifespan	3

Specialty Requirements

MSN530	Curriculum Development and Teaching Strategies	3
MSN577	Test Construction, Assessment and Evaluation of Learning Outcomes	2
MSN578	Teaching Residency for Nurse Educators	2

MSN578 - This course is non-transferable

Post-Master's Certificate in Health Care Leadership

15 Semester Credits / 6 Courses / 1 Course Every Session
Delivery Mode: Online

The Post-Master's Certificate in Health Care Leadership is available to any nurse who holds at least one earned higher degree in nursing, i.e., MSN, MN, DNP, PhD., who desires to expand their knowledge in nursing leadership.

Courses taken after completion of a degree program in order to complete the certificate are not eligible for financial aid. This 15 credit 100% online certificate option requires satisfactory completion (a grade of at least a "B" for each of four courses) and includes a clinical leadership residency (100 clock hours).

Course Delivery

This certificate is tailored to meet the needs of the working professional. Courses are focused on assuring learning through a selection of engaged learning strategies such as online discussions with peers and faculty, required readings and a supervised clinical residency with a university approved preceptor in one's locale.

Curriculum Requirements

Core Requirements

MSN580	Strategic Planning and Project Management in Healthcare	3
MSN581	Innovation in Organizational and Systems Leadership	3
MSN582	Leadership and Organizational Behavior	3
MSN584	Quality Measures, Safety, and Improving Patient Outcomes	3
MSN586	Entrepreneurship in Advanced Practice Nursing	2
MSN587	Residency in Nursing Leadership and Systems Management	2

Post-Master's Certificate in Nurse Educator

16 Semester Credits / 6 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 nursing education. Applicants with one advanced nursing degree, i.e., Master's or doctoral, are eligible for this Post-Master's Certificate option. Students will learn how to design teaching plans, implement evidence based teaching strategies, design and evaluate curriculum in online, hybrid, academic and other settings. This certificate includes 100 hours of clinical practice time in which students will have the opportunity to work with a university approved teaching mentor in one's area of choice, acute care, community-based settings, academic settings, etc. Residents of Tennessee will need to complete the teaching practicum in a clinical specialty area.

Curriculum Requirements

Core Requirements

MSN553	Advanced Health and Physical Assessment Across the Lifespan	3
MSN570	Advanced Pathophysiology Across the Lifespan	3
MSN571	Advanced Pharmacology Across the Lifespan	3
MSN530	Curriculum Development and Teaching Strategies	3
MSN577	Test Construction, Assessment and Evaluation of Learning Outcomes	2
MSN578	Teaching Residency for Nurse Educators	2

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

ACT-Accounting

ACT 101 - Introduction to Financial Accounting (3)

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.

ACT 102 - Introduction to Managerial Accounting (3)

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).

ACT 514 - Managerial Accounting (3)

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.

ART-Art

ART 137 - Art Appreciation (3)

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.

ART 160 - Visual and Performing Arts (3)

Conceptual and working knowledge of Art, Music, Dance and Theater.

AST-Astronomy

AST 101 - Astronomy (3)

The nature of the universe. Includes solar system, stars, galaxies, and remote universe.

AST 101L - Astronomy Lab (1)

Demonstration of astronomical principles though observation simulation, and analysis of data. Topics may include the sky, the solar system, stars, nebulae, galaxies, and cosmology.

Corequisite: (AST101).

BIO-Biology

BIO 150 - General Biology (3)

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

BIO 150L - General Biology Lab (1)

Laboratory activities for BIO150 General Biology.

BIO 251 - Microbiology (3)

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). Corequisite: (BIO251L).

BIO 251L - Microbiology Lab (1)

Laboratory activities for BIO251 Microbiology.

BIO 252 - Human Physiology (3)

Physiology of nerve and muscle, digestive, circulatory, respiratory, excretory, endocrine and reproductive systems.

Prerequisite: (BIO261).

BIO 252L - Human Physiology Lab (1)

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. ï¿½Topics include the physiology of cell transport mechanisms,

skeletal muscle, nerve impulses, endocrine, cardiovascular, respiratory, digestion, renal, acid-base balance, blood analysis and serological testing.

Corequisite: (BIO252).

BIO 261 - Human Anatomy (3)

Anatomy and histology of human organ systems including the muscle and skeletal systems, the digestive, circulatory, respiratory, excretory, endocrine and reproductive systems.

Prerequisite: (BIO150).

BIO 261L - Human Anatomy Lab (1)

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 anatomical models and histology slides.

Corequisite: BIO261.

BIO 280 - Anatomy and Physiology I with Lab (4)

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

BIO 282 - Anatomy and Physiology II with Lab (4)

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 282 covers the circulatory, respiratory,

lymphatic, digestive, renal, and reproductive systems. Course includes lab activities.

BIS-Business Information Systems

BIS 101 - Introduction to Business Information Systems (3)

An introduction to management information systems and the key role in business. A focus on applying information systems to business communication, data management, networking, e-commerce, ethics and security.

BIS 440 - Data Analysis and Decision-Making for Managers (3)

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

BIS 543 - Business Process Modeling and Enterprise Wide Information Systems (3)

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.

BIS 545 - Organizational, Legal and Ethical Issues in the Digital Enterprise (3)

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.

BUA-Business Analytics

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

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

BUA 441 - Applied Analytic Tools (3)

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

BUA 442 - Analytic Tools: Advanced Methods (3)

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

BUA 443 - Database Management Tools I (3)

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

BUA 444 - Database Management Tools II (3)

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: (BUA443).

BUA 539 - Business Systems Analysis, Modeling and Design Methodologies (3)

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.

BUA 542 - Descriptive and Predictive – Analytical Decision-Making Tools I (3)

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.

BUA 543 - Prescriptive Analytic Decision-Making Tools II (3)

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.

Prerequisite: (BUA542).

BUA 546 - Big Data and Future Directions for Business Analytics (3)

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.

BUI-Business Intelligence

BUI 441 - Survey of Accounting Analytics (3)

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

BUI 442 - Using Analytics to Improve Business Processes (3)

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

BUI 443 - Introduction to Consumer Metrics (3)

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

BUI 444 - Data Analysis Tools (3)

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

BUI 541 - Decision Support Systems and Business Intelligence (3)

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.

BUS-Business

BUS 101 - Introduction to Business (3)

This course provides an overview of how globalization, society, economic systems, legal and political, financial institutions, and other forces interact to affect a business organization. An introduction to functional areas within a business are covered: e.g., business ethics, entrepreneurship, global business, management, marketing, production, information systems, accounting and finance. Students will effectively be able to create a business plan using all elements covered within the course.

BUS 110 - Data Analysis and Communication Tools (3)

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.

BUS 112 - Business Mathematics (3)

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

BUS 220 - Introduction to Business Law (3)

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.

BUS 331 - Business Ethics (3)

This course provides students with the tools necessary to

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

BUS 441 - Small Business Management: Growing Entrepreneurial Ventures (3)

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 risk, financing, human resources, and supply chain and inventory management.

BUS 442 - Sales and Marketing (3)

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

BUS 443 - Entrepreneurship: Developing Successful Business Ideas (3)

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.

BUS 444 - New Ventures: The Business Plan (3)

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.

BUS 445 - Creativity, Innovation and Entrepreneurship (3)

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.

BUS 500 - Business Information Systems (3)

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.

BUS 502 - Business Legal & Ethical Issues (3)

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

BUS 505 - Operations Management and Decision Models (3)

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.

BUS 544 - Business Economics (3)

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.

CAEL-Prior Learning Credit

CAEL 100 - Prior Learning Experience (3)

This course is a designation when awarding credit for PLA.

CCS-Computer Science

CCS 101 - Programming Fundamentals (3)

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)

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.

CCS 285 - Cloud Foundations and Emerging Technology (3)

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 312 - Data Structures, Algorithms and Interactive Scripting (3)

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 programming and formal reasoning on algorithms efficiency and correctness and evaluate empirically the efficiency of an algorithm.

Prerequisite: (CCS280 AND MAT255).

CCS 313 - Database, Website, Network Design and Processes (3)

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.

Prerequisite: (CIS110 AND MAT245).

CCS 331 - Software Development Ethics (3)

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.

CCS 400 - Advanced Programming Languages (3)

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.

Prerequisite: (CCS101 AND MAT245).

CCS 401 - Advanced Programming and Application Development (3)

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.

Prerequisite: (CCS101 AND MAT245).

CCS 410 - Robotics and Intelligent Systems (3)

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.

Prerequisite: (CCS400 AND MAT245 AND MAT252).

CGS-Computer Graphics

CGS 310 - User Experience, Interface and Graphic Design (3)

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.

Prerequisite: (CCS101).

CGS 311 - Web Animation (3)

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.

Prerequisite: (CIS110).

CGS 312 - Digital Publishing (3)

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)

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.

Prerequisite: (CCS101 and MAT245).

CHM-Chemistry

CHM 102 - Principles of Chemistry (3)

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

CHM 102L - Principles of Chemistry Lab (1)

Laboratory activities for CHM102 Principles of Chemistry.

Corequisite: (CHM102).

CIS-Computer Information Systems

CIS 101 - IT Fundamentals (3)

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.

CIS 106 - Computer Hardware and Systems Administration I (3)

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.

CIS 110 - Fundamentals of Web Systems (3)

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.

CIS 120 - Introduction to Digital Literacy (3)

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.

CIS 205 - Computer Hardware and Systems Administration II (3)

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.

Prerequisite: (CIS106).

CIS 206 - Information Assurance and Security (3)

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.

CIS 305 - Web Full Stack Development (3)

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.

Prerequisite: (CGS310 AND CGS311).

CIS 310 - IT Infrastructure (3)

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.

Prerequisite: (CIS206).

CIS 312 - IT Implementation and Evaluation (3)

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.

CIS 320 - Database Systems (3)

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.

CIS 330 - Wireless/Mobile Computing (3)

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.

Prerequisite: (CNT100).

CIS 331 - Computer Security Threats, Attacks, and Vulnerabilities (3)

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).

Prerequisite: (CIS206).

CIS 332 - Advance Security Technologies and Tools (3)

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).

Prerequisite: (CIS206).

CIS 333 - Security Architecture and Design (3)

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).

Prerequisite: (CIS206).

CIS 334 - Security Access and Identity Management (3)

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).

Prerequisite: (CIS206).

CIS 340 - Human Factors/Collaborative Computing (3)

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.

Prerequisite: (MAT245).

CIS 430 - Security Risk Management, Cryptography, and PKI (3)

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).

Prerequisite: (CIS206).

CIS 440 - Advanced Human-Computer Interaction (3)

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.

Prerequisite: (CIS340 AND MAT245).

CIS 499 - Capstone (3)

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.

CNT-Computer Networking

CNT 100 - Fundamentals of Networking (3)

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.

CNT 310 - Advanced Networking (3)

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.

Prerequisite: (CNT100).

CNT 311 - Local Area Network (LAN) Switching Technologies (3)

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.

Prerequisite: (CNT100).

CNT 312 - Routing Technologies (3)

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.

Prerequisite: (CNT311).

CNT 313 - Wide Area Network (WAN) Technologies (3)

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.

Prerequisite: (CNT100).

CNT 314 - Network Security (3)

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.

Prerequisite: (CNT311 OR CNT312).

COM-Communications

COM 104 - Speech (3)

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

COM 105 - Intercultural Communication (3)

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

COM 204 - Argumentation (3)

Basic principles and skills involved in understanding, analyzing, evaluating, and constructing arguments. Writing intensive.

Prerequisite: (ENG130).

CSA-Computer Systems Administration

CSA 310 - Systems Administration and Operations (3)

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.

Prerequisite: (CIS206).

CSA 311 - Infrastructure and Deployment (3)

This course is designed to introduce students to important cloud concepts including the benefits of cloud services, the financial implications, availability and fault tolerance, and disaster recovery. This course also introduces services supported by cloud architecture such as Infrastructure-as-a-Service (IaaS), Platform-as-a-Service (PaaS) and Software-as-a-Service (SaaS). Students will also compare and contrast cloud models including public, private, and hybrid clouds.

Prerequisite: (CIS206).

CSA 312 - Integration and Security (3)

This course is designed to prepare students to Manage Azure subscriptions and resources; implement and manage storage; deploy and manage virtual machines; configure and manage virtual networks; manage identities, and creating simple applications.

Prerequisite: (CIS206).

CSA 313 - Server Migration and Services Implementation (3)

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.

Prerequisite: (CIS206).

CSA 314 - Cloud Platform Management (3)

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.

Prerequisite: (CIS206).

ECE-Early Childhood Education

ECN-Economics

ECN 101 - Microeconomics (3)

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.

ECN 102 - Macroeconomics (3)

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).

EDU-Education

EDU 205 - Health, Nutrition, and PE for Teachers (3)

This course will cover the California Common Core standards for physical education. Students will be introduced to developmentally appropriate activities to help support and scaffold the development of physical skills for young children. Health education and nutrition, including the negative impacts of drugs and drug and alcohol use by children and anti-drug curriculum will be covered.

EDU 501 - Affirming and Valuing Diversity in the Classroom (3)

The wide variety of students that any teacher will meet in their classrooms, schools and communities will be reviewed with a focus on social justice, equity and educational opportunity for all students. Students will examine research-based cross-cultural strategies necessary to ensure an inclusive classroom honoring individual differences.

EDU 503 - Foundations of Education (3)

This course provides students with an overview of the historical, cultural, philosophical, legal and political history of the American educational system. Learning theories as applied to classroom teaching and differentiation of instruction will be explored. The importance of equity and social justice in education will be covered.

EDU 504 - Introduction to Special Education (3)

This course provides students with an overview of the history and legal requirements of Special Education in the American school system. Students will learn about response to intervention, qualification criteria for special education as well as the requirements of a teacher to support IEP goals and 504 accommodation plans to support students. Various models of support for students will be reviewed including inclusion, collaboration and co-teaching.

EDU 510 - Introduction to Classroom Instruction (3)

Students will be provided with research-based instructional strategies, as well as proven classroom routines and procedures that promote student mastery of curriculum by maximizing instructional time. Strategies for providing differentiated instruction as well as the integration of technology for learning will be covered. Assessment strategies will also be included.

EDU 522 - First and Second Language Acquisition (3)

This course will study the historical, political, socio-cultural and pedagogical factors related to the acquisition of first and second language. Theoretical frameworks ill 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.

EDU 525 - English Language Developmental Strategies for English Language Learners (3)

Instructional models, strategies, approaches, assessment and placement of students in English as a second language and content based second language teaching will be explored. Instructional planning for the development of aural and oral language proficiency will be utilized. Research based strategies for teaching language will be applied.

EDU 534 - Curriculum and Instruction I (3)

Teacher Candidates will learn how to use and develop curriculum embedded in the California State Standards and Frameworks. Students will learn a variety of instructional methods and strategies to provide differentiated instruction to meet the needs of all learners.

EDU 535 - Curriculum and Instruction II (3)

This course is a continuation of EDU534. Teacher candidates will learn how to use and develop curriculum embedded in California State Standards and Framework. Students will apply a variety of instructional methods and strategies to provide differentiated instruction to meet the needs of all learners.

Prerequisite: EDU534.

EDU 536 - Language Arts and Reading K-6 (3)

Approaches, methods, and techniques for teaching literacy skills will be explored. The assessment of literacy skills will be addressed in this course. The six components of literacy instruction (phonemic awareness, phonics, vocabulary, fluency, comprehension and writing) will be addressed throughout the course. This course meets the requirements of the California Education Code and will offer students support in preparation for the Reading Instruction Competency exam (RICA) required of all California Credential Candidates.

EDU 540 - Secondary Teaching Strategies I (3)

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.

EDU 541 - Secondary Teaching Strategies II (3)

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: EDU540.

EDU 542 - Reading in the Content Area (3)

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.

EDU 561 - Student Teaching (Clinical Practice) I (5)

This full-time supervised clinical practice course requires 300 hours of in class student teaching at the school and grade level assigned. This course will 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 Educative Teaching Performance Assessment (EdTPA). The EdTPA 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."

Corequisite: EDU562.

EDU 562 - Directed Student Teaching Seminar I (1)

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 Educative Teaching Performance Assessment (EdTPA) instructional cycles, to include implementation, guidance, and remediation. Synchronous (live) meetings via technology will be a requirement of this course.

Corequisite: EDU561 or EDU565.

EDU 563 - Student Teaching (Clinical Practice) II (5)

This full-time supervised clinical practice course requires 300 hours of in class student teaching at the school and grade level assigned. This course will 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 Educative Teaching Performance Assessment (EdTPA). The EdTPA 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: EDU561. Corequisite: EDU564.

EDU 564 - Directed Student Teaching Seminar II (1)

This course is designed to provide students with academic and professional support during their student teaching assignment. The course is offered in a seminar format consisting of reflective discussions that evolve around events in the classroom, field experiences, supervised teaching and collaboration between the candidates, university personnel. Support for candidates in the completion of the Educative Teaching Performance Assessment (EdTPA) instructional cycles, to include implementation, guidance, and remediation will also be included. Synchronous (live) meetings via technology will be a requirement of this course.

Prerequisite: EDU562. Corequisite: EDU563 or EDU567.

EDU 565 - Student Teaching (Clinical Practice) I (5)

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 Educative Teaching Performance Assessment (EdTPA). The EdTPA 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."

Corequisite: EDU562.

EDU 567 - Student Teaching (Clinical Practice) II (5)

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 Educative Teaching Performance Assessment (EdTPA). The EdTPA 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: EDU565. Corequisite: EDU564.

EDU 580 - Latinos in the United States (3)

This course will explore the historical, cultural, and social characteristics of major Latino groups in the United States. This will include the Latino contributions, cultural conflicts, demographics, migration and immigration patterns. An analyzes of the legal, political, and social contexts that have shared the status and educational experiences of Latinos in the US will be covered.

EDU 581 - Desarollo del Lenguaje y Lectura (3)

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.

EDU 698 - Educational Research in Action (3)

In this course students will learn to engage in research to improve their teaching practice and address barriers to student success. A variety of research approaches that are common to the field of education will be introduced. Students will select a topic for their research proposal to be completed in EDU699 Capstone.

Outcomes

EDU 699 - MAT Capstone (3)

In this final course for the MAT students will address a concern or challenge that exists in the field of education to investigate and develop a research proposal to further add to the field. Students will demonstrate their knowledge of the field by applying evidence-based strategies, approaches and theories to their work in the classroom.

Prerequisite: EDU698 Educational Research in Action.

ELL-English Language Learner

ENG-English

ENG 130 - English Composition and Reading (3)

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.

ENG 140 - English Composition and Critical Thinking (3)

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.

Prerequisite: (ENG130).

ENG 205 - Information and Media Literacy (3)

Develops skills in access, analysis, evaluation, and use of information and media in a variety of forms. Includes traditional academic research practices as well as critical media literacy skills in the analysis of information in mass/social media forms and the evaluation of its authority.

Prerequisite: (ENG130).

ENG 306 - Survey of American Literature (3)

Study of selected works from authors from the present time.

Prerequisite: (ENG130).

ENG 307 - Survey of World Classics (3)

Study of classical works from different cultures to include Greek and Roman classics as well as European.

Prerequisite: ENG130.

ENG 310 - Advanced Composition (3)

Designed for research in a variety of academic disciplines. Enables students to translate research activities into written reports that conform to the expectations of scientific and academic writing.

Prerequisite: (ENG130).

ENG 403 - Multi-Ethnic Children's Literature (3)

Focus on various genres for young people. Includes picture books, classics, personified machine heroes, realistic books, etc. Includes enrichment ideas which teachers can use with young children.

Prerequisite: (ENG130).

FIN-Finance

FIN 310 - Introduction to Finance (3)

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.

Prerequisite: (FIN310).

FIN 441 - Corporate Finance (3)

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

FIN 442 - Financial Markets and Institutions (3)

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

FIN 443 - Investment Fundamentals and Portfolio Management (3)

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

FIN 444 - International Finance (3)

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.

FIN 445 - Financial Econometrics (3)

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.

FIN 510 - Financial Management (3)

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.

FIN 511 - Corporate Financial Accounting (3)

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 Shareholderï¿½s Equity, and Statement of Cash Flows in compliance with the SEC, and in conformity with FASB and GAAP.

FIN 512 - Finance Strategy and Valuation (3)

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.

FIN 514 - Entrepreneurial Finance (3)

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.

FNP-Family Nurse Practitioner

FNP 590 - Health Promotion, Education and Disease Prevention Across The Lifespan (3)

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.

Prerequisite: (MSN560 AND MSN561 AND MSN563 AND MSN565).

FNP 591 - Common Illnesses Across the Lifespan (3)

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 clientï¿½s 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.

Prerequisite: (MSN572). Corequisite: (FNP592).

FNP 592 - Common Illnesses Across the Lifespan - Clinical Practicum (3)

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. Cr/NC Grading.

Prerequisite: (MSN572). Corequisite: (FNP591).

FNP 593 - Primary Health of Acute Clients/Families Across the Lifespan (3)

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.

Prerequisite: (FNP591 AND FNP592). Corequisite: (FNP594).

FNP 594 - Primary Health of Acute Clients/Families Across the Lifespan - Clinical Pra (3)

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. Cr/NC Grading.

Prerequisite: (FNP591 AND FNP592). Corequisite: (FNP593).

FNP 595 - Primary Healthcare of Chronic Clients/Families Across the Lifespan (3)

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. Studentsï¿½ 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.

Prerequisite: (FNP593 AND FNP594). Corequisite: (FNP596).

FNP 596 - Primary Healthcare of Chronic Clients/Families Across the Lifespan - Clinic (3)

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. Cr/NC Grading.

Prerequisite: (FNP593 AND FNP594). Corequisite: (FNP595).

FNP 597 - Clinical Residency and Practice Management (3)

Clinical Residency requires completion of 135 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. Cr/NC Grading.

Prerequisite: (FNP595 AND FNP596). Corequisite: (MSN600).

GER-Gerontology

GER 310 - Gerontology (3)

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.

GER 402 - Aging Programs and Services (3)

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).

GER 404 - Elder Law (3)

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.

GER 408 - Studies on Aging (3)

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.

GER 410 - Engaging the Elder Patient (3)

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.

HCA-Health Care Administration

HCA 101 - Healthcare Delivery in the United States (3)

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.

HCA 201 - Terminologies and Classification Systems (3)

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.

HCA 401 - Strategic Management in Healthcare Organizations (3)

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.

HCA 404 - Human Resources in Health Administration (3)

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.

HCA 405 - Quality Management in Healthcare (3)

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.

HCA 406 - Financial Management in Healthcare (3)

Given the complex environment of the US Healthcare System, the increasing constraints on reimbursement and revenue, trend towards ï¿½value based healthcareï¿½; 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.

HCA 408 - Healthcare Marketing (3)

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.

HCA 414 - Healthcare Law, Policy, and Management (3)

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.

HCA 416 - Business Intelligence Tools (3)

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.

HDA-Healthcare Data Analytics

HDA 310 - Health Informatics (3)

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.

HED-Health Education

HED 201 - Human Nutrition (3)

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.

HED 300 - Introduction to Health Education (3)

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.

HED 302 - Health Promotions and Lifestyle Modification (3)

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.

HED 304 - Principles of Educating and Teaching (3)

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.

HED 306 - Developing and Working in Teams (3)

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.

HED 406 - Development and Evaluation of Health Programs (3)

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.

HED 407 - Strategies for Patient Engagement (3)

Given that much of individualï¿½s health is driven by the social determinants of healthcare, including the patientï¿½s 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.

HIS-History

HIS 120 - United States History I (3)

Political and social development of the United States, with emphasis on colonial period, the Constitution, and American institutions, up to the Civil War.

HIS 122 - United States History II (3)

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.

HIS 210 - Arizona History (3)

Students examine the constitution of the State of Arizona. From this foundational review, students will explore application of the constitution of the State of Arizona in educational contexts. In addition, an introduction to Arizona from the integrated social science perspectives of history, geography, and government will be provided.

This course is required for students seeking teacher certification in the state of Arizona.

HIS 226 - World History I (3)

Themes in the institutional, political, socio-economic, and cultural development of ancient societies. The growth of civilizations and the interrelationships of peoples of Europe, Asia, Africa, and America.

Prerequisite: ENG130.

HIS 228 - World History II (3)

Themes in the institutional, political, socio-economic, and cultural development of society and socio-political changes. The growth of civilizations and the interrelationships of peoples of Europe, Asia, Africa, and America.

Prerequisite: HIS226.

HIS 320 - California History (3)

The political, economic, social, and intellectual growth of California from Spanish colonial era to the present, with emphasis on the themes and movements identified in the California State Framework.

Prerequisite: ENG130.

HIS 321 - World History I (3)

Themes in the institutional, political, socio-economic, and cultural development of ancient societies. The growth of civilizations and the interrelationships of peoples of Europe, Asia, Africa, and America.

Prerequisite: ENG130.

HIS 322 - World History II (3)

Themes in the institutional, political, socio-economic, and cultural development of society and socio-political changes. The growth of civilizations and the interrelationships of peoples of Europe, Asia, Africa, and America.

Prerequisite: HIS321.

HRM-Human Resource Management

HRM 210 - Introduction to Human Resource Management (3)

An introductory course to key competencies essential to Human Resource operations. Examination on the various roles of Human Resources (recruitment, legal issues, selection, assessment and development, compensation, benefits) and a broad review of issues faced within an organization (termination, harassment, workplace violence).

HRM 441 - Learning and Development (3)

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.

HRM 442 - Workforce Planning and Performance Management (3)

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

HRM 443 - Legal Environment of Human Resource Management (3)

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

HRM 444 - Compensation and Benefits (3)

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.

HRM 502 - Attracting and Retaining Talent (3)

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.

HRM 503 - Executive Seminar: Human Resources Trends and Emerging Practices (3)

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.

HRM 504 - Human Resource Analytics: Managing Total Rewards Compensation (3)

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.

HRM 505 - Human Resource Strategy and Leadership Decision-Making (3)

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.

HSC-Health Sciences

HSC 101 - Health and Society (3)

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.

HSC 105 - Cultural Competence in Healthcare (3)

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.

HSC 210 - Environmental Health Safety (3)

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.

HSC 215 - Survey of Public Health Biology (3)

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.

HSC 380 - Ethics in Healthcare (3)

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).

HSC 404 - Principles of Epidemiology (3)

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.

HSC 406 - End of Life Ethics (3)

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: (HSC101).

HSC 499 - Capstone (3)

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.

HUM-Humanities

HUM 499 - Senior Seminar: Humanities (3)

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

LIB-Liberal Arts

LIB 499 - Liberal Studies Capstone (3)

This is the culminating course for a liberal studies student that is not entering the field of teaching. This is a summative course that requires students to demonstrate their master of the program learning outcomes through the application of knowledge gained throughout the program.

LIN-Linguistics

LIN 478 - Linguistics (3)

This course is an in-depth study of the relationship between language and schooling. Focus is placed on the analysis of classroom language use and variations in instructional settings. Emphasis will also be on practical application of sociolinguistics, psycho-linguistics as they apply to English Language Learners.

Prerequisite: ENG140.

MAE-Education

MAE 500 - Psychology of Education (3)

This is an overview course of the psychology of learning and how the brain functions. The application of learning theories to teaching at both the k12 and higher education levels will be discussed with a focus on andragogy and pedagogy learning theories. Contemporary learning theories will also be included.

MAE 502 - Concepts in Educational Inquiry (3)

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

MAE 504 - Legal Issues in Education (3)

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.

MAE 505 - Trends and Issues in Education (3)

Students will examine historical cases as well as contemporary issues that have set the precedent for school policy and authority today and the implications for issues facing modern schools. Ethical and moral challenges will be addressed as well as a critique of current responses to schools in crisis.

MAE 506 - Cultural Perspectives in Education (3)

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.

MAE 512 - Assessment in Education (3)

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

MAE 515 - Literacy Instruction for Students with Mild Disabilities (3)

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

MAE 519 - Classroom and Behavior Management in the Inclusive Classroom (3)

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

MAE 521 - Content Area Instruction for Students with Mild Disabilities (3)

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 todayï¿½s classrooms.

MAE 523 - Autism Spectrum Disorders: Characteristics and Educational Implications (3)

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.

MAE 535 - Curriculum Across Content Areas for Diverse Young Learners (3)

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

MAE 537 - Developing Language, Literature and Communication of Diverse Young Learners (3)

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

MAE 539 - Methods of Teaching Early Childhood (3)

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

MAE 541 - Maintaining an Effective Learning Climate (3)

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

MAE 551 - Managing Organizational Culture: Elementary and Secondary School Organizations (3)

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

MAE 555 - Leading for Assessment and Accountability (3)

In this course students will examine research-based models for ensuring school effectiveness, accountability, and continuous quality improvement. Considered are norm-referenced and criterion-referenced testing, standardized

test score interpretation, data mining, data analysis, data reporting, and using data-based decision making to improve student achievement. California's system of school accountability and grading is studied.

MAE 557 - Leading School Communities in a Pluralistic Society (3)

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

MAE 561 - Leading for Learning and Development of the School Community (3)

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

MAE 591 - Higher Education Administration and Leadership (3)

The course focuses on strategic leadership and decision making, specifically in the context of the higher educational setting. The course examines contemporary leadership theories, with emphasis on transformational and transactional leadership styles. Application of principles of organizational change, team dynamics, strategic planning and other topics that a leader of higher education needs to know to successfully lead organizations of higher learning.

MAE 592 - The Community College (3)

This course is designed to provide students with a working knowledge of the structures, functions, policies, major issues, and concerns within the community college system, and provides opportunities to engage in an amalgam of thoughtful analysis to address community college matters and issues through readings, discussions, research, and leadership.

MAE 594 - Student Services (3)

This course will provide a broad overview of the many

functional areas of student services in higher education institutions. Students will be in introduced to theoretical underpinnings of student services as well as reflect upon their own philosophy and values as it relates to various student services areas. Topics to be covered include: the historical development of higher education institutions and student services, issues impacting diverse populations and campus climate, theoretical underpinnings of student service areas, organizing and managing programs, and future developments in the field.

MAE 596 - Human Resources Management in Higher Education (3)

The course examines the Human Resources function in higher education and explores how Human Resources can become a transformative department.

MAE 599 - Capstone (3)

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.

MAT-Mathematics

MAT 102 - Foundational College Math Skills (3)

This course reintroduces students to basic concepts in mathematics with an emphasis on application and problem solving. Students will use adaptive technologies to practice and improve on their ability to solve equations. Additionally, discussions and assignments will focus on the real-world applications and practical uses of these problem solving skills, laying the foundation for the use of quantitative reasoning throughout the remainder of the curriculum.

MAT 105 - College Algebra (3)

Algebraic concepts and methods. Includes real numbers, graphs, linear and quadratic equations, systems of equation, polynomials, sinusoidal equations, theory of functions.

MAT 221 - Math for Elementary Teachers I (3)

The structure of mathematics taught in the K-8 school curricula. Includes problem solving, whole numbers and integers, algorithms, number theory and fundamentals of

algebra.

Prerequisite: MAT105.

MAT 222 - Math for Elementary Teachers II (3)

The structure of mathematics taught in the elementary school curricula. Includes ratio proportion, data collection, distribution, shapes and measurement in geometry.

Prerequisite: MAT221.

MAT 223 - Algebra and Geometry for Teachers (3)

Students will learn important and specific techniques and strategies aligned with the California Math standards to teach algebra and geometry to children.

Prerequisite: MAT221 and MAT222.

MAT 241 - Introduction to Probability and Statistics (3)

Basic concepts of probability and statistics. Includes sets and probability, random variables and probability distribution, sampling, estimation theories, tests of hypotheses.

Prerequisite: (MAT105 or equivalent).

MAT 245 - Discrete Mathematics (3)

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.

Prerequisite: (MAT105 or equivalent).

MAT 252 - Pre-Calculus for Engineers (3)

Pre-calculus concepts, including key concepts of trigonometry; conic sections; vectors, matrices complex numbers, probability and combinatorics and series.

Prerequisite: (MAT105 or equivalent).

MAT 255 - Calculus for Engineers (3)

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.

Prerequisite: (MAT252).

MGT-Management

MGT 321 - Organizational Behavior and Management (3)

The purpose of this course is to develop student skills in applying theories and concepts of organizational behavior to enable the student to identify and resolve behavioral issues within global organizations. Topics include factors affecting individual and group motivation in the workplace, development of effective groups and teams, organizational cultures, ethical issues in organizational behavior, as well as organizational behavior issues in global organizations.

MGT 326 - Operations Management (3)

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.

MGT 332 - Introduction to Project Management (3)

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.

MGT 334 - Organizational and Business Communication (3)

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.

MGT 410 - Leading Organizations (3)

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.

MGT 420 - International Management (3)

The course will address management issues from a global perspective. Special emphasis is placed on multinational corporations and managing areas, which include human resources, marketing, finance, and ethics. A special emphasis is placed on the role and effect of culture within the global business environment.

MGT 441 - Negotiation and Conflict in Management (3)

Conflict is inherent in all organizations and is often driven by the competition for limited resources and power. This course is an introduction to the sources and types of internal and external conflicts, and the strategies for understanding and managing these conflicts.

MGT 442 - Leading Diverse and Dispersed Teams (3)

We have become a global economy, and as a result are operating across different time zones and cultures. Future leaders will need to have skills to create and lead both diverse and dispersed workforces. In this course, students will learn about the challenges of managing in a global economy by reading case studies demonstrating how some organizations have successfully addressed these new leadership challenges.

MGT 443 - Supply Chain Management (3)

In this course, students study the following supply chain functions: logistics, operations, purchasing/sourcing, transportation, inventory, and warehouse management. The use of analytical tools to guide decision-making is emphasized.

MGT 444 - Strategic Management (3)

This course is an examination of strategic management concepts. Students will study the strategic planning process, which includes creating goals, making decisions, taking actions, and analyzing results. The benefits of strategic planning will be identified and distinguished from operational planning. Through discussions, exercises and assignments, students will practice using analytical tools to critically assess an organization's internal and external environments, competitive opportunities, and threats. Students will be expected to recommend an appropriate organizational strategy, while at the same time critically analyzing other strategic approaches.

MGT 499 - Capstone (3)

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.

MGT 504 - Talent Acquisition, Performance, and Behavior (3)

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. .

MGT 511 - Managing Organizational Change and Innovation (3)

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.

MGT 512 - Cross-Cultural Management (3)

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.

MGT 534 - International Business Environments: Trends and Practices (3)

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.

MGT 538 - Global Business Leadership (3)

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.

MGT 540 - Global Business Strategy (3)

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.

MGT 550 - Project Management Essentials (3)

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.

MGT 551 - Project Management Organizational Framework (3)

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.

Prerequisite: (MGT550).

MGT 552 - Project Management Integration Framework (3)

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.

Prerequisite: (MGT551).

MGT 553 - Information Technology Project Management (3)

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.

MGT 599 - Capstone (3)

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.

MGT 699 - Graduate Capstone (3)

MGT699 is the final course in the 36-credit Master of Business Administration program. It is designed to have F-1 students demonstrate their understanding of western culture and American organizations while synthesizing business concepts and showcasing the knowledge they've gathered along their journey. Informed by their practical training experience in their program, students will recommend solutions to contemporary issues in their field and discipline.

Prerequisite: Students must have successfully earned 30 credits in their program to take the course.

Outcomes

MGT 999 - Graduate Professional Symposium (0)

This course provides practical learning experience and application for qualified graduate students and links to the 36-credit hour Master of Business Administration program learning outcomes. Students will submit updates of work performed and hours of work in the field. Also, students will explore contemporary issues in their field of study and specialized discipline to prepare for MGT699 Capstone.

MHS-Health Sciences

MHS 515 - Information Systems in Healthcare (3)

Overview of various health information systems with emphasis on case studies like patient-care, clinical decision-support, disease and demographic surveillance, imaging and simulation, and safety and environmental assessment. Fundamentals of proposing, reporting, and refereeing evaluation studies are covered. Legal and ethical issues related to training, security, confidentiality, and the use of informed consent are also addressed.

MHS 524 - Fundamentals of Health Informatics (3)

Evolution of health informatics to improve quality and enhance patient safety. Includes definitions, theories, technologies, workflow and expectations in the informatics field, tools and professional organizations.

MHS 525 - Strategic Planning and IT Management (3)

Strategic planning addresses long-term goals and the allocation of IT resources. Tactical plans outlining specific steps and timetables to achieve the strategic goals including hardware and software architecture, and end-user computing resources are. Topics include budget and risk management controls.

MHS 527 - Data Standards and Analytics (3)

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.

MKT-Marketing

MKT 210 - Principles of Marketing (3)

This course provides a familiarization with the field of marketing with an emphasis on the elements of marketing and associated strategies (analyses of customer, company, and competitor).

MKT 320 - Consumer Behavior and Customer Relations (3)

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).

MKT 441 - Customer Service Management (3)

In this course, students examine the characteristics of ï¿½excellentï¿½ customer service, strategies for gaining and retaining customers and how these can lead to competitive advantages. Emphasis is on an integrative approach to customer service management, involving different areas of companies (i.e., operations, information technology, production, etc.) to provide a seamless approach to providing excellent customer service.

MKT 442 - Marketing Communications and Advertising (3)

The purpose of this course is to provide students basic skills to develop an understanding of the requirements for designing and executing marketing and advertising plans. Topics include media selection, types of advertising, personal selling, sales promotion, public relations, and demand creation

MKT 443 - Marketing Analysis and Research (3)

This course is an introduction to marketing research and data analysis critical to the firm's success. Students will learn how to apply research results to make strategic marketing decisions. Some of the topics addressed in the course are: forecasting demand, pricing, assessing customer satisfaction, testing and creating strategic marketing/advertising strategies.

MKT 444 - Strategic Internet Marketing (3)

This course examines interactive technologies used for Internet marketing. The following topics will be covered in the course: e-Business strategies, online consumer behavior, the website and blog design and creation, selection of the correct domain name, and marketing mix.

MKT 445 - Search Engine Optimization (SEO) & Search Engine Marketing (SEM) (3)

The purpose of this course is to provide students the skills to optimize websites in order to maximize rankings, site traffic, and sales. Students will learn how to use Google Analytics and other search engine optimization tools to analyze consumer data and develop effective marketing campaigns.

MKT 506 - Marketing Strategy (3)

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.

MKT 507 - Marketing Analytics (3)

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.

Prerequisite: (MKT506).

MKT 508 - Internet Marketing (3)

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.

MKT 510 - Consumer/Buyer Behavior (3)

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.

MKT 536 - Global Marketing (3)

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.

MSN-Nursing

MSN 530 - Curriculum Development and Teaching Strategies (3)

This course will focus on curriculum development processes – planning, design, implementation and evaluation of curricula in nursing education and active teaching strategies to promote learner engagement and accountability in learner-centric settings. Essential components of a nursing curriculum will be analyzed by each student based on selection of one existing pre-licensure, CCNE-accredited BSN nursing program. U.S. trends in 21st Century higher education and the impact of national nursing and regional accreditation bodies on nursing education will be explored. Construction of an in-depth, faculty-approved lesson plan with the inclusion of SMART learning objectives for a select group of patients, nursing staff or students in an academic setting will be required, implemented in a brief teaching session and learning outcomes evaluated by each student. Students will develop a personal professional teaching philosophy which includes preferences for contemporary adult learning theory, Watson's Caring Science philosophy applied to the practice of teaching adult learners and preferred active teaching-learning strategies. Current and emerging educational instructional technologies adapted for use in nursing education will be presented, ie, varied learning platforms, online technologies, multimedia; interactive software, telehealth, simulation learning online, in clinical and lab settings and in traditional academic settings.

Prerequisite: MSN560, MSN561, MSN563, MSN565 MSN553, MSN570, MSN571.

MSN 553 - Advanced Health and Physical Assessment Across the Lifespan (3)

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 AND MSN571).

MSN 560 - Transitions in Practice: The Role of the Advanced Practice Nurse (3)

This course focuses on the role and accountabilities of advanced practice nurses. Emphasis is on historical and contemporary contexts, major themes and theories crucial

to successful development; execution of and leadership in advance practice nursing. Focus is also on the impact and evolution, certification, legal issues, ethics, best practices, standards, standardized procedures, prescriptive authority, and professional activities inclusive of advanced practice nursing roles.

MSN 561 - Theoretical Foundations of Advanced Practice Nursing (3)

This course will analyze major nursing theories and explore theories from related fields. This course will apply the knowledge of nursing theory to evidence-based practice in domains of clinical, research, leadership, management and education. Students in this course will explore in depth the core concepts of Jean Watson's Caring Science Theory. The student will develop a personal theoretical framework for their practice of advanced practice nursing- clinical practice, education, or administration.

Prerequisite: (MSN560).

MSN 563 - Evidence Based Inquiry for Scholarship and Practice (3)

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 Capstone Project.

Prerequisite: (MSN561).

MSN 564 - Cultural and Spiritual Care Across the Lifespan (2)

This course focuses on an evidence-based approach to examining a wide range of cultural norms, religions, and alternative health care practices of varied racial and ethnic groups. Emphasis will be placed on using critical dialogue, reflection in action, and scholarship to explore how these practices affect design and implementation of culturally

competent, individualized health care. The value of a multicultural professional nursing work force to assess, plan, and manage care according to the cultural and spiritual needs of individual patients and populations will be incorporated into dialogue and scholarship.

MSN 565 - Nursing Leadership and Health Policy (3)

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. Advanced nursing leadership to ensure nursing workforce diversity for optimal outcomes of patients and healthcare delivery teams and advocacy for vulnerable populations will be explored.

Prerequisite: (MSN564 OR MSN563 OR MSN583).

MSN 570 - Advanced Pathophysiology Across the Lifespan (3)

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.

Prerequisite: FNP students must pass or receive transfer credit for FNP590 prior to enrolling in MSN570.

MSN 571 - Advanced Pharmacology Across the Lifespan (3)

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).

MSN 572 - Advanced Health and Physical Assessment Across the Lifespan (4)

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: (MSN571).

MSN 574 - Curriculum Development and Teaching Strategies (3)

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: (MSN553).

MSN 575 - Online Teaching and Strategies in Nursing (3)

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.

Prerequisite: (MSN574).

MSN 576 - Educational and Instructional Technology (3)

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.

Prerequisite: (MSN575).

MSN 577 - Test Construction, Assessment and Evaluation of Learning Outcomes (2)

This course examines the principles and practices used for assessment of learning in nursing education and evaluation of learning outcomes. Students will develop expertise in writing learning objectives and constructing a variety of commonly used testing formats. Students will develop expertise in interpretation of item analysis for the improvement of educational outcomes. Assessment of learning and learning outcomes in classroom, skills lab, clinical and online settings will be explored.

Prerequisite: (MSN576).

MSN 578 - Teaching Residency for Nurse Educators (2)

A total of 100 hours of clinical practice time is required in the teaching residency which affords the student decision-making opportunities in the specialist nurse educator role through the application of adult educational theories, evidence-based educational concepts and active teaching strategies for learners in a healthcare or academic setting. The specialist nurse educator role will be analyzed and applied in collaboration with a master's or doctoral prepared nurse preceptor with experience teaching students or staff or patients in an academic or other healthcare specialty clinical setting. Evidence-based educational strategies will be developed into a comprehensive teaching-learning plan to engage learners in active learning, implemented, and learning outcomes evaluated. Clinical teaching residency evaluations will be performed by preceptors using evaluation rubrics and

outcomes evaluated by course faculty. Clinical residency hours and activities will be entered online by students weekly into Project Concert, monitored and evaluated weekly by course faculty.

Nurse educator majors who reside in the state of Tennessee, are required to complete teaching residency hours in a nursing clinical specialty area with a nurse preceptor who has expertise in the specialty and teaching experience with patients, staff or others.

MSN 580 - Strategic Planning and Project Management in Healthcare (3)

This course examines a variety of strategic planning methodologies and the theoretical perspectives behind each. It will review strategic planning process and resources allocation, and students will participate in the exploration of national health care delivery policy, financing structures, and review a development of marketing plans in health care.

MSN 581 - Innovation in Organizational and Systems Leadership (3)

This course will leverage current and emerging trends and innovations in health care system to enhance their organization and system leadership skillsets and leadership opportunities. Students will have the opportunity to explore sustainable solutions for today's complex healthcare systems in a transdisciplinary environment.

MSN 582 - Leadership and Organizational Behavior (3)

This course will examine the nuances of leadership roles and organizational behaviors in today's complex health systems. Students will learn to design, implement and lead transformation in complex healthcare systems.

MSN 583 - Legal and Ethical Issues for the Advanced Practice Nurse (2)

This course presents an overview of the legal issues facing the health care industry. It provides students with a basic working knowledge of health law and ethics. It is a comprehensive and inclusive review of a wide variety of health care legal issues. Students are provided with a realistic knowledge of health law and its application to the real world.

MSN 584 - Quality Measures, Safety, and Improving Patient Outcomes (2)

This course focuses on the key drivers affecting healthcare delivery such as the Quality and Safety movement. Students will learn methods of assessing quality and techniques for improving quality. They will learn how to develop a patient safety, and quality assurance program in healthcare.

MSN 585 - Innovation in Healthcare Technology (3)

This course will examine innovations theory as it relates to healthcare innovations. How to develop an environment that supports innovation in healthcare will be explored. A focus on emerging technologies for clinical practice and healthcare management will be examined as they relate to new healthcare delivery models and Telehealth. The changing role of technology, its use and abuse, and the barriers to implementation will be covered.

MSN 586 - Entrepreneurship in Advanced Practice Nursing (2)

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. Students will develop a presentation pitch for their business plan for peer critique.

MSN 587 - Residency in Nursing Leadership and Systems Management (2)

This course includes 100 leadership residency hours working in collaboration with a nurse leader preceptor to accomplish pre-determined clinical learning objectives which will enable students to apply knowledge learned throughout the MSN program with a goal of enhancing leadership knowledge and skills. Weekly discussion forums and readings will focus on cutting-edge quantum leadership and complexity science theories and other topics pertinent for 21st Century transformational nursing leadership.

MSN 600 - Evidence Based Capstone Project (2)

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.

Corequisite: (FNP597).

NUR-Nursing

NUR 300 - Physical Examination and Health Assessment (3)

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.

NUR 370 - Transitions and Issues of the Professional Nursing Role (3)

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.

NUR 371 - Foundations of A Caring Science (3)

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.

NUR 372 - Evidence Based Nursing Practice (3)

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.

NUR 373 - Healthcare Policy, Regulation, and Finance (3)

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.

NUR 374 - Managing System Change and Improving Patient Outcomes (3)

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.

NUR 375 - Inter-professional Communication and Collaboration for Improving Healthcare (3)

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.

NUR 376 - Innovation in Patient Care Technology and Information Management (3)

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.

NUR 377 - Cultural Diversity, Spirituality, and Ethics in Healthcare (3)

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.

NUR 378 - Global and Community-Based Nursing (3)

This course explores the factors that impact the health of individuals, communities, and populations at the local, national, and global levels. Issues including public health, environmental health, emerging infectious diseases, and chronic illness will be explored, while incorporating societal and cultural issues.

Prerequisite: (NUR370 AND NUR371 AND NUR372 AND NUR373 AND NUR374 ANDNUR375 AND NUR376 AND NUR377).

NUR 499 - Capstone in Evidence-based Professional Nursing Practice (3)

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).

PHI-Philosophy

PHI 105 - Introduction to Ethics (3)

Synthesizes philosophical and ethical topics from the Western tradition including: theory of knowledge,

metaphysics and reality, ethical relativism, deontology, God, skepticism, justice, free will, and moral responsibility, with inclusion of selected philosophers from Classic Era to the twentieth century.

PHI 399 - Applied Philosophy and Ethics (3)

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

POS-Political Science

POS 120 - International Relations (3)

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). ï¿½Topics discussed will include regional conflict, foreign policy-making, international organizations, human rights, globalization, and environmental protection. ï¿½The purpose of the course is to develop the analytical skills necessary to understand developments in the contemporary global community.

POS 399 - Special Topics in Political Science and International Relations (3)

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

PSY-Psychology

PSY 101 - Introduction to Psychology (3)

A survey of the principles and concepts basic to understanding of human behavior. Includes history and development of basic theories.

PSY 285 - Child Development (3)

Development from conception to pre-adolescence. Includes biological, psychological, cognitive-structural, stimulus response, humanistic views. Parental care, attachment-separation, parenting, and institutional care.

PSY 495 - Lifespan Cycles (3)

This course provides an understanding of the psychological aspects of human development from birth to death. Exploration of the patterns and sequences of physical, cognitive, social and psychological development and how individuals fulfill their potential at each stage of the life cycle. Also emphasized are the norms and variations that occur during the life cycle with the impact that heredity, environment and social factors play in creating human development.

SCI-Science

SCI 220 - Survey of Physical Science (3)

Introduction to the basic principles and general concepts of physical sciences. Selected topics from chemistry and physics.

SCI 222 - Science for Elementary Teachers (3)

This course is specifically designed for teachers to be introduced to the Next Generation Science Standards (NGSS) as well as the California Common Core standards. Content domains to be covered include; properties of matter, principals of motion and energy, ecology, astronomy, geology, and oceanography.

SOC-Sociology

SOC 101 - Introduction to Sociology (3)

Study of human behavior. Includes sociological perspective, culture, socialization, social organization and stratification, deviant behavior and the family.

SOC 305 - A Critical Perspectives in Society (3)

Study of human society from diverse perspectives. Analysis of the nature of social organizations and cultures developed by human need.

Prerequisite: (PSY101).

SSC-Social Sciences

SSC 499 - Senior Seminar: Social Sciences (3)

This senior seminar course draws on student's previous exposure to social science courses and enhances their critical thinking skills through application of accumulated knowledge and experience to real-world problems. This course provides students with the opportunity to review and reflect on past educational, professional, and life experiences in relationship to the theories and practices of social sciences. By engaging in interdisciplinary studies of human behavior, social systems, and their interaction, students prepare for successful personal and professional lives.

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