General Catalog 2026-2027

UNITED STATES UNIVERSITY

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1-855-313-0885
www.usuniversity.edu

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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 before signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you before signing an enrollment agreement.

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

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. Additionally, students are also held accountable for policies published within the handbooks and university policy and procedure manual. 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.

In 2025, USU moved its main campus to Sandy Springs, GA.

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 and Facilities

The main campus hours of service (Eastern Time Zone) are Monday through Friday 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.

Students can get technical support by emailing studentservices@usuniversity.edu.

MAIN CAMPUS

Online coursework is completed at a location determined by the student. All on-ground instruction occurs at the main campus located at 859 Mt. Vernon Hwy NE, Suite 200, Sandy Springs, GA 30328. International students with an F-1 visa enrolled before May 29, 2025, must attend all on-campus instruction at the California site listed on their program enrollment agreement.

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. 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.

Equipment and Materials for Instruction

For on-ground courses, computers with internet access and projectors 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.

IMMERSION SITE

The MSN-FNP applicants accepted on or after May 6, 2024, will complete a virtual immersion.

For the MSN-FNP and PM-FNP students accepted and enrolled prior to May 6, 2024 will require an in person, face-to-face immersion experience in Phoenix, Arizona. The immersion incorporates activities to develop advanced practice history taking and physical examination skills. Students will have access to technological resources and clinical tools to enhance their clinical competence, critical thinking skills, and procedural aptitude.

The immersion site is located in Phoenix, Arizona at 4605 E. Elwood St in the Sky Harbor Towers with easy access from State Route 143, Interstate 10, and Sky Harbor International Airport.

The site offers learning experiences on the 1st and 4th floors of the Sky Harbor Towers. Students will have elevator and restroom access on both floors. There are two lactation rooms that are appropriately furnished for intended use. Students will have access to the Cafe at the Towers courtyard for dining.

Equipment and Materials for Instruction

For on-ground immersion, computers with internet access and projectors 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. On the 4th floor, there are 2 lecture classrooms, 12 standard clinical examination rooms, a common area (lounge), and 2 restrooms. On the 1st floor, there are 2 debrief rooms, 4 large "hospital" rooms, 10 standard clinical examination rooms, 1 small classroom, and 2 restrooms.

Parking

Parking is available at the campus and includes all parking spots that does not have an assigned number. 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.

ADMINISTRATIVE SITES

Administrative locations are sites where the university has a physical address and staff have a physical presence in relation to the management and duties related to academic operations.

Arizona: 4605 E. Elwood Street, 3rd Level, Phoenix, Arizona 85040

California: 404 Camino Del Rio S., Suite 102, San Diego, California 92108

Office Hours Monday, Wednesday, and Friday 09:00 AM - 05:00 PM PST

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

Georgia Nonpublic Postsecondary Education Commission (GNPEC)

The University is approved by the Georgia Nonpublic Postsecondary Education Commission (GNPEC) located at 2082 East Exchange Place, Tucker, GA 30084 US, 770-414-3300, https://gnpec.georgia.gov/

Bureau for Private Postsecondary Education (BPPE) (for students enrolled under or residents of California)

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.).

Pursuant to CEC section 94909(a)(3)(D), The Office of Student Assistance and Relief is available to support prospective students, current students, or past students of private postsecondary educational institutions in making informed decisions, understanding their rights, and navigating available services and relief options. The office may be reached by calling (888) 370-7589, option #5, or by visiting osar.bppe.ca.gov.

California Board of Registered Nursing (BRN) (as Out of State Institution)

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

MSN-FNP Nursing students admitted prior to May 29, 2025, will be in admitted to the Texas track and may file a complaint to the Texas Higher Education Coordinating Board by completing a complaint form, which can be obtained on THECB website https://www.highered.texas.gov/student-complaints/

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 202-887-791.

Arizona State Board of Education

United States University is approved to offer institutional recommendations (credentials) for the certification of elementary and secondary teachers by the Arizona State Board of Education located at: 1700 W. Washington St., Executive Tower, Suite 300, Phoenix, AZ 85007, azsbe.az.gov.

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.

State Relocation Notice
Students who relocate while enrolled in a degree program may be unable to complete their studies if they are moving to a country or state where the University is not currently authorized to offer that particular program. Students should contact their Academic Advisor if they are considering relocating during their course of study.

Board of Trustees

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

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United States University

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Josh Franken
Senior Director of Enrollment

Faculty

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Doctor of Philosophy, Industrial/Organizational Psychology
Capella University

College of Education

Dr. Kathleen Friedman
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Doctor of Philosophy, K-12 Future Studies
Capella University

College of Nursing and Health Sciences

Director of Program Development and Management
Assistant Professor
Doctor of Nursing Practice
Brandman University

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Assistant Professor
Doctor of Nursing Practice
Brandman University

Program Director, RNBSN, MSN Nurse Educator, MSN Health Care Leadership; MSN Core; General Education (Gen Ed)
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Doctor of Philosophy, Nursing
Rush University

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Doctor of Nursing Practice
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Doctor of Nursing Practice
Frontier Nursing University

Senior Director
Assistant Professor
Doctor of Nursing Practice
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Georgetown University

Assistant Professor
Director, Family Nurse Practitioner Program
Doctor of Nursing Practice
Rush University Medical Center

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Doctor of Nursing Practice
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Immersion Director
Master of Science in Nursing
Chamberlain College of Nursing

Dr. Caitlin Bruce
Doctor of Nursing Practice
United States University

Dr. Shaneeka Gibson
Doctor of Nursing Practice
Aspen University

Dr. Gay Goss
Professor
Doctor of Philosophy, Nursing
University of California, San Francisco

Dr. Blessing Isiguzo
Doctor of Nursing Practice
Alliant International University

Dr. Yvette Lowery
Assistant Professor
Doctor of Nursing Practice
South University

Dr. Rebecca Richmond
Doctor of Nursing Practice
Aspen University

Adjunct Faculty
Adjunct faculty are appointed due to the depth and breadth of their professional experience and commitment to higher education and student success.
College of Business and Technology

George Ackerman
Juris Doctor
Nova Southeastern University

Dr. Kaheshia Brooks
Doctor of Education
National University

Doctor of Management
University of Massachusetts Amherst

Arlys Erikson
Master of Science, Administration
Central Michigan University

Dr. Robert Haughton
Doctor of Philosophy, Management
Walden University

Dr. Alex Lazo
Doctor of Philosophy, Organization and Management
Capella University

Dr. Yvan Nezerwe
Doctor of Business Administration, Finance
Alliant International University

Dr. Zachary Oliver
Doctor of Organizational Leadership
Argosy University

Dr. Pamela Richardson
Doctor of Business Administration
University of Texas

Dr. Arthur Lee Smith
Doctor of Management
Northcentral University

College of Education

Dr. Nicholas Bowersox
Doctor of Business Administration
Trident at American Intercontinental University

Doctor of Organization and Management
Capella University

Dr. Dino Doliente
Doctor of Nursing Practice
Aspen University

Doctor of Business Administration
Turabo University

Doctor of Business Administration
Alliant International University

Dr. Matthew Milsaps
Doctor of Business Administration
Capella University

Dr. Jennie Oliver
Doctor of Business Administration
Argosy University

Dr. Todd Price
Doctor of Information Systems Management
Walden University

Dr. Todd Senft
Doctor of Philosophy, Organization and Management
Capella University

Dr. Devin Smith
Doctor of Industrial/Organizational Psychology
Walden University

Dr. John Ashley
Doctor of Education, Educational Leadership
San Diego State University

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Doctor of Education, Organizational Leadership
Grand Canyon University

Dr. Joycelyn Camargo
Doctor of Education, Educational Leadership
San Diego State University

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Doctor of Education, Teaching, and Learning
University of California, San Diego

Dr. Mark Duplissis
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Arizona State University

Alynn Goulding
Master of Instructional Science and Technology
California State University, Monterey Bay

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Master of Education
National University

Gregory Kennedy
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Indiana University

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Doctor of Education, Educational Leadership
Capella University

Soundra Pollocks
Master of Educational Leadership
Albany State University

Doctor of Philosophy, Education
Northcentral University

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Texas A&M University

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Doctor of Cognition and Instruction
Grand Canyon University

Tracy Balow
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Chapman University

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Doctor of Education, Organizational Leadership
Brandman University

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Master of Education, Teaching and Learning
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Master of Educational Administration
San Diego State University

Dr. Patricia Fernandez
Doctor of Education, Educational Leadership
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Doctor of Management, Organizational Leadership
University of Phoenix

Jennifer Kelly
Master in Special Education
Pittsburgh University

Norma Lopez
Master of Education
National University

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Dr. Rebecca Wardlaw
Doctor of Education, Educational Administration
University of California, San Diego

College of Nursing and Health Sciences

Kindal Andrews
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University of Nevada, Reno

Dr. Khaled Alomari
Doctor of Nursing
Azusa Pacific University

Dr. Sheryl Antido
Doctor of Nursing Practice
Grand Canyon University

Jacqueline Arvizu
Master of Science in Nursing
Grand Canyon University

Dr. Jonathan Audu
Doctor of Nursing Practice
University of Massachusetts

Dr. Carol Bafaloukos
Doctor of Nursing Practice
Frontier Nursing University

Dr. Jessica Bencsik
Doctor of Nursing Practice
Brandman University

Mary Boateng
Master of Science in Nursing
Chamberlain University

Dr. Gena Brennan
Doctor of Nursing Practice
Grand Canyon University

Dr. Mirella Brooks
Doctor of Philosophy, Family Nurse Practitioner
University of Hawaii

Virginia Butler
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Grand Canyon University

Dr. Lan Cabatingan
Doctor of Nursing Practice
Aspen University

Dr. Amanda Carter
Doctor of Nursing Practice
American Sentinel University

Rhonda Casey
Master of Science In Nursing, Nursing Education
Ursuline College

Dr. Tiara Cohen
Doctor of Nursing Practice
Grand Canyon University

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Frontier Nursing University

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Texas Woman's University

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Florida Atlantic University

Dr. Sharon Bigger
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Dr. Katie Bomberger
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University of Nevada

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Northern Arizona University

Doctor of Nursing Practice
Aspen University

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United States University

Tina Cai
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University of Pennsylvania

James Cartwright
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University of South Alabama

Arnold Castro
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United States University

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Doctor of Nursing Practice
Florida International University

Master of Science, Adult Nurse Practitioner
Arizona State University

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University of Louisiana

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Wright State University

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University of Massachusetts

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Doctor of Nursing Practice
Chamberlain University

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Walden University

Dr. Denise Edge
Doctor of Nursing Practice
Samford University

Dr. Cathy Franklin-Griffin
Doctor of Philosophy, Curriculum and Instruction
University of North Carolina, Greensboro

Dr. Joy Fletcher-Chairs
Doctor of Nursing Practice
Herzing University

Dr. Jacqueling Fraiser
Doctor of Nursing Practice
Samford University

Dr. Sabrina Friedman
Doctor of Nursing Practice
Rocky Mountain University of Health Professions
Doctor of Education
Nova Southeastern University

Doctor of Nursing Practice
Grand Canyon University

Rachel Garcell
Master of Science Nursing
University of Miami

Dr. Tiffany Glass

Dr. W. Lawrence Daniels
Doctor of Nursing Practice, Family Nursing
Hampton University

Christina Davis
Master of Science, Family Nurse Practitioner
University of Miami

Dr. Katina Davis-Kennedy
Doctor of Nursing Practice
Aspen University

Dr. Daniel Davis
Doctor of Nursing Practice
Brandman University

Dr. Dawn Deem
Doctor of Nursing Practice
Samford University

Dr. Stephanie Dorsey
Doctor of Nursing Practice
Jacksonville University

Dr. Meilin Diaz-Perez
Doctor of Nursing Practice
Florida International University

Dr. Donna Elgin
Doctor of Nursing Practice
University of Alabama

Jacqueling Fretto
Master of Science Nursing
Arizona State University

Bryan Fix
Master of Science in Nursing
United States University

Nikki Franklin-Sanford
Master of Science, Family Nurse Practitioner
Mississippi University of Women

Master of Science Nursing
Samford University

Dr. David Garcia HS
Doctor of Medicine
Universidad Autonoma de Guadalajara, Medicine

Dr. Meredith George-Wieland
Doctor of Nursing Practice
University of Massachusetts

Kylie Gross

Doctor of Nursing Practice
University of Alabama

Jamie Guthrie
Master of Science in Nursing
Graceland University

Sylvia Hagberg-Fitch
Master of Science, Family Nurse Practitioner
University of Massachusetts

Dr. Randall Hamilton
Doctor of Nursing Practice
Frontier Nursing University

Master of Science, Family Nurse Practitioner
United States University

Dr. Natasha Henderson
Doctor of Nursing Practice
University of North Florida

Amelia Hill
Master of Science, Family Nurse Practitioner
University of South Carolina

Dr. Anne Houle-Gregory
Doctor of Nursing Practice
American Sentinal University

Master of Science, Family Nurse Practitioner
Jacksonville University

Doctor of Nursing Practice
University of North Florida

Dr. Jeazale Julian
Doctor of Nursing Practice
Grand Canyon University

Joseph Kasten
Master of Science, Family Nurse Practitioner
Jacksonville University

Dr. Miranda Keeton
Doctor of Nursing Practice
Samford University

Dr. Cassandra Kelly
Doctor of Nursing Practice
Troy University

Master of Science Nursing
Grand Canyon University

Dr. Tia Knight-Forbes
Doctor of Nursing Practice

Master of Science, Family Nurse Practitioner
Georgetown University

Dr. Elizabeth Gwyn
Doctor of Nursing Practice
Gardner Webb University

Dr. Nakeda Hall
Doctor of Nursing Practice
Wilkes University

Dr. Tara Harris
Doctor of Nursing Practice
Duke University

Doctor of Nursing
University of Phoenix

Doctor of Nursing Education
Touro University

Dr. Minjumg Hong-Decapio
Doctor of Nursing Practice
Touro University

Dr. Lorraine Hu
Doctor of Nursing Practice
Concordia University, Wisconsin

Dr. Paul Thomas Jones
Doctor of Nursing Practice
Regis College

Claudia Joseph
Master of Science, Family Nurse Practitioner
Chamberlain University

Camelle Jones
Master of Science Nursing
South University

Doctor of Nursing Practice
Chatham University

Gina Keedy
Master of Science Nursing
University of Phoenix

Master of Science, Family Nurse Practitioner
University of Arizona

Mee-Ok Kim
Master of Science, Family Nurse Practitioner
Samford University

Dr. Candida Loiselle
Doctor of Nursing Practice

California State University, Fullerton

Master of Science Nursing
United States University

Dr. Janice Linton
Doctor of Nursing Practice
University of North Florida

Master of Science in Nursing, Nursing Education
United States University

Dr. Porshia Mahoro
Doctor of Nursing Practice
University of Tennessee

Dr. Pamela Manning
Doctor of Nursing Practice
Aspen University

Thuzar Maung
Master of Science Nursing
Northern Arizona University

Jennifer McDonald
Master of Science in Nursing
University of San Diego

Dr. Rachel Millard
Doctor of Nursing Practice
University of Michigan

Dr. Betty Mitchell
Doctor of Nursing Practice
Maryville University

Theresa Morin
Master of Science, Family Nurse Practitioner
South University

Dr. Stephanie Nash
Doctor of Nursing Practice
Winston-Salem University

Nanchesca Nelson
Master of Science, Family Nurse Practitioner
Chamberlain University

Nelson Nguyen
Master of Science, Family Nurse Practitioner
Chamberlain University

Dr. Jean-Pierrot Orelus
Doctor of Nursing Practice
Florida International University

Dr. William Outler
Doctor of Nursing Practice
Aspen University

University of Alabama

Master of Science, Family Nurse Practitioner
United States University

Tiffini Lundy
Master of Science in Nursing
Southern University and A&M College

Dr. Melissa Magness
Doctor of Nursing Science
East Tennessee State University

Melissa Malthouse
Master of Science Nursing
Maryville University

Dr. Alice Martanegara
Doctorate of Nursing Practice, Nursing Leadership
Touro University

Doctor of Nursing Practice
Texas Christian University

Mellssa Medlin
Master of Science, Family Nurse Practitioner
South University

Tiffany Millett
Master of Science Nursing
Chatham University

Dr. Janece Moore
Doctor of Nursing Practice
Winston-Salem University

Dr. Joseph Morris
Doctor of Philosophy, Nursing Science
Northern Arizona University

Dr. Jade Nelson
Doctor of Nursing Practice
Medical University of South Carolina

Darryl Nethercot
Master of Science Nursing, Health Care Leadership
United States University

Dr. Scott Nguyen
Doctor of Nursing Practice
University of Alabama

Dr. Doris Ortiz
Doctor of Nursing Practice
Florida International University

Dr. Lori Parke
Doctor of Nursing Practice
Wilkes University

Chirag Patel
Master of Science, Family Nurse Practitioner
Simmons College of Nursing

Dr. Jigarkumar Patel
Doctor of Medicine
Washington University of Health and Science

Dr. Julia Paul
Doctor of Nursing Practice
University of South Alabama

Dr. Kristie Peggins
Doctor of Nursing Practice
University of Tennessee Health Science Center

Dr. Temitope Peters
Doctor of Nursing Practice
University of North Florida

Dr. Donna Petko
Doctor of Nursing Practice
University of Massachusetts

Joshua Phelps
Master of Science in Nursing, Family Nurse Practitioner
United States University

Dusty Pickering
Master of Science, Family Nurse Practitioner
University of Phoenix

Dr. Scott Pickford
Doctor of Pharmacy
University of Buffalo

DeWanda Porter
Master of Science, Family Nurse Practitioner
Ursuline College

Frances Prado
Master of Science, Family Nurse Practitioner
Holy Names University

Dr. Donna Pritchard
Doctor of Nursing Practice
Samford University

Megan Queary
Master of Science in Nursing, Nursing Education
Aspen University

Dr. Maria Ramira
Doctor of Nursing Practice
University of San Diego

Whitney Rapp
Master of Science Nursing
Frontier Nursing University

Dr. Metichico Reed
Doctor of Nursing Administration
William Carey University

Master of Science, Family Nurse Practitioner
University of Mississippi Medical Center

Chadwick Ricks
Master of Science, Family Nurse Practitioner
United States University

Patricia Romero
Master of Science, Family Nurse Practitioner
University of Phoenix

Richard Romero
Master of Science Nursing
Georgetown University

Kristin Romesburg
Master of Science Nursing
Grand Canyon University

Dr. Ashley Roussell
Doctor of Nursing Practice
South University

Elizabeth Russell
Master of Science, Family Nurse Practitioner
University of Phoenix

Kim Salinger
Master of Science, Family Nurse Practitioner
Sonoma Sate University

Courtney Sandridge
Master of Science, Family Nurse Practitioner
Austin Peay State University

Mariam Sangbanwo
Master of Science, Family Nurse Practitioner
United States University

Brittney Schneider
Master of Science Nursing
University of Phoenix

Lacy Scott
Masters of Science, Family Nurse Practitioner
Regis University

Dr. Deborah Silverman
Doctor of Nursing Practice
Touro University

Erica Shore
Master of Science, Family Nurse Practitioner
South University

Dr. Andrew Skousen
Doctor of Nursing Practice
Northwestern Oklahoma State University

Dr. Ashley Snook
Doctor of Nursing Practice
University of Texas

Dr. Jessica Squiabro Pierce
Doctor of Nursing Practice
South University

Jessica Steelman
Master of Science, Family Nurse Practitioner
Gardner-Webb University

Kimberly Stinson
Master of Science, Adult Gerontology Nurse Practitioner
Florida A&M University

Marileth Tan
Master of Science, Family Nurse Practitioner
United States University

Tanyell Thomas
Master of Science, Family Nurse Practitioner
Walden University

Marissa Tierney
Master of Science in Nursing, Clinical Specialist
California State University, Dominguez Hills

Dr. Dave Usman
Doctor of Nursing Practice
Grand Canyon University

Dr. AnnMarie Vang
Doctor of Nursing Practice
Aspen University

Ann Villena
Master of Science in Nursing
United States University

Kassondra Wagy
Master of Science, Family Nurse Practitioner
United States University

Dr. Stephanie Walker
Doctor of Nursing Practice
Frontier Nursing University

Dr. Samantha Walton
Doctor of Nursing Practice
Chamberlain University

Carol Sickels
Master of Science, Family Nurse Practitioner
South University

Cheryl Snodgrass
Masters of Science in Nursing, Nursing Education
Nebraska Wesleyan University

Dr. Sharon Spina-Phillips
Doctor of Nursing Practice
Chatham University

Leanna Stebbins
Master of Science, Family Nurse Practitioner
University of South Alabama

Julie Stephens
Master of Science, Family Nurse Practitioner
Florida Atlantic University

Justin Styles
Master of Science, Family Nurse Practitioner
United States University

Dr. Margaret Teu
Doctor of Nursing Practice
Duquesne University

Vashawna Thomas
Master of Science, Family Nurse Practitioner
South University

Christina Trapp
Master of Science, Family Nurse Practitioner
Northern Arizona University

Shanika Valcour-LeDuff
Master of Science, Family Nurse Practitioner
Loyola University

Laura Vilardi
Master of Science, Family Nurse Practitioner
University of Phoenix

Keely Vrsalovich
Master of Science, Family Nurse Practitioner
Graceland University

Michael Walker
Master of Science, Family Nurse Practitioner
South University

Tanza Walker
Master of Science, Family Nurse Practitioner
South University

Dr. Latasha Warren
Doctor of Nursing Practice
University of South Alabama

Dr. Tierra Wells
Doctor of Nursing Practice
Augusta University

Holly White
Master of Science, Family Nurse Practitioner
University of South Alabama

Dr. Eric Wilson
Doctor of Nursing Practice
South University

Dr. Kathy Wright
Doctor of Nursing Practice
Loyola University, New Orleans

Lawanda Wheat
Master of Science Nursing
Grand Canyon University

Yaazmiyn White
Master of Science, Adult Gerontology Nurse Practitioner
South University

Lori Wiygul
Master of Science, Family Nurse Practitioner
University of Southern Mississippi

Master of Science in Nursing
Grand Canyon University

General Education

Dr. Tra Ahia
Doctor of Philosophy, Counseling/Health Psychology
Walden University

Khrisenten Bellows
Mater of Education
University of La Verne

Dr. Kelly Bragg
Doctor of Education, Instructional Leadership
Grand Canyon University

Brigit Fowler
Master of Education
National University

Patricia Hunter
Master of Arts, Human Development
Pacific Oaks College

James Mathews
Master of Educational Leadership
Northern Arizona University

Dr. Lane Andrews
Doctor of Mathematics Education
University of Northern Colorado

Craig Bragg
Master of Arts in Teaching
Grand Canyon University

Manon Chadwick
Master of Business Administration
University of Phoenix

Steven Gregory
Master of Arts, Humanities
California State University, Dominguez Hills

Michael Johnson
Master of Education
Chapman University

Nicole Poff
Master of Adult Education and Training
University of Phoenix

Academic Calendar 2026-2027

Fall 2026

Session	Session Start Date	Add/Drop Deadline	Session End Date	Grades Due
Fall I 2026	09/01/2026	09/07/2026	10/26/2026	10/29/2026
Fall I - 16wk 2026	09/01/2026	09/07/2026	10/26/2026	10/29/2026
Fall ID 2026	10/06/2026	10/12/2026	11/30/2026	12/03/2026
Fall ID - 16wk 2026	10/06/2026	10/12/2026	2/08/2027	02/12/2027
Fall II 2026	10/27/2026	11/02/2026	12/21/2026	12/23/2026
Fall II - 16wk 2026	10/27/2026	11/02/2026	03/01/2027	03/04/2027
Fall IID 2026	12/01/2026	12/07/2026	2/08/2027	02/11/2027
Fall IID-16wk 2026	12/01/2026	12/07/2026	04/05/2027	04/08/2027

Spring 2027

Session	Session Start Date	Add/Drop Deadline	Session End Date	Grades Due
Spring I 2027	01/05/2027	01/11/2027	03/01/2027	03/04/2027
Spring I - 16wk 2027	01/05/2027	01/11/2027	04/26/2027	04/29/2027
Spring ID 2027	02/09/2027	02/15/2027	04/05/2027	04/08/2027
Spring ID - 16wk 2027	02/09/2027	02/15/2027	05/31/2027	06/03/2027
Spring II 2027	03/02/2027	03/08/2027	04/26/2027	04/29/2027
Spring II - 16wk 2027	03/02/2027	03/08/2027	06/28/2027	07/01/2027
Spring IID 2027	04/06/2027	04/12/2027	05/31/2027	06/03/2027
Spring IID - 16wk 2027	04/06/2027	04/12/2027	08/02/2027	08/05/2027

Summer 2027

Session	Session Start Date	Ad//Drop Deadline	Session End Date	Grades Due
Summer I 2027	05/04/2027	05/10/2027	06/28/2027	07/01/2027
Summer I - 16wk 2027	05/04/2027	05/10/2027	08/23/2027	08/26/2027
Summer ID 2027	06/08/2027	06/14/2027	08/02/2027	08/05/2027
Summer ID - 16wk 2027	06/08/2027	06/14/2027	09/27/2027	09/30/2027
Summer II 2027	06/29/2027	07/05/2027	08/23/2027	08/26/2027
Summer II - 16wk 2027	06/29/2027	07/05/2027	10/25/2027	10/28/2027
Summer IID 2027	08/03/2027	08/09/2027	09/27/2027	09/30/2027
Summer IID - 16wk 2027	08/03/2027	08/09/2027	11/29/2027	12/01/2027

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

Holiday Breaks

Labor Day: September 07, 2026
Columbus Day/Indigenous People Day, October 12, 2026
Veterans Day: November 11, 2026
Thanksgiving Break: November 26–27, 2026
New Year's Day: January 01, 2027
Martin Luther King Jr. Day: January 18, 2027
Presidents Day: February 15, 2027
Memorial Day: May 31, 2027
Juneteenth: June 18, 2027
Independence Day: July 04–05, 2027

Academic Breaks

Winter Term Break: December 22, 2026 – January 4, 2027
Winter D Term Break: December 22, 2026 – January 4, 2027
Spring Term Break: April 27, 2027 – May 03, 2027
Spring D Term Break: June 2 – June 8, 2027
Summer Term Break August 24, 2027- August 30, 2027
Summer Term D Break September 28, 2027- October 04, 2027

Note: Teacher Credentialing Programs (BSEE, 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:
EDU565 Student Teaching (Clinical Practice) I

EDU562 Directed Student Teaching Seminar I
EDU567 Student Teaching (Clinical Practice) II
EDU564 Directed Student Teaching Seminar II
EDU511 Clinical Practice in the Elementary Classroom I
EDU513 Clinical Practice in the Elementary Classroom II
EDU515 Clinical Practice in the Elementary Classroom I
EDU516 Clinical Practice in the Elementary Classroom II
INT501 Internship Supervision and Support I
INT502 Internship Supervision and Support II
INT503 Internship Supervision and Support III
INT504 Internship Supervision and Support IV

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 professional, respectful, and a polite communication environment for all university members, including applicants/candidates, which is why they will be held to the written, verbal, and communication policy. Failure for applicants/candidates to meet this policy may result in the Dean or Program Director denying admission. 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 including applicants who may have a criminal background. Admissions' decisions are made independent of need for financial aid.

Application Deadline
All applications must be submitted by the appropriate deadline. Prospective students must submit their application and all required documentation at least five calendar days prior to the session of intended enrollment, unless a specific programmatic deadline applies (e.g. international programs). The applicant is responsible for requesting and submitting all documentation necessary to complete the application process.

Admissions Documentation

- Official Transcripts - Official Transcripts from previous institutions are required and must be sent directly from a student's previous institution via mail or through secure electronic service to the Office of the Registrar. Hardcopy transcripts that are not issued from the originating institution in a sealed envelope or electronic transcripts received in a format other than a secure electronic service will be considered unofficial. If a student's previous institution is no longer in operation, the student may provide Official Transcripts from the appropriate representing institution or regulatory body.

- Submit a government-issued photo ID (effective 03/01/2025). Verifying identity protects the university and the applicant from potential fraud, so all applicants must submit their current, non-expired, government-issued photo ID. Failure to provide a government-issued ID in a timely manner will result in the application being rejected or delayed for admission. International applicants studying in their home country may provide a government-issued identification. Below is a list of acceptable government-issued IDs:

State-issued driver's license, identification license, or instruction permit (Front and Back)
Passport or passport card
U.S. permanent resident card
Tribal ID

- Nursing Licenses - United States University's nursing programs require a current, unrestricted registered nursing license. Registered nurses licensed outside of these areas are not eligible. Nursing licenses that show past restrictions may be required to provide additional documentation, even if that past restriction has since been resolved. Students are required to maintain an unrestricted registered nursing license throughout their program. If a student's nursing license status changes, the student must self-report the change to ofe@usuniversity.edu. If a student reports a change in their license status, the student may apply for a Leave of Absence while working to resolve their license status with the appropriate nursing regulatory body. Students will be required to provide documentation that their license is unencumbered before resuming classes. If a student exceeds 180 days since their last date of enrollment while attempting to resolve their licensing issue, the student will be dropped from their program per the Attendance and Participation Policy; students in this situation may reapply to the university per the Readmissions policy once their licensing issue is resolved. If the university finds that a student failed to report a change in their license status, they will be subject to review under the Code of Conduct policy.

- Essential Functions - The nursing profession requires significant physical, mental, and behavioral skills. The essential functions listed describe what students must be able to do to meet the requirements of being a nurse to ensure protection of patient safety. The essential functions for the teacher education program is to provide candidates to become informed of the stringent demands related to training and employment

within their field of study. The essential functions define selected attributes and behaviors necessary for students to demonstrate in order to successfully complete their education and subsequently enter their profession. Individuals are required to navigate their assigned responsibilities independently with or without reasonable accommodations. To request a reasonable accommodation, contact accessibility@usuniversity.edu for assistance. Essential functions can be found on the USU website under Students/ Student Services/ Office of Accessibility linked here.

- Additional Documentation - United States University reserves the right to request additional information from any applicant in order to make admissions decisions.
- Retention of Admissions Documents - All documents sent to United States University for admissions purposes become the property of United States University and will not be returned to the applicant or student for any reason, regardless of enrollment status.

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.

The University maintains anadmission appeal process.

Adverse Background - Criminal History

The University does not ask for criminal history information or perform background checks during the application process. The university relies on self-disclosure. However, the University is committed to maintaining safe environments for our students, faculty, and staff and may seek further information on past conduct, including criminal histories, as measures to help secure its campus communities.

Prospective students may be ineligible into some programs that lead to licensure if they have self-disclosed a criminal conviction. Alternative programs may be discussed with an enrollment advisor and/or guidance from the College Dean unless the student's stated objective is other than licensure.

Some programs may still have specific requirements after acceptance and enrollment that require background checks and this information can be found within the catalog. Please make sure to read each program's specific admission and/or licensure requirements.

General Technology 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

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

- Email
- Calendar
- Google Drive
- YouTube

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).

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, if applicable, translated by an acceptable evaluation agency.
        - A member of the National Association of Credential Evaluation Services (NACES) or 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 universities or colleges:
    - Foreign transcripts must be evaluated and, if applicable, translated by an acceptable evaluation agency:
        - A member of the National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators, Inc. (AICE).
- Meet any program-specific entrance requirements. See program-specific admissions requirements (p. 36).
- Complete an Enrollment Agreement.
- Submit a government-issued photo ID. Verifying identity protects the university and the applicant from potential fraud, so all applicants must submit their current, non-expired, government-issued photo ID. Failure to provide a government-issued ID in a timely manner will result in the application being rejected or delayed for admission. International applicants studying in their home country may provide a government-issued identification. Below is a list of acceptable government-issued IDs:
    - State-issued driver's license, identification license, or instruction permit (Front and Back).
    - Passport or passport card
    - U.S. permanent resident card
    - Tribal ID
- Provisional Admission: Applicants who meet all general admission requirements except the minimum GPA requirement may be granted provisional admission into their program of interest. Provisional admission is granted for an initial period of two consecutive 8-week terms, which is equivalent to one 16-week semester. If admitted under provisional admission, students must:
    - Successfully complete the first two courses in their designated program of study by the end of the 16-week semester.
    - Maintain continuous enrollment; withdrawal from either of the two initial courses during the provisional period is not permitted.
    - Successfully earn at least the minimum passing grade required by the program for each course. Please refer to the Grading System for details.

Failure to meet these conditions will result in ineligibility for continued enrollment, and the student will be responsible for any financial obligations.

General Graduate Admissions

- Complete and submit an application for admission,
- Applicants must have obtained a bachelor's degree from an accredited institution.
- Submit official transcripts from:

    - The bachelor degree-awarding institution, and
    - Any post-bachelor degree institution(s).
    - Additional transcript requirements:
        - Programs with undergraduate prerequisites require official transcripts from the originating institution(s).
    - Foreign transcripts must be evaluated and, if applicable, translated by an acceptable evaluation agency.
        - A member of the National Association of Credential Evaluation Services (NACES), or the Association of International Credential Evaluators, Inc. (AICE).
            - Applicants for a California teacher credential program who earned their degrees from outside of the United States must obtain an evaluation of their transcripts through a Commission-approved Foreign Transcript Evaluation Agency. A complete list of approved agencies is available on their website: https://www.ctc.ca.gov/credentials/leaflets/foreign-transcript-evaluation-(cl-635).
- Complete an Enrollment Agreement.
- Submit a government-issued photo ID. Verifying identity protects the university and the applicant from potential fraud, so all applicants must submit their current, non-expired, government-issued photo ID. Failure to provide a government-issued ID in a timely manner will result in the application being rejected or delayed for admission. International applicants studying in their home country may provide a government-issued identification. Below is a list of acceptable government-issued IDs:
    - State-issued driver's license, identification license, or instruction permit (Front and Back)
    - Passport or passport card
    - U.S. permanent resident card
    - Tribal ID
- Meet program-specific entrance requirements. See program-specific admissions requirements (p. 36).
- Meet academic requirements for admission:
    - Master's Programs: Have a cumulative undergraduate grade point average of 2.5 or higher or meet program-specific admissions requirements (p. 36).
- Provisional Admission: Applicants who meet all general admission requirements except the minimum required GPA may be granted provisional admission into their program of interest. Provisional admission is granted for an initial period of two consecutive 8-week terms, which is equivalent to one 16-week semester. If admitted under provisional admission, students must:
    - Successfully complete the first two courses in their designated program of study by the end of the 16-week semester.
    - Maintain continuous enrollment; withdrawal from either of the two initial courses during the provisional period is not permitted.
    - Successfully earn at least the minimum passing grade required by the program for each course. Please refer to the Grading System (p. 108) for details.

Failure to meet these conditions will result in ineligibility for continued enrollment, and the student will be responsible for any financial obligations.

General Doctoral Admissions

- Complete and submit an application for admission.
- Applicants must have obtained a Master's degree from an accredited institution.
- Submit official transcripts from:
    - The master's degree-awarding institution, and
    - Any post-bachelor degree institution(s).
    - Additional transcript requirements:
        - Programs with graduate prerequisites require official transcripts from the originating institution(s).
    - Foreign transcripts must be evaluated and, if applicable, translated by an acceptable evaluation agency.
    -

A member of the National Association of Credential Evaluation Services (NACES), or the Association of International Credential Evaluators, Inc. (AICE). Complete an Enrollment Agreement.

- Complete an Enrollment Agreement.
- Submit a government-issued photo ID. Verifying identity protects the university and the applicant from potential fraud, so all applicants must submit their current, non-expired, government-issued photo ID. Failure to provide a government-issued ID in a timely manner will result in the application being rejected or delayed for admission. International applicants studying in their home country may provide a government-issued identification. Below is a list of acceptable government-issued IDs:
  - State-issued driver's license, identification license, or instruction permit (Front and Back).
  - Passport or passport card
  - U.S. permanent resident card
  - Tribal ID
- Meet all program-specific entrance requirements. See program-specific admissions requirements.
- Meet academic requirements for admission:
  - Doctoral Programs (including Education Specialist): Have a cumulative graduate grade point average of 3.0 or higher.
- Provisional Admission: Applicants who meet all general admission requirements except the minimum GPA requirement may be granted provisional admission into their program of interest. Provisional admission is granted for an initial period of two consecutive 8-week terms, which is equivalent to one 16-week semester. If admitted under provisional admission, students must:
  - Successfully complete the first two courses in their designated program of study by the end of the 16-week semester.
  - Maintain continuous enrollment; withdrawal from either of the two initial courses during the provisional period is not permitted.
  - Successfully earn at least the minimum passing grade required by the program for each course. Please refer to the Grading System for details.

Failure to meet these conditions will result in ineligibility for continued enrollment, and the student will be responsible for any financial obligations.

International Admissions

United States University is authorized under federal law to enroll nonimmigrant students in select degree programs. International applicants must meet the same academic admission requirements as all other prospective students.

International applicants may be admitted to an academic program at the University without requesting visa sponsorship. Applicants who require an F-1 student visa must complete additional steps to demonstrate eligibility for issuance of a Form I-20 in compliance with the Student and Exchange Visitor Program (SEVP).

The University does not provide U.S. visa services to nonimmigrant applicants or students but complies with all Student and Exchange Visitor Program (SEVP) regulations. Any costs related to visa services are the sole responsibility of the applicant. Applicants are encouraged to consult with an immigration attorney if they have questions regarding their immigration status.

Academic Admission Requirements

To be considered for admission to the University, international applicants must meet the University's general admission requirements, English-language proficiency (p. 40), and any applicable program-specific requirements. Applicants must also submit the International Supplemental Application Form.

I-20 Issuance Requirements

Applicants who require F-1 visa sponsorship must submit additional documentation to determine eligibility for issuance of the Form I-20, Certificate of Eligibility for Nonimmigrant Student Status. Admission to a program does not guarantee issuance of a Form I-20.

To be considered for I-20 issuance, admitted students must submit the following documentation:

Evidence of Financial Ability

-

Financial Support Declaration confirming sufficient funds are available for the student (and dependents, if applicable) for at least one academic year. That funding is expected to continue throughout the course of study. The declaration must be signed by the applicant and any sponsor(s).

-

Official bank statements issued by a financial institution demonstrating sufficient funds to cover one year of the cost of attendance.
U.S. immigration regulations prohibit waiver of financial documentation. Without this information, the Form I-20 cannot be issued. Financial documentation must be dated within three (3) months.

Immigration Documentation

Applicants must also submit:

- Copy of passport identification page
- Copy of visa and most recent I-94, if currently in the United States
- Transfer form, SEVIS ID, and the transferring institution's SEVP code, if transferring from another SEVP-certified institution (Most recent I-20, and EAD if applicable)

I-20 Issuance and Enrollment

After admission and submission of all required immigration documentation, the Designated School Official (DSO) will review the materials for eligibility. If the applicant meets SEVP requirements and confirms enrollment, the University may issue the Form I-20.

Students must complete the University enrollment agreement and required disclosures before the Form I-20 can be issued.

Accepted students are responsible for paying first-semester tuition and fees no later than ten (10) days before the program start date. Failure to submit payment may result in cancellation of the Form I-20.

Upon arrival in the United States, students must report to the University's Designated School Official (DSO) and provide copies of all travel documents during their International Student Check-In.
Application deadlines and additional instructions for international students are available on the University website or through the International Supplemental Application.

For questions, contact the Enrollment Department at international@usuniversity.edu or the Designated School Official at DSOGA@usuniversity.edu

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 Business and Technology

Applicants interested in pursuing a certificate in nursing business must have a bachelor's degree and a cumulative grade point average of 2.5.

Applicants interested in pursuing a certificate in Artificial Intelligence (AI) must have a bachelor's degree and a

cumulative grade point average of 2.5.

College of Education

Bachelor of Science in Elementary Education (California Only)

Applicants interested in the Bachelor of Science in Elementary Education degree must provide Fingerprint Clearance to be considered for admission.

Teacher Credentialing Preparation Program (California Only)

Applicants interested in the Teacher Credentialing Preparation Program, must have earned a baccalaureate degree from a regionally accredited institution, or its equivalent, with a minimum GPA of 2.0, or at the discretion of the College Dean the graduate point average may be considered for admission (if applicable). Refer to the graduate admission policy. 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:

- Healthcare Clearance (must have been within the last 2 years).
-
    - 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.
- Fingerprint Clearance.

For the internship option (California Residents Only), the following items must be provided at the time of application to be considered for admission:

- CPR Certification.
- Proof of offer of employment from an approved school district.
- Passed the California Subject Examinations for Teachers (CSET) (all sections) or waiver.

Master of Arts in Teaching (California Only)

Applicants interested in the Master of Arts degree, must have earned a baccalaureate degree from a regionally accredited institution, or its equivalent, with a minimum GPA of 2.0. 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 (California)/HIS210 (Arizona).

California Applicants

The following documents must be submitted at time of application:

- Healthcare Clearance (must have been within the last 2 years).
-
    - Official copy of the Tuberculin Skin test or evidence of having taken TB test if official copy is not available.
    - If positive skin test is received, then proof of that TB is not active by a doctor's note or x-ray results before student teaching.
- Fingerprint Clearance.
- U.S. Constitution Course or Equivalent.

For the internship option, the following items must be provided at the time of application to be considered for admission:

- CPR certification.
- Proof of offer of employment from an approved school district.
- Passed the California Subject Examinations for Teachers (CSET) (all sections) or waiver.

College of Nursing and Health Sciences

Some programs require students to upload the following documentation to 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.

Doctor of Nursing Practice

Applicants seeking admission into the Doctor of Nursing Practice program must have earned a Master 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) accredited university with a minimum GPA of 3.0. Additional official transcripts may be requested for students who do not hold a master's degree in nursing. Applicants with foreign credentials must have coursework evaluated for equivalency by a member with NACES or AICE to that of a master's degree in nursing or higher.

All DNP students must complete a minimum of 1,000 post-baccalaureate supervised practice hours prior to graduation.

APRN applicants who completed a qualifying APRN graduate program at an accredited institution are recognized as entering the DNP program with 500 prior practice hours.

Non-APRN applicants who completed a qualifying graduate program at an accredited institution are recognized as entering the DNP program with 100 prior practice hours.

Non-APRN applicants may provide verification during the application process of prior master's-level practice hours from the institution where more than 100 hours were completed and may be eligible to apply up to 500 prior practice hours toward the 1,000-hour requirement.

The registrar's office will review and verify documentation

for non-APRN applicants during the enrollment and admission process to determine the number of eligible post-baccalaureate practice hours and the additional hours required for DNP program completion. The DNP Program Director or designee may provide final approval when necessary, and verified hour determinations will be formally communicated to the Office of Field Experience.

Applicants must hold a valid, unrestricted, unencumbered RN and/or APRN license. Applicants must include a letter of intent that describes their understanding of the DNP degree and a potential clinical site/mentor and project area. Applicants must also include at least one letter of reference.

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.

In order to reapply, students must complete the following steps, including but not limited to: submitting a readmissions application, meeting admission requirements, signing an enrollment agreement, and requesting a transfer credit evaluation for any previously completed or transferred courses.

Readmission is not guaranteed. Readmitted students will be subject to the catalog requirements in effect at the time of readmission, which may require them to complete additional courses to meet current program requirements, potentially resulting in additional tuition costs. Students will also be subject to any changes in tuition, fees, program requirements, and state-specific regulations in effect at the time of their readmission.

Before a student is readmitted, all financial obligations must be met unless clearance from Student Financial Services is granted for enrollment. The University charges tuition per credit hour and fees for courses. Any course withdrawals, retakes, and/or transfer credits will affect the total cost of the program.

International students who are applying for readmission must provide a new statement of purpose and supply additional information provided on the international supplemental application. Please refer to the International Supplemental Application for details.

Students that are readmitted will be evaluated for satisfactory academic progress (SAP). All students will be readmitted under the same academic status at time of exiting the university (e.g., academic/financial warning). Students returning after an approved appeal for SAP will return under a probationary status.

Service members and reservists will be readmitted to a program if they are temporarily unable to attend class or have suspended their studies due to service requirements. Service members and reservists will be readmitted with the same academic status they had prior to their period of military service.

Please refer to the University Satisfactory Academic Progress (p. 113) Policy.

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 that 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 their 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 completed within two (2) years, such as:
    - Minimum TOEFL iBT score of 61. TOEFL School Code: 6076
    - Minimum IELTS score of 6.0
    - Minimum Duolingo English Test score of 100
- Completion of at least one (1) academic year of post-secondary coursework where English is the primary/official language of instruction, supported by official documentation
- Applicants from countries where English is the primary/official language may be exempt from this requirement

The University's programs are primarily delivered online, as noted in 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.
- *Re- Entry* - A student that stopped-out (withdrew, admin withdrew, dismiss, etc.) and are readmitted. Refer to Readmission Policy.

Non-Matriculated Students

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

Full-Time and Part-Time

Matriculated and non-matriculated 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 and Doctoral		*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*

*The Teacher Credentialing Preparation Program is considered a sub-baccalaureate undergraduate program even though a bachelor's degree is required for admission.

Admission Appeal

Should a an applicant wish to appeal an admission decision the appeal must represent new and significant academic or compelling information that was not presented previously at the time of application. This appeal should be stronger than when originally submitted. Without this information the University will not approve an appeal and the original admission decision will stand.

Once an appeal has been received with all supporting documentation it will be reviewed by an appeal committee appointed by the College Dean of which student is applying within 10 business days. A response will be provided no later than five business days after a decision has been made.

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 highly suggest all students to submit transcripts from all previously attended colleges or universities for review upon application for admissions. Any transcripts received, or requests for evaluation, after acceptance may not be processed in time and students who begin studies may not be awarded credit.

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), 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. For doctoral programs, no more than 20% of semester credits received by another institution may be awarded.

Students who have completed a degree with United States University and wish to pursue an additional degree using the same course credits will be subject to review and approval by the college dean.

MSN Graduates Applying to a Second MSN Degree at USU

Students who have previously completed an MSN degree at USU may transfer applicable credits toward a second MSN program, provided the following conditions are met:

MSN-HCL or MSN-ED alumni, pursuing MSN-FNP:

- The following courses must be completed within two years of the start of the new MSN program. If more than two years have passed since the original course completion date, the student must retake these courses.
- MSN 570: Advanced Pathophysiology
- MSN 571: Advanced Pharmacology
- MSN 572: Advanced Physical Assessment

  Note: This course cannot be transferred from another institution
- The following courses must be completed within five years of the start of the new MSN program. If more than five years have passed since the original course completion date, the student must retake these courses:
- MSN 560: Transitions in Practice: The Role of the Advanced Practice Nurse
- MSN 561: Theoretical Foundations of Advanced Practice Nursing
- MSN 563: Evidence-Based Inquiry for Scholarship and Practice
- MSN 565: Nursing Leadership and Health Policy
- MSN 600: Evidence-Based Capstone Project cannot be applied towards the second MSN program.
- MSN553 cannot be accepted in place of MSN572 for students pursuing the MSN-FNP degree

MSN-FNP alumni, pursuing MSN-HCL or MSN-ED:

- The following courses must be completed within five years of the start of the new MSN program. If more than five years have passed since the original course completion date, the student must retake these courses:
-

MSN 600: Evidence-Based Capstone Project cannot be applied towards the second MSN program.

•

MSN572 can be accepted in place of MSN553 for students pursuing the MSN-ED degree

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.

- Santa Monica College
- Student Education - TeacherReady Program

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 of 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 an 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.

RN to BSN

Exceptions to standard transfer credit limitations may be approved through formally executed institutional articulation agreements. Students transferring under an approved articulation agreement may be awarded transfer credit beyond standard catalog caps when such coursework has been formally evaluated and approved as equivalent. In such cases, articulated coursework will be applied toward degree requirements as specified in the agreement. Institutional residency requirements may be satisfied through alternative approved academic experiences consistent with accreditation standards.

The University may approve transfer credit awards exceeding standard catalog limitations when authorized through a formally executed institutional articulation agreement. In such cases, articulated coursework will be applied toward degree requirements as specified in the agreement. Articulation agreements approved by the University shall serve as program-specific exceptions to general transfer credit caps, provided all accreditation, regulatory, and financial aid requirements are satisfied. All transfer credit awards remain subject to institutional review and compliance with accreditor standards and state regulations.

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.

Transferability of Credits after Matriculation

The University understands that there may be instances that students may complete courses at another institution after matriculating into a program at United States University. A student who is requesting to attend another academic institution may do so by completing a Request for Transfer of Credit form available from the Office of the Registrar. It is recommended that students do not register at another academic institution until receiving confirmation that the University will approve the request. Students may transfer a maximum of 15 credits after matriculation in an undergraduate program and 3 credits in a graduate program. All other requirements under Transfer Credit Policy apply: i.e., residency requirements.

Transferability of credits will not be accepted when a student is within 12 semester credits of graduation.

Students wishing to transfer courses that are prerequisites for other USU coursework may not be allowed to proceed in their sequence of study until all prerequisites have been met.

Notice Concerning Transferability of Credits and Credentials Earned at our Institution

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

International Students

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. This is called a Reduce Course Load (RCL). For acceptable RCL mitigating circumstances under Student and Exchange Visitor Program (SEVP) regulations please contact the Designated School Official (DSO).

USU defines full-time status as enrolled in no less than six credits per semester for graduate students. International students must be enrolled in two (2) on ground and one (1) online course per semester (refer to your degree plan). If a student is in their last semester and only needs one (1) course to complete their program of study, the course cannot be completed online. Please note that SEVP does not allow a University to count an online course towards full-time status.

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

Weekend Classes

Attendance is mandatory for all scheduled weekend classes. Students are required to attend the location that is identified in their program enrollment agreement. Failure to attend may result in immediate withdrawal from the University and SEVIS record terminated. Refer to the University's Attendance and Participation Policy (p. 105).

Students should refer to the International Student Handbook - California or Georgia for more information on maintaining status, policies, and resources available to them as an F-1 visa student.

Health Insurance

International students are strongly encouraged to purchase health (medical) insurance prior to entering the United States. The University does not provide student health insurance plans.

International Change in Status

In compliance with the 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. Students must also work with their DSO to make sure the transfer process is followed and all required documentation is provided: e.g., acceptance letter, school SEVP code.

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) consecutive 8-week sessions per year (365 days) 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 days prior to the session start in order to participate in class. There are no deferments of payments for tuition and fees.

Effective January 2, 2024

Under SEVP, an applicant must provide evidence of sufficient funds to cover estimated tuition and living expenses while attending the university for an academic year and thereafter. Students are registered a semester at a time. Therefore, international students must submit their semester's tuition and fee payment no later than 10 days prior to the start of a semester in order to participate in course(s).

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 and refer to the International Student Handbook.

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 to discuss options and any impacts to their F-1 status.

International students wanting to withdrawn from the University must submit a course and or program 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 (p. 52).

Complaints Policy

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.

Overview of Procedures

The name of the complainant and all details regarding the complaint and its resolution will be maintained in a confidential file. 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 institutions or agencies seeking information as to the complainant or to otherwise take independent formal action. In cases of academic dishonesty (see Section III - Violations of the Student Code of Conduct Handbook) 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, provided that individuals' names are redacted from any such posting or communication.

Procedures for Resolution

Students with complaints should first strive to resolve the issue informally. An informal resolution should begin no later than 20 business days after the incident or service. 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 instructor work to resolve the issue at this level.
2. If resolution does not occur at the instructor level, unresolved issues should be submitted in writing to the Program Director for the program of enrollment.
3. If resolution does not occur at the director level, a student should submit the **Complaint Form**, which the College Dean will review.
4. If the complaint is not resolved at the Dean level, it may be submitted as a grievance. Follow the Grievance Procedure.

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 Advisore of Admissions policies, and their Academic Advisor once enrolled. Unresolved complaints should then be submitted to the Assistant Director of Advising, and if unresolved at that level, the complaint becomes a grievance, and the grievance process will be followed.

Grievances Policy

Grievance: A grievance is normally an allegation, based on specific facts, that a misinterpretation, discriminatory application, or violation of a University Policy or Procedure has occurred, and may result in disciplinary action against a faculty member, staff member, or student. It may also be a complaint that failed to reach a 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.

Overview of Procedures

The name of a grievant and all details with respect to the complaint and its resolution will be maintained in a confidential file. 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 Section III - Violations of the Student Code of Conduct Handbook), 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, provided that individuals' names are redacted from any such posting or communication.

Procedures for Resolution

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 only if such discrimination or harassment falls outside the scope of Title IX. If the issue involves Title IX prohibited conduct, the grievance will be referred to the Title IX Coordinator, who will follow the Title IX Grievance Process. The Title IX Coordinator may refer issues that fall outside the scope of Title IX to the Provost to determine if it should follow the Grievance Procedure.

1. A student must submit the grievance in writing in detail to the Office of the Provost and include all pertinent information within 45 business days after attempting to follow the Complaint Procedure. 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. **Grievance Form**

2. The Office of the Provost will review the grievance within five (5) working days and, if necessary, request additional information from the grievant. The Provost (a) may decide to be a single decision maker or may (b) form a Grievance Committee which 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 a minimum of 30 business 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 five (5) business days to provide the University's response to the grievance.

University decisions regarding grievance resolution are final. Should a student feel that the Provost's Decision on behalf of 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
State Authorization Reciprocity Agreements

Distance education students may file a complaint with GA-SARA by completing and electronically submitting the GA-SARA Online Student Complaint Form. To file a formal complaint, please follow the SARA Student Complaint Procedure Policy (click for link) in its entirety before submitting the complaint to GA-SARA. Additional information regarding the SARA complaint process and procedure is available on the NC-SARA Student Complaints webpage.

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) (for students enrolled under and residents of California)

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) (for students enrolled under and residents of California)

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) - Available option for all students

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/student-resources/complaints-against-institution.

Iowa Department of Education's Bureau of Iowa College Aid
400 E. 14th Street
De Moines, IA 50319
Student Complaint Page: https://educate.iowa.gov/higher-ed/student-complaints

Kansas Board of Regents
1000 SW Jackson, Ste. 520
Topeka, KS 6612
785-430-4240
https://www.kansasregents.org/academic_affairs/private_out_of_state/complaint_process

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
223 S. West Street, Suite 1800
Chapel Hill, NC 27603
919-962-4550
Email: studentcomplaints@northcarolina.edu
Web Site: http://www.northcarolina.edu/complaints
Oregon Higher Education Coordinating Commission

Students should attempt to resolve any grievances they may have with their school first. Should attempts to resolve these problems with appropriate school officials fail, or should the student be dissatisfied with the final outcome of the college complaint process, then the Higher Education Coordinating Commission (HECC), can respond to a formal complaint. Students may contact the Higher Education Coordinating Commission, 3225 25th St. SE, Salem, OR 97302 or by sending an email to complaints@hecc.oregon.gov. Students may also access our complaints web page.

Appeals Policy

Students may submit an appeal when facing circumstances that impact their academic standing, financial aid eligibility, or program enrollment.

Appeal Definitions

- Grade Appeals: Appeals for students who believe a final course grade was assigned in error or unfairly.
- Satisfactory Academic Progress (SAP) Appeals: Appeals for students who did not meet academic progress standards due to extenuating circumstances.

- Programmatic Dismissal Appeals: Appeals for students dismissed from an academic program for not meeting specific academic or program requirements.
- Grievance Appeal: Appeal to the Grievance Committee Decision made to the Provost.

Grade Appeal

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.

Overview of Procedures

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 a final grade. A student who has questions about a grade in a course should first consult the instructor to resolve the issue. If the issue has not been resolved after consultation with the student, the student must follow the procedures for a formal appeal and request for grade change. 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

Procedures for Resolution

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 listed below, the following procedures must be followed:

1. The student must submit an Appeal Form 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 include e-mail correspondence, graded assignments, proof of timely submission, etc. The Appeal Form and supporting documentation must be submitted to the Program Director.
    - College of Nursing and Health Science Grade Appeal Form
    - College of Business and Technology Grade Appeal Form
    - College of Education Grade Appeal Form
2. If the evidence meets the criteria, the Program Director will request a response from the instructor, due within 5 working days of receipt.
3. The Program Director will render a decision within 10 working days of receiving the grade appeal. Formal notification of the Program Director's decision will be sent to the student and the Office of the Registrar. The Faculty will be notified in the event of any material changes in the grade. The decision in such cases is final.

SAP Appeals and Programmatic Dismissals

Students who have been academically dismissed for failure to meet Satisfactory Academic Progress standards (SAP) or dismissed due to programmatic requirements 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.

Appeals that are approved must proceed through the readmissions process. Readmitted students will be subject to the catalog requirements in effect at the time of readmission, which may require completion of additional courses to meet current program requirements and may result in additional tuition costs. Students will also be subject to any changes in tuition, fees, program requirements, and state-specific regulations in effect at the time of readmission. Refer to the Readmission Policy (p. 39) and Transfer Credit Policy (p. 41) for more details.

If a student does not submit an appeal within the 30-day timeframe, they may pursue readmission; however, they must wait a minimum of 365 days from their last date of attendance (LDA) before reapplying. Please note that readmission in these cases is rare.

Students who proceed through the University's readmission process must comply with the Readmission Policy (p. 39), which includes, but is not limited to, submitting a new application for admission and providing a detailed letter of explanation outlining the circumstances that led to their dismissal, the changes made during the required waiting period, and the steps taken to ensure future academic success. Students may also be required to

repeat coursework upon re-entry. Please refer to the Readmission Policy (p. 39) for detailed information.

Before a student is readmitted, all financial obligations must be met, unless Student Financial Services grants enrollment clearance. The University charges tuition per credit hour and fees. Any course withdrawals, retakes, and/or transfer credits will affect the program's total cost.

Procedures for Resolution

It is the student's responsibility to ensure they have met the terms and conditions for filing an appeal and follow the appeals process in order for the appeal to be reviewed.

1. The student must complete and submit the Appeal Form within 30 Calendar days from the date notification of dismissal was sent to the student. 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. a detailed 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 appoint a committee, including but not limited to the student's college faculty, the program director, and the Office of Financial Aid, to review and make recommendations. The student will receive a response from the Registrar within 30 business days (excluding holidays).

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

Cecilia Howard, Title IX Coordinator
Telephone: (855) 313-0885
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.

Reporting Discrimination Incidents or Concerns

Cecilia Howard, Title IX Coordinator
Telephone: (855) 313-0885
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

Cecilia Howard, Title IX Coordinator
Telephone: (855) 313-0885
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) and Other Accommodations

Accessibility & Accommodations

Disability Accommodations

United States University's Accessibility Services will work 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. United States University's policy and practice is to provide students with disabilities full and equal use of services, facilities, and privileges. United States University does not discriminate in its admission, recruitment, academics, research, financial aid, counseling, or employment assistance processes.

The Office of Accessibility can help if a student requires reasonable accommodation during his or her coursework because of a disability, religious observances, temporary conditions or pregnancy/postpartum status. Students seeking reasonable accommodation should follow the steps outlined below and submit such a request as soon as reasonably practicable. Notice or requests from students outside of the process outlined below and/or notice to other University officials outside of the Office of Accessibility including faculty, staff, and administrators is not accepted as notice for the purpose of approved accommodations.

The University has developed a list of essential functions (below) that a student should possess in order to successfully complete some programs. This list is provided to prospective students during the application process and to newly admitted students as part of the acceptance process. Each student must endorse that he or she has reviewed and understands the list of essential functions. To request reasonable accommodation, a student must complete a Request for Reasonable Accommodations Form available through the Student Services tab on United States' website or delivered via email from accessibility@usuniversity.edu.

Essential Functions

The nursing profession requires significant physical, mental, and behavioral skills. The essential functions listed describe what students must be able to do to meet the requirements of being a nurse to ensure protection of patient safety. The essential functions for the teacher education program is to provided to candidates to become informed of the stringent demands related to training and employment within their field of study. The essential functions define selected attributes and behaviors necessary for students to demonstrate in order to successfully complete their education and subsequently enter their profession. Individuals are required to navigate their assigned responsibilities independently with or without reasonable accommodations. To request a reasonable accommodation, contact accessibility@usuniversity.edu for assistance. Essential functions can be found on the USU website under Students/ Student Services/ Office of Accessibility linked HERE.

Request for Accommodations

Students must complete the Request for Reasonable Accommodations Form and submit it to the Office of Accessibility. Students are required to provide documentation that demonstrates credible assurance of a disability. The documentation should directly support the student's request for accommodations. The documentation should include a summary of the student's functional limitations so the appropriate accommodations can be made. The documentation should be typed with the appropriate official signature and contact information for the associated facility for verification purposes (on official letterhead is preferred). Handwritten documentation must be clear and legible with the appropriate official signature and contact information for the associated facility.

Documentation can be submitted to the Office of Accessibility by email to accessibility@usuniversity.edu.

Please see the documentation standards document for further information on required documentation, click HERE.

The request form can be found on the USU website under Students/Office of Accessibility Services linked HERE.

If the documentation provided does not meet the University's requirements, the student will receive notice and will be asked to provide alternative supporting documentation. All documentation provided is kept on file privately in the Accessibility Office for verification purposes. Students requesting additional accommodations after their initial approval, may be asked to provide additional documentation.

A student may request accommodations at any point in their program. Accommodations cannot be applied retroactively. For those assignments, we would encourage you to work with your instructor and follow the Late Work Policy found in the catalog.

Approved Accommodations

After reviewing the student's Accommodation Request form and subsequent documentation, Accessibility Services staff will determine reasonable accommodations for the student. An approved accommodation letter will be sent to the student outlining the details and the length of the accommodation.

Faculty are to adhere to a student's approved accommodations and are encouraged to seek clarification from the Office of Accessibility should there be a question or concern about providing the accommodation. Should a student request accommodation other than the approved accommodations, he or she should contact the Office of Accessibility via accessibility@usuniversity.edu Faculty members, advisors and/or program directors are unable to alter the approved accommodation.

Please note : Extended time on individual assignments: The extended time does not cover discussion questions, calendar days for exams, any group assignments or any assignment that has peer interaction. Additionally, all assignments must be submitted by the end of the term. Any extension past the end of the term no longer is an accommodation, but falls under the University's Incomplete Policy found in the Catalog.

Religious Accommodations

As part of this commitment, the University will make good faith efforts to provide reasonable religious accommodations to faculty, staff and students whose sincerely held religious practices or beliefs conflict with a University policy, procedure, or other academic requirement, unless such an accommodation would create an undue hardship. Note, not all requests can be accommodated when tied to required program attendance.

Individuals may not be discriminated against because of their religious beliefs or practices, or because they lack religious beliefs or practices.

Students will need to complete the Religious Accommodation form under Religious Observances and submit it to the Office of Accessibility.

The request form can be found on the USU website under Students/Office of Accessibility linked HERE.

To request a religious accommodation, more information, or assistance, please contact accessibility@usuniversity.edu.

Pregnancy, Postpartum, and Loss Accommodations

United States University is committed to creating an accessible and inclusive environment for pregnant and parenting students. Students may request reasonable accommodation because of pregnancy, childbirth, loss, or related conditions. Reasonable accommodations vary based on the student's circumstances but may include academic accommodations, leave of absence or flexibility (such as breaks during class, rescheduling of tests, and alternatives to make up missed work). The Office of Accessibility will work with the student, financial aid, their student advisor and the Registrar to determine appropriate accommodations.

In addition, United States University supports students who choose to continue breastfeeding their children should they return to campus. United States University shall provide clean, private rooms that are easily accessible to students who are nursing. Students planning to breastfeed should do so around their scheduled class times to the extent possible. Students should reach out to the Accessibility Office for campus nursing room information and access.

Students who wish to discuss or request reasonable accommodation based on pregnancy, childbirth, or related conditions should complete a Pregnancy Accommodation Request form available through the Student Services tab or delivered via email from accessibility@usuniversity.edu.

The request form can be found on the USU website under Students/Office of Accessibility linked HERE.

Temporary Accommodation Requests

Temporary condition accommodations are designed to support students experiencing short-term medical or situational conditions that may impact their ability to fully participate in academic activities. These conditions may include injuries, acute illnesses, recovery from surgery, or other temporary impairments. Students seeking accommodations should submit appropriate documentation outlining the nature and expected duration of the condition. Approved accommodations are provided on a temporary basis and are intended to ensure equitable access while maintaining academic standards. Students are encouraged to communicate promptly with the Accessibility Office and their instructors to facilitate timely support and coordination. Please note: accommodations are not retroactive. Students are responsible for submitting accommodation requests and supporting documentation in a timely manner to ensure appropriate implementation.

The request form can be found on the USU website under Students/Office of Accessibility linked HERE.

Immersion Requests

Immersion accommodation requests must be submitted in a timely manner to allow for appropriate planning and support. Students are required to provide a minimum of four (4) weeks' advance notice prior to the scheduled immersion experience, along with any necessary supporting documentation. Requests submitted with less than four weeks' notice may not be accommodated. Failure to follow this timeline may result in an inability to provide an accommodation or an inability to participate in the immersion, which could lead to a failing grade in the course and a delay in program progression and/or course completion. Please note: Accommodations are not retroactive. Immersion Requests must be due to temporary, permanent, religious, pregnancy, or postpartum accommodations.

Clinical Requests

Clinical accommodation requests must be facilitated by the clinical site, as accommodations are determined and approved by the facility rather than the university. Students may independently identify a clinical site that can meet their accommodation needs or request assistance in locating an appropriate placement. While the university will make reasonable efforts to assist, placement within a specific timeline cannot be guaranteed, which may result in a delay in program progression or graduation. The university cannot require a clinical site to provide specific accommodations. This includes both clinical-related accommodations and requests related to travel distance or mileage. Placement efforts will continue until a suitable site able to meet the student's documented needs is secured. All accommodation requests must be supported by appropriate documentation and submitted in a timely manner, in advance of the clinical course start date. Students are encouraged to request clinical requests as early in the program as possible, even as early as the first course, as these can take quite a bit of time to arrange. Please note: accommodations are not retroactive. Clinical Requests must be due to temporary, permanent, religious, pregnancy, or postpartum accommodations.

AI Usage Requests

Requests for accommodations related to the use of artificial intelligence (AI) must align with institutional policies governing academic integrity and technology use. The university cannot modify, waive, or make exceptions to the established AI policy. While students may seek support for documented needs, all accommodations must be implemented within the parameters of existing guidelines. Students are encouraged to review the institution's AI policy and consult with the appropriate office to explore available support options that remain compliant with these standards.

Grievance Process

The 504 Regulatory Specialist is responsible for overseeing efforts to comply with these disability laws, including responding to grievances and conducting investigations of any allegation of noncompliance or discrimination based on disability.

If after engaging with the Regulatory Specialist, the student still believes that he or she has not received accommodations, is unsatisfied with accommodations provided by Accessibility Services, or believes to have been subjected to discrimination on the basis of disability, the student should contact the ADA/504 Cecilia Howard by emailing cecilia.howard@usuniversity.edu.

If after taking these two steps, the student believes there is no resolution, the student must then follow the grievance procedure outlined in the University Catalog.

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:

- Full Name
- Date of Graduation
- Degrees and Honors Received
- Photos
- Major Field of Study
- Dates of Attendance
- Email
- Mailing Address
-

Phone Number

- Date of Birth
- Degree Program
- Previous Institutions Attended

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://studentprivacy.ed.gov/resources/eligible-student-guide-family-educational-rights-and-privacy-act-ferpa. 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 ensure all affected parties are notified on pending decision The Provost will ensure 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.

Discontinued Programs with Completion Timelines

University States University retains the right to discontinue any of its programs. The University will strive to inform students promptly about any decision to discontinue a program and will work with them to help them complete their degrees. During this period, the program will remain available for a specific duration, which has been calculated to account for all currently enrolled students to finish at their current enrollment status (full-time or part-time). Students are required to complete their degrees within this timeframe. The University may conclude the period early if all enrolled students have finished their degrees.

Details on programs currently being discontinued are provided below:

Bachelor of Arts in Management
United States University stopped accepting applications for this program in January 2023. Students currently enrolled in this program must have completed all degree requirements by 8/30/2027

Bachelor of Science in Information Technology
United States University stopped accepting applications for this program in January 2023. Students currently enrolled in this program must have completed all degree requirements by 3/1/2027

Bachelor of Science in Health Sciences
United States University stopped accepting applications for this program in January 2023. Students currently enrolled in this program must have completed all degree requirements by 10/25/2027

Post-Master's Family Nurse Practitioner
United States University stopped accepting applications for this program on April 25, 2024. Students currently enrolled in this program must have completed all degree requirements by 12/31/2025.

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.

Artificial Intelligence Policy

1. Policy Statement

United States University (USU) supports responsible artificial intelligence that advances its mission to provide affordable, relevant, accessible, and student-centered education and serve students whose access may be limited by geography, life responsibilities, or traditional educational pathways. AI should expand access, strengthen learning and student support, improve institutional effectiveness, and prepare students for an AI-enabled workforce while preserving academic quality, human relationships, privacy, security, fairness, accessibility, and trust.

AI is not a replacement for faculty, advisors, staff, academic leaders, or student effort. People remain accountable for teaching, mentoring, assessment, advising, support, and consequential decisions. AI may assist, but it may not serve as the sole basis for a decision that materially affects a student, applicant, employee, academic outcome, financial status, access to services, disability accommodation, conduct outcome, clinical placement, or other significant interest.

Academic core

Course and assignment expectations control student AI use. Faculty retain authority to define appropriate use within institutional policy and program requirements. Students remain responsible for the originality, accuracy, attribution, evidence, and integrity of all submitted work.

2. Purpose and Objectives

This policy establishes institution-specific rules for AI use at USU while aligning with the enterprise AI governance framework. It is intended to support WSCUC expectations, federal distance-education requirements where applicable, and continuous improvement in student learning and success.

- Provide clear expectations for students, faculty, staff, applicants, researchers, contractors, and vendors.
- Preserve the validity of learning outcomes, assessment, academic integrity, faculty judgment, and required instructor interaction.
- Protect education records, financial-aid information, health or clinical information, employee records, research data, and other institutional information.
- Require human oversight, notice, correction, complaint, and appeal protections for high-impact student-facing AI.
- Establish risk-based approval, testing, vendor review, monitoring, recordkeeping, incident response, and retirement requirements.
- Promote responsible AI literacy, critical evaluation, ethical use, and workforce readiness.

3. Scope, Authority, and Policy Hierarchy

This policy applies to USU students, applicants, faculty, staff, administrators, researchers, contractors, agents, and vendors when they use AI for university education, employment, research, clinical or field activity, administration, communication, or services; use university systems or data; or represent the use as a USU activity.

It applies to stand-alone and embedded AI, free and paid tools, personal accounts used for university work, open-source models, generative AI, predictive analytics, AI-enabled automation, chatbots, tutoring systems, learning analytics, academic-integrity tools, proctoring or identity systems, synthetic media, and agentic AI.

- The AIGC governs enterprise standards, risk classification, approved tools, high-impact use cases, vendor controls, public claims, and cross-entity systems.
- USU academic leadership and appropriate faculty governance retain authority over academic policy, curriculum, program outcomes, faculty expectations, assessment, grading, academic integrity, student academic rights, and accreditation evidence.
- Faculty may set course and assignment AI expectations within this policy and applicable program or academic requirements.
- Applicable law, regulation, accreditation requirements, clinical or field-partner rules, contracts, accommodations, research requirements, records obligations, and stricter university policies control where they impose additional requirements.
- Approval of a tool does not authorize every use; approval of a use case does not grant access to data, content, or systems otherwise restricted.

This policy applies to USU and to programs, personnel, records, systems, or operations integrated into USU through an approved transaction, merger, teach-out, or

transfer, to the extent authorized by regulators and accreditors. Until a transition is legally and operationally effective, the adopted policy of the originating institution remains in force unless a documented transition standard is approved by the AIGC and the appropriate academic authority.

4. Definitions

Term	Definition
Accountable human	A person with appropriate authority and subject-matter knowledge who reviews AI-supported work, exercises independent judgment, and remains responsible for the resulting decision, action, communication, or record.
Agentic AI	An AI system that can plan or carry out multi-step tasks, call tools, access systems, send communications, change records, initiate transactions, or take other actions with limited human intervention.
AI incident	An event or near miss involving unauthorized disclosure, security compromise, harmful or discriminatory output, significant error, improper automation, intellectual-property concern, policy violation, unsupported public claim, or other material adverse effect involving AI.
AI system	A machine-based system that infers from inputs to generate predictions, recommendations, classifications, content, or actions. The term includes generative AI, machine learning, predictive analytics, AI-enabled automation, and embedded AI features.
AI AI tool	An AI system authorized for a defined entity, purpose, user group, data classification, and risk level through the AIGC-approved process. Approval of a tool does not approve every possible use of that tool.
Generative AI	AI that produces or transforms text, code, images, audio, video, data, or other content in response to prompts or other inputs.
High-impact AI	AI that informs, recommends, automates, or materially influences a decision or service affecting a student, applicant, employee, financial interest, academic outcome, legal or compliance obligation,

	public statement, or other significant interest.
Institutional data	Data created, received, maintained, licensed, or controlled by or for the entity, including student, employee, financial, operational, academic, research, security, legal, contractual, and strategic information.
Material AI use	Use of AI that meaningfully contributes to the substance, analysis, expression, coding, evidence, recommendation, decision, or final form of work, rather than merely correcting spelling, formatting, or other routine mechanics.
Restricted data	Information requiring the highest level of protection, including education records and student PII, financial-aid information, nonpublic financial or investor information, employee records, health or clinical information, credentials and security data, privileged legal information, and other information designated restricted by policy or law.
AI-assisted academic work	Student or faculty work in which AI contributes to ideas, language, analysis, code, images, translation, feedback, research, or another substantive element.
Course AI expectations	The faculty-established rules for AI use in a course or assignment, consistent with this policy, program requirements, academic governance, accreditation, and learning outcomes.
Student-facing AI	An AI system that communicates with a student or applicant, provides guidance or support, analyzes student data, or influences a service, opportunity, assessment, status, or decision affecting the individual.

5. Responsible AI Principles

5.1 Student success and mission

AI initiatives must address a defined educational or institutional need and improve, or reasonably be expected to improve, learning, support, access, affordability, workforce relevance, service quality, compliance, or institutional effectiveness.

5.2 Human-centered education

AI should strengthen the work of faculty and staff and create more time for meaningful teaching, advising, mentoring, feedback, and student care. It must not erode faculty responsibility or reduce students to automated scores or labels.

5.3 Academic integrity and AI literacy

The University will address both misuse and responsible use. Students should learn to question AI, verify evidence, identify bias and limitations, protect data, disclose material use, and apply AI ethically in academic and professional settings.

5.4 Privacy, security, fairness, and accessibility

AI use must minimize data, protect confidentiality, resist security threats, provide accessible alternatives, and be evaluated for bias, differential impact, and barriers affecting protected or vulnerable groups.

5.5 Transparency, review, and accountability

Students and other affected people should know when they are interacting with AI or when AI materially supports a high-impact process, understand limitations appropriate to the context, and have access to human assistance and established review channels.

5.6 Evidence and continuous improvement

AI must be piloted and measured where appropriate, with evidence tied to student learning, student success, service quality, accuracy, fairness, accessibility, and institutional effectiveness. Evaluation should support evidence-based improvement, student learning, student success, educational effectiveness, institutional integrity, and reliable accreditation evidence.

5.7 Distance education and instructor responsibility

Because USU provides distance education, AI may supplement but may not replace qualified instructor responsibility or the regular and substantive interaction required by applicable federal requirements and University academic standards.

6. Governance and Responsibilities

6.1 Artificial Intelligence Governance Committee

- Approve institution-wide and high-impact AI use cases, tools, integrations, vendors, risk classifications, conditions, exceptions, and retirements.
- Maintain the AI inventory, approved-tool registry, risk register, decision records, incident records, and monitoring expectations.
- Require privacy, security, compliance, legal, accessibility, academic, financial-aid, HR, research, clinical, accreditation, or vendor review as appropriate.
- Govern public statements and claims about AI capability, student outcomes, learning, service, savings, personalization, compliance, or competitive advantage.

6.2 Academic leadership and faculty governance

Academic leaders and applicable faculty governance establish program and institutional academic requirements, ensure alignment with learning outcomes and accreditation, resolve conflicts among course practices, and review AI uses that affect curriculum, assessment, grading, academic integrity, or faculty responsibility.

6.3 Faculty

Faculty must communicate course and assignment expectations, design valid assessments, review AI-supported teaching or grading materials, protect student data, provide substantive academic judgment and interaction, use approved tools, and follow academic-integrity and due-process requirements.

6.4 Students

Students must follow course and assignment rules, use only authorized data and tools, disclose material AI use, verify output and sources, protect information belonging to other people, preserve evidence of process when required, and submit work that truthfully demonstrates their own competence.

6.5 Administrative and control functions

Role	Minimum responsibility
Business or academic owner	Purpose, risk, resources, approval, human oversight, training, records, metrics, monitoring, incidents, and retirement.
Technology and cybersecurity	Architecture, access, secure integration, logging, testing, continuity, and incident response.
Privacy, compliance, and legal	FERPA and privacy, financial-aid and consumer requirements, civil rights, contracts, records, notices, complaints, and exceptions.
Accessibility and disability services	Accessible evaluation, accommodations, alternatives, and prevention of AI-created barriers.
Registrar, financial aid, advising, and student services	Qualified human decisions, accurate records, student notice, correction, escalation, and appeal.
Research or clinical leadership	IRB, sponsor, publication, clinical-partner, patient or participant, and professional requirements.
Procurement and vendors	Due diligence, protective terms, vendor monitoring, and exit.

7. AI Risk Classification and Approval

Risk is based on use, data, affected people, scale, automation, integration, reversibility, and consequences. The same product may have different risk levels in different courses, departments, or workflows.

Risk level	Typical characteristics and examples	Approval standard
Prohibited unless explicitly approved	Unapproved restricted data; autonomous high-impact decisions; impersonation or deceptive synthetic media; unsupported public claims; unlawful, discriminatory, malicious, or contractually prohibited uses.	Not permitted unless the AIGC grants a written, narrowly scoped exception after all required reviews.
Low risk	General productivity using public or non-sensitive information, such as brainstorming, formatting, or summarizing public material in an approved tool.	Permitted after required training and subject to general use rules. No separate use-case approval is ordinarily required.
Moderate risk	Internal workflows, drafts, de-identified analysis, approved coding assistance, or limited-impact automation that does not make or materially influence a high-impact decision.	Documented owner, approved tool, data review, validation, and approval under an AIGC-designated process.
High impact	Student-facing tools; predictive analytics using student data; advising alerts; academic, financial-aid, HR, marketing, compliance, or other consequential decision support.	Full AIGC review plus relevant privacy, security, legal, compliance, accessibility, HR, finance, and academic review. Human final authority is required.
Enterprise-critical	Cross-entity or high-volume systems; agentic AI with external actions; significant financial, accreditation, public-company, cybersecurity, or operational risk.	Documented AIGC decision, accountable executive, controlled pilot, monitoring plan, incident and continuity controls, and periodic reauthorization.

- Low-risk academic or productivity use is permitted only in an approved tool and within the rules of this policy, the course, and the assignment.
- Any use involving identifiable student data, grading, advising alerts, financial aid, admissions, academic standing, conduct, accommodations, clinical placement, employee decisions, or public claims is at least high impact unless the AIGC documents otherwise.
- Agentic AI that can change records, send messages, submit forms, make transactions, or act in external systems is high impact or enterprise-critical and requires explicit approval for each action scope.
- Material changes in tools, models, data, integration, scale, automation, or purpose require reassessment and may require renewed approval.

8. Student Academic Use of AI

8.1 Course and assignment expectations

Faculty must state the permitted level of AI use in the syllabus, assignment instructions, or another clear course communication. Requirements may vary by assignment. Program or accreditation requirements may impose stricter rules. Course expectations should identify approved or prohibited tools, required disclosure, permitted stages of work, evidence of process, and consequences of misuse.

When course or assignment instructions are silent, students may use approved AI for low-risk learning support such as brainstorming, study questions, concept explanation, or routine spelling and grammar assistance, but may not submit AI-generated or materially AI-rewritten content as their own work. Any material use must be disclosed.

8.2 Student responsibilities

1. Follow the most specific applicable rule: law or clinical requirement, University policy, program requirement, course syllabus, assignment instruction, and faculty direction.
2. Remain the author and decision maker. Understand, verify, and be able to explain every submitted idea, statement, calculation, citation, code segment, image,

or conclusion.

3. Check facts, sources, quotations, citations, data, calculations, and professional or clinical claims. AI-generated sources may be false or misrepresented.

4. Disclose material AI use in the form required by the instructor. Disclosure does not make otherwise prohibited use acceptable.

5. Do not enter education records, patient or client information, classmate work, confidential employer or clinical-partner information, exam materials, answer keys, licensed course content, or other restricted information into an unapproved AI tool.

6. Retain drafts, prompts, outputs, notes, version history, or reflection sufficient to demonstrate the work process when required by the course or a good-faith academic-integrity review.

7. Use AI in a manner consistent with professional ethics, program competencies, licensure expectations, and the need to demonstrate personal mastery.

8.3 Prohibited academic conduct

- Using AI during an examination, quiz, competency check, proctored activity, clinical evaluation, or other restricted assessment without express authorization.
- Submitting AI output, translation, code, analysis, images, or media as original unaided work when independent work is required.
- Fabricating or altering sources, quotations, data, interviews, research participants, clinical experiences, clinical hours, patient records, lab results, reflections, or evidence.
- Using AI to impersonate another person, complete work for another student, defeat identity verification, evade academic-integrity controls, or conceal prohibited use.
- Uploading work created by another person, unpublished research, instructor materials, examinations, publisher content, or confidential information without authority.
- Relying on AI to perform professional, clinical, legal, or safety-critical judgment that the student is required to demonstrate personally.

Responsibility for submitted work

A student may not defend inaccurate, fabricated, biased, infringing, or prohibited work by stating that an AI tool produced it. The student remains responsible for the submission and for compliance with course expectations.

9. Faculty and Academic Use of AI

9.1 Course design and instructional materials

Faculty may use approved AI to assist with brainstorming, examples, outlines, question banks, rubrics, simulations, accessibility drafts, and content review when the use supports course and program outcomes. Faculty must independently evaluate accuracy, currency, level, inclusivity, accessibility, source integrity, copyright, and alignment before student use.

- Material AI-generated course content must be reviewed and revised by qualified faculty. It must not be presented as authoritative merely because it is fluent or polished.
- Faculty may not upload restricted student information, identifiable student work, unpublished scholarship, publisher materials, answer keys, or confidential institutional content into an unapproved tool.
- Required AI tools must be approved, reasonably accessible, compatible with accommodations, and accompanied by an alternative when a student cannot lawfully or accessibly use the tool.
- Faculty should teach students how AI may fail, how to verify it, how to disclose it, and how responsible use connects to the discipline and profession.

9.2 Feedback and grading

AI may assist with drafting feedback, organizing rubric evidence, or identifying patterns only in an approved environment and under active faculty supervision. Faculty must review the underlying work and make the final evaluative judgment. AI may not independently assign a final grade, make a pass/fail decision, determine competency, or issue substantive feedback without faculty review.

9.3 Faculty-student interaction

AI-generated announcements, reminders, tutoring, or responses may supplement but not replace required and meaningful faculty interaction. Faculty must remain identifiable, available, responsible for the course, and substantively engaged in teaching, feedback, discussion,

and student support. Automated activity alone does not establish instructor interaction.

9.4 Faculty scholarship and professional work listing USU

Faculty are responsible for originality, accuracy, authorship, disclosure, research integrity, professional standards, and publisher or sponsor requirements. AI may not be listed as an author, and generated citations, analyses, data, and images must be verified and disclosed as required.

10. Assessment, Academic Integrity, and AI Detection

10.1 Assessment validity

Assessments must provide credible evidence of the stated learning outcomes and the competence personally demonstrated by the student. Programs and faculty should redesign or supplement assessments when unrestricted AI would defeat the outcome. Appropriate methods may include staged drafts, process notes, source checks, oral explanation, live demonstration, individualized application, supervised practice, reflection, or comparison and critique of AI output.

10.2 Academic-integrity review

A concern about AI misuse must be handled under applicable academic-integrity procedures and due process. Evidence should consider assignment rules, the work process documented by the student, drafts, sources, explanations, metadata where lawfully available, and the substance of the work.

10.3 AI-detection tools

- An AI-detection score or automated authorship estimate may not be the sole evidence of misconduct or the sole basis for an adverse academic decision.
- Detection tools must be institutionally approved before use, including review of privacy, data retention, vendor training, accuracy, bias, accessibility, and contractual treatment of student work.
- Faculty must not upload student work to an unapproved detector or external service.
- A student must have a fair opportunity to understand the concern, provide context or process evidence, and use the established review or appeal process.

10.4 Identity verification and proctoring

AI-enabled identity verification, biometric matching, behavior analysis, or remote proctoring requires high-impact approval, notice, data minimization, security, accessibility, a nonpunitive resolution path for technical failures, and qualified human review before an allegation or adverse decision. Automated suspicion, gaze, motion, emotion, or anomaly signals are not conclusive evidence.

11. Student-Facing and Administrative AI

11.1 General protections

A student-facing AI system must identify itself as automated when a reasonable person might believe it is a human, state relevant limitations, avoid implying that it can make decisions it cannot make, and provide a clear path to qualified human assistance. Student support must remain available when the system is unavailable, inaccessible, inaccurate, or inappropriate.

11.2 High-impact decisions

AI may inform but may not independently make final decisions concerning admissions, financial-aid eligibility or satisfactory academic progress, academic standing, grading, competency, transfer credit, clinical or field placement, disability accommodations, student conduct, enrollment status, withdrawal, graduation, or access to a university service or opportunity.

- The person responsible must review relevant source information, consider context not available to the model, and have authority to override the recommendation.
- The University must provide an established means to correct inaccurate data and seek human review or appeal of an adverse decision.
- Records must identify the AI contribution, responsible reviewer, final action, material override, and notice provided.
- A predictive score, risk flag, or engagement indicator may be used to offer support, not to stigmatize, punish, or create an unapproved eligibility barrier.

11.3 Advising, outreach, and early alerts

AI-supported advising and early alerts must use validated data, proportionate outreach, respectful language, and human context. Risk indicators must not be treated as diagnoses or facts. Owners must monitor false positives and negatives, differential outreach, student response, intervention completion, and whether the system improves

support rather than simply increasing contact volume.

11.4 Financial aid

AI may assist with workflow, document organization, reminders, quality checks, or decision support only in approved systems. Qualified financial-aid personnel retain responsibility for eligibility, satisfactory academic progress, verification, professional judgment, packaging, disbursement, return-of-funds, and adverse communications. Student financial information may not be entered into unapproved AI.

11.5 Marketing, enrollment, and communications

AI-generated or personalized communications must be accurate, accessible, nondeceptive, approved for the data used, and reviewed before publication or high-volume delivery. Bots must not misrepresent themselves as people, pressure applicants through fabricated urgency, claim guaranteed outcomes, or use sensitive traits for unapproved targeting.

12. Research, Clinical, and Professional Uses

12.1 Research and scholarship

- Researchers must follow IRB, sponsor, data-use agreement, grant, publication, professional, and research-integrity requirements. Approval of an AI tool does not replace research approval.
- Human-subject data, identifiable education records, confidential sponsor information, unpublished participant data, or restricted datasets may be used only in a specifically approved environment and protocol.
- AI may not be named as an author. Researchers remain accountable for methods, analysis, code, data, citations, images, interpretation, disclosure, and reproducibility.
- Synthetic data or AI-generated material must be clearly identified and evaluated for whether it preserves or distorts the characteristics needed for the research.
- AI-assisted literature review must include source verification; generated citations may not be relied on without checking the underlying work.

12.2 Clinical, practicum, and field education

- Patient, client, student, site, or partner information may not be entered into an unapproved AI system. De-identification must satisfy the applicable context and partner requirements.
- AI may not independently diagnose, prescribe, create patient-care orders, determine clinical eligibility, make placement decisions, or replace supervision by qualified professionals.
- Students and faculty must not fabricate clinical documentation, hours, encounters, reflections, assessments, or site records with AI.
- Clinical and field partners may impose stricter rules. The stricter rule applies, and partner systems may be used only for approved purposes.
- Approved simulations or AI-supported practice must be labeled as simulated, pedagogically validated, accessible, and followed by qualified feedback where required.

13. Data Privacy, Security, and Vendor Governance

13.1 Data rules

The University will protect education records, student PII, grades, attendance, learning-management activity, advising notes, financial-aid information, employee records, applicant information, health or clinical information, research data, credentials, legal information, and other restricted data. Only the minimum data needed for an approved purpose may be used.

- Public or nonsensitive information may be used in an approved tool subject to copyright, licensing, accuracy, and course rules.
- Confidential or restricted information may be used only in an environment approved for the specific data and use case, with documented authority, access, retention, deletion, and vendor protections.
- Prompts, outputs, embeddings, logs, transcripts, fine-tuning data, model feedback, and generated profiles are institutional data when created for University work.
- Personal accounts and consumer tools may not be used for restricted University data even when a user has enabled a privacy setting.
- Users must not place passwords, access tokens, answer keys, security details, privileged information, or clinical secrets in a general AI prompt.

13.2 Security and agentic controls

Systems must use controls appropriate to risk, including least privilege, multifactor authentication, encryption, logging, secure integration, testing for prompt injection and data leakage, monitoring, backups, incident response, and shutdown or rollback. Agentic AI requires narrow permissions, rate and transaction limits, human confirmation for consequential actions, audit logs, and a kill switch.

13.3 Vendors and embedded AI

AI vendors and embedded platform features require review of data ownership, training and reuse, retention and deletion, subprocessors, security, breach notification, accessibility, performance, bias, human oversight, auditability, intellectual property, service changes, public claims, and exit. A vendor update that introduces AI or changes data use may not be enabled until reviewed.

14. Accessibility, Fairness, and Civil Rights

- AI systems used for instruction, assessment, communication, application, employment, or student services must be evaluated for accessibility and compatibility with assistive technology. An accessible alternative and human assistance must be available when needed.
- Approved disability accommodations and assistive technology are governed through established accessibility processes. Faculty should not prohibit accommodation-related AI function without consulting the appropriate office.
- Models, data, thresholds, and workflows must be evaluated for differential impact across relevant groups and for proxies that may reproduce protected characteristics or socioeconomic disadvantage.
- The University may not use AI to discriminate, retaliate, harass, or deny equal access. A system that produces inequitable outcomes must be corrected, limited, paused, or retired even if average accuracy appears acceptable.
- Automated translation, captioning, or accessibility content must be reviewed when an error could materially affect rights, safety, academic requirements, or understanding.

Owners of high-impact AI must document the populations assessed, known limitations, complaint patterns, overrides, false positives and negatives, and remedial action. Fairness review is ongoing, not a one-time procurement check.

15. Transparency, Intellectual Property, Records, and Accreditation

15.1 Transparency and disclosure

- Student-facing bots and automated communications must be identified as AI when the recipient could reasonably believe a person is responding.
- Material AI use in academic work, research, course content, institutional reports, and public communications must be disclosed as required by the course, profession, publisher, sponsor, contract, or University process.
- Notices should explain purpose, limitations, relevant data use, human assistance, and review options in language appropriate to the audience and risk.

15.2 Intellectual property and likeness

Users must respect copyright, license, trademark, confidentiality, publicity, and contractual rights. They may not upload work created by another person, proprietary course content, unpublished research, licensed publisher material, or voice or likeness without authority. AI output must be checked for copied expression, false attribution, fabricated sources, and rights concerns before use.

15.3 Records

Official decisions and records must be maintained in authorized systems. High-impact use must retain enough information to reconstruct the approved system and version, data sources, material output, human reviewer, final decision, notices, overrides, complaints, and monitoring. Records must follow retention schedules and legal holds.

15.4 Accreditation and public representations

AI may assist with drafting or organizing accreditation materials, institutional reports, catalogs, websites, or marketing, but authorized personnel must verify every factual representation and preserve the underlying evidence. Confidential accreditor materials and nonpublic institutional data may not be entered into unapproved AI. Claims about learning, student success, retention, completion, outcomes, personalization, efficiency, savings, compliance, or proprietary AI must be accurate, supportable, appropriately limited, and approved.

16. Training and AI Literacy

The University will provide foundational and role-based AI education. Access to certain systems may be

conditioned on successful completion of training or demonstration of competence.

- Students: course expectations, integrity, verification, disclosure, privacy, bias, source evaluation, intellectual property, professional ethics, and discipline-specific applications.
- Faculty: assignment design, assessment validity, student communication, detection limitations, approved tools, privacy, accessibility, feedback and grading controls, research integrity, and required instructor interaction.
- Advisors and student-service staff: limitations of predictive scores, respectful outreach, data correction, human review, documentation, escalation, and student-support metrics.
- Financial aid, registrar, admissions, disability services, HR, research, clinical, marketing, technology, and leadership: role-specific legal, operational, data, security, fairness, and approval controls.
- System owners and reviewers: validation, monitoring, model change, incident response, vendor oversight, records, and decommissioning.

AI literacy should be integrated into programs where it supports learning outcomes and workforce relevance. Integration must be purposeful and should teach students to evaluate and govern AI, not merely operate a tool.

17. Incidents, Complaints, Exceptions, and Enforcement

17.1 Incidents and correction

Suspected exposure of restricted data, security compromise, harmful or biased output, material error, inaccessible process, fabricated evidence, improper high-impact decision, unapproved automation, or public misstatement must be reported promptly through established University and AIGC channels. The owner must contain the issue, preserve records, support affected persons, and participate in investigation and remediation.

17.2 Student and employee questions or complaints

Students and employees may ask how an AI-enabled process works, seek human assistance, report inaccurate data or harmful output, and use established complaint, grievance, appeal, accessibility, academic-integrity, privacy, or employment processes. Good-faith questions and reports must not result in retaliation.

17.3 Exceptions

An exception must be written, time-limited, purpose-specific, and approved by the AIGC and appropriate academic or control authority. It must identify scope, data, users, controls, monitoring, expiration, and exit. An exception cannot waive law, accreditation, clinical-partner, or due-process requirements.

17.4 Enforcement

Violations may result in loss of access, removal of a tool, correction of records or work, academic-integrity action, employment or contract action, remediation, or referral under applicable policies. Decisions must follow established due process and must not rely solely on AI output or detection.

18. Review and Continuous Improvement

The AIGC and University academic leadership will review this policy at least annually and after a material incident, legal or accreditation change, major model or vendor change, new high-impact capability, or organizational transition. Review should consider evidence from students, faculty, staff, incidents, complaints, monitoring, audits, learning outcomes, student success, accessibility, and vendor performance.

The University may issue standards, procedures, templates, syllabus language, approved-tool lists, training, and implementation deadlines under this policy. Material amendments require documented approval through the appropriate governance process.

Appendix A. Course AI Use Designations

Faculty should select and communicate the designation that best preserves the learning outcomes for each course or assignment. A designation does not override approved accommodations, program rules, or a stricter legal, clinical, sponsor, or accreditation requirement.

Designation	Student rule	Appropriate use
Prohibited	Students may not use generative AI for the identified course or assignment except an approved accommodation or expressly permitted assistive function.	Use when independent performance is essential to the learning outcome and AI would invalidate the assessment.
Limited or permission-based	AI may be used only for the activities, tools, stages, or purposes expressly listed by the instructor. Material use must be disclosed.	Use when selected AI support is pedagogically useful but core work must remain independently produced.
Permitted with disclosure	Students may use AI as a learning or production aid, but must follow attribution, verification, privacy, and process requirements and disclose material use.	Use when critical evaluation and responsible AI use are part of the learning design.
Required or structured	The assignment requires specified AI use, comparison, critique, documentation, or reflection. The instructor defines approved tools and evidence of process.	Use when AI competence is an explicit learning objective.

Model syllabus statement

Course AI expectations

The use of artificial intelligence in this course is governed by the AI designation and assignment instructions provided by the instructor. Students must use only permitted tools and purposes, protect confidential information, verify all output and sources, disclose material AI use, and remain able to explain and defend the submitted work. When instructions are silent, AI may support brainstorming or study but may not generate or materially rewrite work submitted for credit.

Appendix B. AI Use Disclosure

When disclosure is required, the instructor may prescribe a format. A complete disclosure ordinarily includes:

- Tool and, when known, model or version.
- Date or period of use.
- Purpose of use, such as brainstorming, outlining, coding support, translation, feedback, data analysis, or image generation.
- How the output was checked, changed, rejected, cited, or incorporated.
- Any instructor-required prompt or output record, provided that the record does not disclose restricted or third-party confidential information.

Sample disclosure

Example: I used an approved generative AI tool to brainstorm possible structures for the literature review. I independently located and read the cited sources, rejected unsupported suggestions, and wrote the final analysis in my own words. I retained the prompt and output as required and the submitted work reflects my own understanding.

Appendix C. High-Impact AI Approval Packet

The following information is required for high-impact and enterprise-critical use cases and may be required for moderate-risk use:

1. Executive summary and clear problem statement.
2. Named accountable executive, business owner, system owner, and implementation owner.
3. Affected entity or entities, users, and stakeholders.
4. Expected value, mission alignment, alternatives considered, and why AI is appropriate.
5. AI tool, model, version, deployment method, integrations, plugins, connectors, and agentic capabilities.
6. Data inventory, classification, source, quality, minimization, retention, access, and deletion plan.
7. Privacy, FERPA, financial-aid, employee, health or clinical, and confidentiality analysis as applicable.
8. Cybersecurity architecture, threat assessment, testing,

logging, access control, business continuity, and incident response.

9. Vendor due diligence and contractual protections, including training or reuse of inputs and outputs.
10. Legal, regulatory, accreditation, academic, accessibility, civil-rights, and intellectual-property review as applicable.
11. Human oversight model, nondelegable decisions, escalation path, and human fallback.
12. Notice, disclosure, consent, correction, complaint, and appeal mechanisms where applicable.
13. Testing and validation plan, including accuracy, reliability, hallucination, bias, subgroup effects, accessibility, and security.
14. Success metrics, baseline, acceptance thresholds, limitations, and evidence plan.
15. Pilot scope, duration, authorized users, training, and change-management plan.
16. Monitoring plan for performance, drift, differential impact, user experience, incidents, model changes, and vendor changes.
17. Recordkeeping requirements, system-of-record treatment, retention schedule, and audit trail.
18. Budget, total cost of ownership, staffing, dependency, and value-realization analysis.
19. Communications plan, including controls for public, student-facing, accreditor, and investor-related claims.
20. Exit, suspension, rollback, data return or deletion, and decommissioning plan.

Appendix D. Student-Facing Minimum Controls

Control	Minimum requirement
Purpose and owner	Defined student need, named accountable owner, approved scope, and documented alternatives.
Notice	Clear identification of AI when appropriate, purpose and limitation notice, data-use information, and human contact path.
Human authority	Qualified person makes final high-impact decision, can override, and reviews context outside the model.
Data	Minimum necessary data, documented authority, accurate source, correction process, access control, retention, and deletion.
Validation	Accuracy, false positives and negatives, bias and subgroup effects, accessibility, security, usability, and representative testing.
Support and appeal	Human assistance, correction, complaint, grievance, or appeal through established processes; no retaliation.
Monitoring	Performance, drift, outcomes, differential effects, overrides, complaints, incidents, model changes, and user feedback.
Records and exit	Decision traceability, system-of-record treatment, required retention, rollback, continuity, data deletion, and retirement.

Federal Financial Aid

The Office of Financial Aid is here to provide assistance in applying for loans, grants, and scholarships. Financial aid is not just about money; it's about enabling students to pursue their educational goals. It's 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 the administration of federally funded financial aid is to support and encourage students in their academic journey.

Students considering applying for financial aid are urged to contact the Office of Financial Aid, as eligibility for financial aid programs is very individualized. Most financial aid available to students is provided by the federal government and is called federal student aid. This includes the Federal Pell Grant program and the William D. Ford Direct Loan (Subsidized, Unsubsidized, and PLUS) program.

Although the primary responsibility for meeting the costs of education rests with the individual student and their families, the federal student aid program is available to eligible students and is awarded based on financial need, regardless of sex, age, race, religion, creed, or national origin.

Applying for Federal Financial Aid

To be eligible for Federal Financial Aid, you must:

- Be enrolled in an eligible academic program. Federal education loan participants must be enrolled on at least a half-time basis,
- Be a U.S. citizen or an eligible non-citizen,
- Have a valid social security number, if required,
- Have a high school diploma or equivalent,
- Maintain satisfactory academic progress (SAP) while attending college,
- Not be in default on a federal education loan or, if in default, have made satisfactory repayment arrangements,
- Complete a Free Application for Federal Student Aid (FAFSA) and the school must have a current Institutional Student Information Record (ISIR) to start the initial eligibility process.

APPLICATION PROCESS

Federal financial aid is government funding for your education, awarded through the issuance of grants and loans. To learn if you're eligible, fill out the Free Application for Federal Student Aid (FAFSA) using United States University's school code 040053. Each year, students and parents of dependent undergraduate students wishing to apply for financial aid must complete the FAFSA.

Steps to apply for federal aid:

1. Get an FSA ID.
2. Fill out the FAFSA to apply for federal grants and loans.
3. Complete the Loan Entrance Counseling form.
    - If you've never gotten a Direct Loan or Federal Family Education Loan, you're required to complete entrance counseling to ensure that you understand the responsibilities of taking out student loans.
4. Sign the Master Promissory Note.
    - Students and/or parents who apply for Federal student loans must promise to repay them, along with any interest and fees. The applicable form can be completed here.
5. Complete any additional paperwork requested by the Office of Financial Aid.
6. Review the award notification letter.

VERIFICATION

Verification is a process to confirm that the information you or your parents provided on the FAFSA is accurate. Although the U.S. Department of Education (ED) randomly selects FAFSAs to be verified, the Office of Financial Aid reserves the right to select a student for verification to clarify any potential discrepancies.

The Office of Financial Aid (OFA) cannot award federal student aid to students selected for verification until the students complete the verification process and OFA has

transmitted to and subsequently received any necessary FAFSA corrections from ED.

Verification Process

- Once a student is selected for verification, OFA will notify the student via the email address on file of their verification selection and the required documentation needed.
    - Students must provide appropriate and legible supporting documents to the OFA.
    - Students may be required to complete an identity verification process via Zoom.
    - Additional documents may be requested at the discretion of OFA.
- Allow a minimum of 10 business days for OFA to process the information.
- Once all verification requirements are complete, the OFA will update the FAFSA to reflect the information provided, and the student will receive a new FAFSA Submission Summary (FSS). The student is responsible for reviewing their FSS to ensure that the information is accurate based on the documentation they provided. If there were no changes to the FAFSA, the most recent FAFSA on file will be used to determine the student's eligibility for federal student aid.
- If a student's financial award changes because of verification, a new award notification will be generated and sent to the student with the updated Student Aid Index (SAI) and award amounts, as applicable.

Participation in the verification process is not optional. If a student who is selected for verification does not submit the required documentation within 14 days from the day they are notified, financial aid processing will be delayed, and the student may not be eligible to receive federal funding. The student will then be responsible for any balance on their account.

Common Delays in Completing the Verification Process

- Computer-generated signature stamps on paper forms.
- Missing signatures on requested forms and documents.
- Forms not filled out completely.
- Student name and learner ID not provided on all forms and documents.
- Changing your **IRS Tax Return Information** after-tax information is transferred from the IRS to the FAFSA.

If United States University obtains any credible information indicating that an applicant for federal student aid may have knowingly engaged in fraud or other criminal misconduct in connection with their application for federal student aid, that applicant will be referred to the Office of Inspector General (OIG) of the U.S. Department of Education. Examples of this type of information are:

- False claims of independent student status.
- False claims of citizenship.
- Use of false identities.
- Forgery of signatures or certifications.
- False statements of income.

How Financial Aid is Determined

Financial aid is determined based on the results from the students' completed Free Application for Student Aid (FAFSA) and the "cost of attendance", which is an estimate of tuition and fees, living expenses (housing and food), transportation, and other personal/miscellaneous expenses.

Financial aid programs are created with the idea that the primary responsibility for paying college costs rests with the student and their family. Need-based financial aid (Federal Pell Grant and Direct Subsidized Loan) is available to families who demonstrate a need for additional resources to help pay college costs.

The formula used to determine whether a student is eligible for need-based aid is:

Cost of attendance (COA) – Student Aid Index (SAI) = Financial Need

A student's financial aid offer is based on the following factors that determine financial need:

<u>Cost of attendance (Budget)</u>

The cost of attendance (COA) is an estimate of the total amount of the student's educational expenses associated with attending United States University (USU) each academic year. At USU, the COA includes direct costs

(tuition, fees, and book allowance) that will appear on the student's ledger as well as indirect costs (housing and food, transportation, and personal expenses). The indirect costs are not billed to the student but are estimated costs associated with attending the University.

Student Aid Index (SAI)

The Student Aid Index (SAI) is an eligibility index number that the financial aid office will use to determine how much federal student aid students will be eligible to receive. This number is not a dollar amount of aid eligibility or what the student and/or their family is expected to pay to attend. The SAI is calculated using the financial information the student and/or their contributors, if applicable, provided on the FAFSA.

Federal Financial Aid Programs

United States University offers federal grant and loan programs funded by the U.S. Department of Education. Grants are gifts of money that do not have to be repaid, provided they are used to complete the student's education. Loans are borrowed money that must be repaid with interest.

Other sources of financial assistance are often available. Some of these include veteran education benefits and employer sponsorships. A student should research all possible sources of financial assistance.

The amount and type of financial aid that students may receive are determined through federal and state guidelines. Depending on eligibility, the typical financial aid award will be a combination of grants and/or loans. Federal Student Assistance Title IV funds are available only to students who qualify.

Federal Pell Grant

Pell Grants are federally funded, need-based grants for college students that do not need to be repaid as long as the student was and remains eligible for the grant. Federal Pell Grants are usually awarded only to undergraduate students who display exceptional financial need and have not earned a bachelor's, graduate, or professional degree. The amount of the grant available to the student will depend on the Student Aid Index (SAI) and the cost of attendance.

The 2025-2026 award year maximum Pell Grant scheduled award amount is $7,395, and the minimum is $740.

Federal Direct Loan Program

United States University students are eligible to apply for the Title IV federal student loan programs. The U.S. Department of Education offers Direct Federal loans to help students pay for college and are available to both undergraduate and graduate students. The University currently offers Federal Direct Subsidized, Federal Direct Unsubsidized, and Federal Direct Parent/Graduate PLUS loans through the William D. Ford Direct Loan program with the U.S. Department of Education. Students who graduate, withdraw from school, or enroll less than half-time, have a six-month grace period before repayment begins. For current interest rate information, please visit https://studentaid.gov/understand-aid/types/loans/interest-rates.

Federal Direct Subsidized Loans are loans made to eligible undergraduate students who demonstrate financial need, and the eligible amount cannot exceed the student's financial need. The U.S. Department of Education pays the interest on a Direct Subsidized Loan:

- While the student is enrolled at least half-time (p. 40),
- For the first six months after the student leaves school (referred to as a grace period), and
- During a period of deferment (a postponement of loan payments).

Federal Direct Unsubsidized Loans are loans made to eligible undergraduate, graduate, and professional students, but eligibility is not based on financial need. The U.S. Department of Education defers repayment of the loan principal while the student is enrolled at least half-time (p. 40) and for the first six months after the student leaves school. The student is responsible for paying the interest on the outstanding principal during all periods, including times of approved deferred principal payments.

Federal Direct PLUS Loans are loans made to graduate or professional students and parents of dependent undergraduate students to help pay for education expenses not covered by other financial aid. Eligibility is not based on financial need, but a credit check is required. Borrowers with adverse credit histories must meet additional requirements to qualify.

Eligible Direct Loan Amounts

The amount a student is eligible to borrow depends on whether they are an undergraduate student, a graduate or professional student, or a parent.

- For an undergraduate student, the maximum amount you can borrow each year in Direct Subsidized Loans and Direct Unsubsidized Loans ranges from $5,500 to

$12,500 per year, depending on what year you are in school and your dependency status (i.e., independent versus dependent).

- For a graduate or professional student, you can borrow up to $20,500 each year in Direct Unsubsidized Loans. Direct PLUS Loans can also be used for the remainder of your college costs, as determined by the University, not covered by other financial aid.
- A parent of a dependent undergraduate student can receive a Direct PLUS Loan for the remainder of their child's college costs, as determined by the University, that is not covered by other financial aid.

Terms and Conditions of Direct Loans

The terms and conditions of Direct Loans can be found on the Master Promissory Note and/or the Loan Entrance Counseling the student completes. A student borrower who has reached their aggregate loan limit may not receive additional loans. More information on these limits can be found here.

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 Student Loan Advocate here.

Entrance and Exit Counseling Requirement

Loan Entrance Counseling

All students eligible to receive Direct Federal Loans must complete the Loan Entrance Counseling before federal funding can be disbursed. Entrance counseling provides borrowers with comprehensive information on the terms and conditions of the loan they are about to receive, and their responsibility to repay the loan.

PLUS Loan Credit Counseling

Special loan counseling is required for any student or parent Direct PLUS loan applicant who has been determined to have an adverse credit history, but who qualifies for a Direct PLUS loan either by getting a loan endorser or by documenting to the satisfaction of the Department of Education that there are extenuating circumstances related to the adverse credit.

Loan Exit Counseling

Students who have borrowed through the Federal Direct Loan Program (Subsidized, Unsubsidized or Graduate PLUS) while at United States University are required by law to complete an exit counseling session if they are graduating, withdrawing, or dropping below half-time enrollment. This web-based, exit counseling session has been created to make sure all students understand their rights and responsibilities as a Federal Direct Loan borrower. The topics covered in the web-based exit counseling session are:

- Summary of total Federal Direct Student loan indebtedness
- Summary of total non-Federal Direct Student loan indebtedness, including FFEL and Perkins loans
- Interest rates
- Information about entering repayment
- Repayment plan options
- Making payments
- Choice of monthly payment date
- Prepayment
- Consequences of default
- Loan consolidation
- Deferments
- Forbearances
- Loan discharge
- Information on how to contact the Direct Loan Servicing and Loan Consolidation centers
- Information on the Direct Loan website

In order for United States University to be notified that exit counseling has been completed, be sure the University is listed as one of the schools to notify. This question will be asked after the session and the quiz is completed. If the University is not listed, the borrower will have to provide United States University with a copy of the Borrower's Information and the Rights and Responsibilities Summary Checklist that can be printed during the online exit counseling session.

Professional Judgment

Federal regulations allow limited exceptions or

adjustments to information reported on the Free Application for Federal Student Aid (FAFSA). Students/parents may appeal to the Office of Financial Aid (OFA) with "special" or "unusual" circumstances that differentiate their situation from information reported on the student's FAFSA.

Based on Federal statute, any decision/adjustment made is at the sole discretion of the OFA and cannot be appealed beyond the OFA. Documentation will be maintained on the students' file for at least three years after the end of their enrollment, along with documentation of the Professional Judgment decision.

Categories of Potential Changes based on Professional Judgments

Special Circumstances are adjustments reflecting financial changes affecting the student/parent. These adjustments can be made to data elements used in calculating the SAI (Student Aid Index). Financial adjustments might also be made to the components of the students' Cost of Attendance budget for financial aid purposes.

Unusual Circumstances adjustments made to the student's dependency status for financial aid purposes based on a unique situation that differentiates the student from the regulatory bases for dependency determined through standard FAFSA questions.

Special Circumstances to be considered (Financial)

Adjustments to Components Used to Calculate SAI

- Reduced income: adjustments to data elements used to calculate the SAI based on an income or earnings reduction compared to the calendar-year reported on the FAFSA, due to circumstances including the following:
    - Change in employment
    - Reduction in untaxed income, such as child support
    - Divorce/separation of parent or student
    - Death of parent or student's spouse
    - Permanent and total disability of parent or student's spouse
    - Other changes in income

Reduced income must be reported for the actual prior-calendar year or projected current calendar year (with no more than six months of projected income), whichever is more applicable to the prevailing situation. Third-party documentation must be uploaded to support the data provided on the form.

- Incurred expenses: adjustments to data elements used to calculate the SAI where certain expenses existed during the calendar year on which the FAFSA is based which are not captured by questions on the FAFSA, such as:
    - Tuition expenses at an elementary or secondary school
    - Unusual out-of-pocket medical or dental expenses not covered by insurance

A letter of explanation with the itemization of these expenses, accompanied by third-party documentation, will need to be securely uploaded to be considered.

Cost of Attendance Budget Increases

In circumstances in which the student can document that the standard cost of attendance budget does not accurately reflect their necessary expenses, a student may appeal for an increase in their budget for reasons including the following:

- Documented higher living expenses than represented by the average housing and meal allowance
- Documented exceptional costs for books, supplies, or miscellaneous personal expenses

In cases where a component in the budget is not sufficient, the student must submit a written, signed request detailing their total expenses, along with third-party documentation of costs. In these cases, the entire budget will be reviewed.

Unusual Circumstances to be considered (Dependency)

The FAFSA has a few questions to determine dependency, based on congressional law. If a student cannot answer "yes" to any of these questions, the student is considered dependent for financial aid purposes, and parental information is required on the FAFSA.

Within professional judgment, potential adjustments to dependency may be considered based on a student's unique situation. The Office of Financial Aid considers exceptions to the FAFSA basis for dependency to be in situations where a student's physical/mental wellbeing was or is threatened/jeopardized if the student remains with their parent(s) or in cases where the parent physically/emotionally abandoned their child.

The student must write a letter explaining their circumstance, which must be substantiated by two signed letters from non-related third parties who know the student's situation, such as a teacher, counselor, medical authority, member of the clergy, prison administrator, government agency, or court official.

A dependency override will remain in effect for the duration of the student's enrollment at United States University unless the student informs about a change, or the Office of Financial Aid has evidence of conflicting information.

Timeline

When all documentation has been submitted, the appeal will be reviewed within 1-2 weeks, but never later than 60 days after the student enrolls. After the review is complete, the student will be notified about the decisions as well as any adjustments to their financial aid package. All decisions are final.

Scholarships

SCHOLARSHIPS

United States University may offer institutionally funded scholarships that are available to both undergraduate and graduate students. Available scholarships are applied directly to tuition charges. These funds are limited and are designed to reduce the student's reliance on loans. Eligibility is based on financial aid, merit, and/or other factors.

Students are also encouraged to research and identify private/external sources of scholarship funding and other employer-based educational benefits to offset and save on educational expenses and related costs.

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 Return of Title IV (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 and, if the student has received federal student financial aid funds, the student is entitled to a refund of the moneys not paid from federal student financial aid program funds.

There are several factors used to determine R2T4 calculations: 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 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.

Determination of the Withdrawal Date

The student's withdrawal date for purposes of R2T4 calculation will always be the last day of attendance as determined by attendance records.

Date of Determination

The date of determination is the date that the student is determined to be withdrawn. The date of determination is based on one of the following occurrences:

- The date the student officially notifies the school that they are withdrawing, 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 institution's date of determination for students who unofficially withdraw is the 14th day after the student's 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.

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 are excluded.

If you earned less aid than was disbursed, the institution is required to return a portion of funds and the student is required to return a portion of the funds. When Title IV funds are returned, the student may owe a debt balance to the institution.

For any loan funds that the student must return, the student (or the student parent for a Direct PLUS loan) repay in accordance with the terms of the promissory note. The student is required to make scheduled payments to the holder of the loan over a period of time.

The requirements for Title IV program funds when the student withdraws are separate from the University Refund Policy. Therefore, the student may still owe funds to the school to cover any unpaid institutional charges.

Post-withdrawal disbursements

If the student earned more financial aid than was disbursed to the student, the institution will offer the student a loan post-withdrawal disbursement within 180 days of the students withdrawal. 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. Notification will have a deadline of 30 days for the Student and Parent to respond.

A grant post-withdrawal disbursement will be paid within 45 days of the students withdrawal. 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 grant disbursement.

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
- Iraq and Afghanistan Service Grant
- Federal Supplemental Educational Opportunity Grant (FSEOG)

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.

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.

Paying Credit Balances

General Information

United States University's policy on paying all Student Credit Balances is modeled after the policies and regulations governing credit balances from the Department of Education. A Title IV credit balance occurs whenever the University credits Title IV program funds to a student's account and those funds exceed the student's charges. Any subsequent disbursements will be held to cover those charges for a student with an account balance within the same academic year/loan period. The University can also hold up to $200 for any prior academic year charges.

Title IV funds consist of federal student aid awarded from programs administered by the U.S. Department of Education. Title IV funds include:

- Direct Subsidized Loan
- Direct Unsubsidized Loan
- Federal Pell Grant
- Direct Plus Loan

Paying Student Credit Balances

All applicable Title IV credit balances will be automatically processed and posted to the student's account as soon as possible but no later than 14 days after:

- The date the balance occurred on the student's account if the balance occurred after the first day of class of a payment period, or
- The first day of classes of the payment period if the credit balance occurred on or before the first day of class of that payment period.

To lower fraudulent activities, a paper check will be mailed to the student's home address on file with the University. The student is the only individual authorized to take ownership of the check. The only exception is for student accounts with Parent PLUS loans. During the Parent PLUS loan application and approval process, the parent can select themselves or the student to receive the refund. If the parent selects themselves to receive the credit balance, a paper check will be mailed to the address listed on the original loan application.
If United States University loses contact with a student or parent who is due a Title IV credit balance, the school will return the credit balance to the appropriate federal student aid program.

Outstanding Checks

Stale Dated

Checks are only valid for 90 days after the issuance date. Checks still outstanding after 90 days will be voided. The university will attempt to contact the student for the next 30 days for an updated address. If the student does not respond, the funds will be returned to the federal student aid program.

Returned Check

If the United States Postal Service returns a check undeliverable, the university will void the original check and attempt to contact the student for the next 30 days for an updated address; if the student does not respond, the funds will be returned to the federal student aid program.

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 speak to a Military Enrollment Advisor. Veterans who are unsure of their eligibility should contact the Veterans Administration. Eligible students must maintain satisfactory academic progress to continue receiving educational benefits.

United States University will review and evaluate all transcripts provided for transfer credits, including Joint Service Transcript (JST) or Community College of The Air Force (CCAF). The student must provide the transcripts to be evaluated.

Students with questions regarding using Veteran Benefits at USU should contact a Military Enrollment Advisor or email military@usuniversity.edu.

Reimbursement to Veterans and Eligible Persons

For information or 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.

Tuition Rates for Active Duty Military, Veterans, and Military Spouses

Students who have served or are currently serving in the United States military and their legal spouses are eligible to receive the reduced tuition rates published for Active Duty Military, Veterans, and Military Spouses.

The student must supply one of the following documents to apply for the reduced tuition rate:

- Leave and Earnings Statement; must be dated within 90 days of document submission.
- DD-214 (Discharge of Duties); must have general discharge or higher.
- VA Letter Certifying Military Service/Benefits Summary Letter; must have general discharge or higher.
- Honorable Discharge Certificate.
- NGB Form 22 (National Guard Report of Separation and Record of Service); must have general discharge or higher.

If the student is the spouse of the servicemember/veteran, the student must supply their Marriage License or Marriage Certificate and one of the spouse's military documents listed below:

- Leave and Earnings Statement; must be dated within

90 days of document submission.

- DD-214 (Discharge of Duties); must have general discharge or higher.
- VA Letter Certifying Military Service/Benefits Summary Letter; must have general discharge or higher.
- Honorable Discharge Certificate.
- NGB Form 22 (National Guard Report of Separation and Record of Service); must have general discharge or higher.
- DEERs record.

Allowing Veterans to Attend or Participate in Courses Pending VA Payment

Background:

Section 103 of Public Law (PL) 115-407, 'Veterans Benefits and Transition Act of 2018,' amends Title 38 US Code 3679 by adding a new subsection (e) that requires disapproval of courses of education, beginning August 1, 2019, at any educational institution that does not have a policy in place that will allow an individual to attend or participate in a course of education, pending VA payment, providing the individual submits a certificate of eligibility for entitlement to educational assistance under Chapter 31 or 33.

Pending Payment Compliance

For students utilizing Chapter 31 VA Vocational Rehabilitation and Employment benefits or utilizing Chapter 33 Post 9/11 GI Bill® VA education benefits, United States University will not:

•

Charge late fees on the portion of tuition and fees billable to the VA while VA tuition and fee payment is pending.

•

Withdraw students for non-payment of the portion of tuition and fees billable to the VA while VA tuition and fee payment is pending.

•

Restrict student access to university facilities for non-payment on the portion of tuition and fees billable to the VA while VA tuition and fee payment is pending.

•

Require the student to access student loans to pay the portion of tuition and fees billable to the VA while VA tuition and fee payment is pending.

To qualify, by or on the first day of the enrollment period, a student must:

•

Present to the Enrollment Advisor or the Financial Aid Office a VA Certificate of Eligibility or VA Form 29-1905/Purchase Order issued in the student's name:

•

Use one of the two VA benefits, Chapter 31 or Chapter 33, as noted.

Costs that are the student's responsibility, such as tuition and fees not billable to the VA, are not covered under the provision established by PL 115-407, Sec. 103. Students using Post 9-11 benefits at less than 100% eligibility are responsible for contacting the Military Benefits Office at militarybenefits@usuniversity.edu to make payment arrangements on the amount of tuition not anticipated to be paid by the VA.

The provision established by PL 115-407, Sec. 103, ends 90 days after tuition and fees are billed to the VA, whether or not VA has issued payment to the University. At that time, the University can hold the student liable for the billable tuition and fees unpaid by the VA, place a registration hold for any outstanding amount billed to the VA, or withdraw the student for non-payment of the billable tuition and fees not paid by the VA. Ultimately, the student agrees to assume and pay all costs associated with said enrollment, which is not paid by the VA directly to the University.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). The California State Approving Agency approves United States University for Veterans Education. Please contact the Veterans Benefits Administration for more information.

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 (MPP). 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 prior to the start of each semester. MPP students will be deemed to be in conditional good financial standing with the University if they are current with all scheduled payments.

By electing the MPP option, you expressly authorize United States University and its authorized third-party agents to obtain, review, and use your consumer credit report and related information for the purpose of evaluating your eligibility for the MPP. This credit check will constitute a soft inquiry on your credit report. Approval of the MPP is conditioned upon your TransUnion credit score being at least 600, and any credit inquiry or related action will be conducted in compliance with applicable federal and state laws, including the Fair Credit Reporting Act and applicable adverse-action requirements.

Federal Funds Paid by the Student to the University

Per 34 C.F.R. § 668.28, schools must now report as federal funds received by the school, cash payments from students that are derived from federal fund sources paid directly to the student. To comply with the regulation, students must disclose to the school any federal funds used to make cash payments to the school. Students should email to sa@usuniversity.edu or mail such notice to United States University, Attn: Student Accounts, 4605 E. Elwood St., Suite 300, Phoenix, AZ 85040. Note: IRS refunds nor payroll derived from a federal agency for which a student works, which are used to pay tuition and fees to the school, are not considered federal funds and do not need to be reported.

Returned Checks

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

Credit Reporting

Delinquent accounts will be sent to an external collection agency. The University may report information to credit bureaus. Late payments, missed payments or other defaults on your account may be reflected in your credit report. If you believe we have reported inaccurate information about this Agreement to a consumer reporting agency, or if you believe you have been a victim of identity theft in connection with this Agreement, you may notify the consumer reporting agency or write to us at: United States University, Attention: Credit Reporting Disputes, 859 Mt. Vernon Hwy NE, Suite 200, Sandy Springs, GA 30328, or at another customer service address that we may provide you in writing. You must include the following in your letter: (1) your name and this Agreement number; (2) identification of the specific information that is in dispute; (3) an explanation of the basis for the dispute; (4) supporting documents that substantiate the basis for your dispute.

United States University applies funds to student accounts in the following order:

- Federal Grants (Pell, FSEOG)
- Federal Loans (Direct Subsidized, Direct Unsubsidized, PLUS Loans)
- State Grants
- Other Federal Payments (VA, TA, HRSA, NNEI etc.)
- Employer Payments
- Outside Scholarships
- 529 Plan Payments
- Private Loans
- Student Payments by Related Party
- Student Payments

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 JANUARY 20, 2026

Tuition

Graduate and Post-Baccalaureate Programs (Total Charges for a Period of Attendance)

Program	Credits	Per Credit Hour	Per Academic Year*
Teaching Credential	36	$451	$10,824
Teaching Credential with Intern Option	36	$451	$10,824
Teaching Credential with Bilingual Authorization	45	$451	$10,824
Teaching Credential with Bilingual Authorization with Intern Option	45	$451	$10,824
Master of Arts in Education	30	$451	$5,412
Master of Arts in Teaching	42	$451	$5,412
Master of Arts in Teaching with Intern Option	42	$451	$5,412
Master of Arts in Teaching Bilingual Authorization	51	$451	$5,412
Master of Arts in Teaching Bilingual Authorization with Intern Option	51	$451	$5,412
Master of Business Administration	30	$451	$5,412
Master of Business Administration – International	36	$577.50	$10,395
Master of Science in Nursing, Family Nurse Practitioner	48	$745.50	$8,946
Master of Science in Nursing, Administration and Management	30	$451	$5,412
Master of Science in Nursing, Forensic Nursing	30	$451	$5,412
Master of Science in Nursing, Health Care Leadership	30	$451	$5,412
Master of Science in Nursing, Informatics	30	$451	$5,412
Master of Science in Nursing, Nurse Educator	30	$451	$5,412
Master of Science in Technology and Innovation	36	$451	$5,412
Doctor of Business Administration	42	$781	$9.372
Doctor of Business Administration - International	42	$781	$14,058
Doctor of Education	46	$781	$9,372
Doctor of Nursing Practice	38	$781	$8,591
Doctor of Science in Computer Science	60	$781	$9,372
Education Specialist	33	$781	$9,372

*Based on students enrolling for 6 credits, 9 credits for the Master of Business Administration- International and Doctor of Business Administration - International, and 12 credits for the Teacher Credential each semester for two academic semesters. For Doctor of Nursing Practice, it is based on enrolling for 11 credit hours for the two academic semesters.

Baccalaureate Programs (Total Charges for a Period of Attendance)

Program	Credits	Per Credit Hour	Per Academic Year*
Bachelor of Science in Elementary Education	120	$313.50	$7,524
Bachelor of Science in Business Administration - Completion Program	60	$313.50	$7,524
RN to Bachelor of Science in Nursing	30	$400	$9,600

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

Post Baccalaureate Certificate Program (Total Charges for a Period of Attendance)

Program	Credits	Per Credit Hour	Per Academic Year
Foundations of Artificial Intelligence Certificate	9	$250	$2,250
Nursing Business Certificate	9	$250	$2,250

Non-Degree Seeking (NDS) – Undergraduate

Course Type	Per Credit Hour
All courses (excludes courses associated with RN to BSN Program)	$313.50
Courses Associated with the RN to BSN Program	$400

Non-Degree Seeking (NDS) – Graduate

Course Type	Per Credit Hour
Master of Science in Nursing	$745.50
All Other Programs – Online Course	$451
All Other Programs – Onsite Course	$525

Tuition Assistance Active or Reserve Duty Military (Total Charges for a Period of Attendance)

Program	Per Credit Hour	Per Academic Year*
Master of Science in Nursing, Family Nurse Practitioner	$250	$3,000
All Other Graduate Programs (excluding certificate programs)	$250	$3,000
RN to BSN	$200	$2,400
All other Bachelor's programs	$200	$2,400

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

Non-Tuition Assistance Active or Reserve Duty Military, Veterans, and Military Spouses (Total Charges for a Period of Attendance)

Program	Per Credit Hour	Per Academic Year*
Master of Science in Nursing, Family Nurse Practitioner, Post Master's Family Nurse Practitioner, and all Doctoral programs	$640	$7,680
All Other Graduate Programs	$370	$4,440
RN to BSN	$360	$4,320
All other Bachelor's programs	$260	$3,120

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

Other Fees

Non-Refundable

Fee Type	Amount	Frequency
Audit Fee	$500	Upon Request*
Challenge Examination Fee	$225	Each Occurrence
Diploma reprint	$75	Each
DNP Virtual Residency	$125	Each
FNP Predictor Exams (MSN572, FNP595, & FNP597)	$450	Per Exam
Graduation Fee - (excluding Certificate Programs)	$150	One Time
Graduation Fee - Certificate Programs	$100	One Time
Photo Identification Card (MSN572) (Students who enrolled prior to 9/1/26)	$15	One Time
Replacement Student ID Card	$25	Each Occurrence
Student Administrative Fee (Effective 08/01/2026)+	$250	Per Enrollment
Student Finance Processing Fee (Effective 01/01/2025 to 07/31/2026)+	$250	Per Enrollment
Teacher Credential Internship Supervision Fees (INT501, INT502, INT503, INT504)	$450	Per Course
Transcript Request - Paper	$15	Each
Transcript Request - Electronic	$10	Each
Transcript Request - Expedited Shipping	$50	Each
Wire Transfer Fee	$40	Each Occurrence

*Only available to current students or USU alumni.

+Non-refundable fee for non-matriculated and matriculated students; assessed when enrollment agreement is signed.

Refundable

Fee Type	Amount	Frequency
Technology Fee - Undergraduate nursing	$75	Per Course
Technology Fee - Undergraduate programs including general education and NDS undergraduate (excluding nursing)	$90	Per Course
Technology Fee - Graduate programs, certificate programs, and NDS graduate (excluding MSN, MSN-FNP certificate program, and NDS Graduate Nursing)	$150	Per Course
Technology Fee - Doctor of Business Administration, Doctor of Education, Education Specialist, and Doctor of Science in Computer Science	$225	Per Course
Technology Fee - MSN Nurse Educator/Health Care Leadership programs	$225	Per Course
Technology Fee - MSN FNP program, Post Master's FNP Certificate, Doctor of Nursing Practice, and NDS Graduate Nursing	$275	Per Course
FNP Immersion Fee (MSN572)+	$800	Per Identified Course

+The MSNFNP immersion fee does not include materials needed for clinical (e.g., clinical lab coat, stethoscope, etc.). These are ordered and paid for directly by the student. Materials will be mailed by the company directly to the students.

Non-Refundable International Student Additional Fees

Fee Type	Amount	Frequency
International Student Services Fee (excludes Doctoral programs)	$275	Per Session
International Student Services Fee - Doctorial Programs	$275	Per Session

Estimated Program Charges (estimated schedule total charges for the entire educational program)

Program	Credits	Estimated Tuition	Program and Technology Fees	Other Fees	Estimated Total Institutional Charges	Books*
Bachelor of Science in Business Administration - Completion Program	60	$18,810	$2,200	$0	$21,010	$4,000
Master of Business Administration	30	$13,530	$1,900	$0	$15,430	$2,000
Teacher Credential	36	$16,236	$2,200	$0	$18,436	$2,400
Teacher Credential with Intern Option	36	$16,236	$4,000	$0	$20,236	$2,400
Teacher Credential with Bilingual Authorization	45	$20,295	$2,650	$0	$22,945	$3,000
Teacher Credential with Bilingual Authorization with Intern Option	45	$20,295	$4,450	$0	$24,745	$3,000
Bachelor of Science in Elementary Education	120	$37,620	$4,000	$0	$41,620	$8,000
Master of Arts in Teaching	42	$18,942	$2,500	$0	$21,442	$2,800
Master of Arts in Teaching with Intern Option	42	$18,942	$4,300	$0	$23,242	$2,800
Master of Arts in Teaching with Bilingual Authorization	51	$23,001	$2,950	$0	$25,951	$3,400
Master of Arts in Teaching with Bilingual Authorization with Intern Option	51	$23,001	$4,750	$0	$27,751	$3,400
Master of Arts in Education	30	$13,530	$1,900	$0	$15,430	$2,000
RN to Bachelor Science in Nursing	30	$12,000	$1,150	$0	$13,150	$2,000
Master of Science in Nursing, Administration and Management	30	$13,530	$2,875	$0	$16,405	$2,200
Master of Science in Nursing, Education	30	$13,530	$2,875	$0	$16,405	$2,200
Master of Science in Nursing, Family Nurse Practitioner+	48	$35,784	$6,965	$0	$42,749	$3,200
Master of Science in Nursing, Forensic Nursing	30	$13,530	$2,875	$0	$16,405	$2,200
Master of Science in Nursing, Informatics	30	$13,530	$3,100	$0	$16,630	$2,400
Master of Science in Nursing, Leadership	30	$13,530	$2,875	$0	$16,405	$2,200
Master of Science in Technology and Innovation	36	$16,236	$2,200	$0	$18,436	$2,400

Doctor of Business Administration	42	$32,802	$3,550	$0	$36,352	$2,800
Doctor of Education	46	$35,926	$4,000	$0	$39,926	$3,100
Doctor of Nursing Practice	38	$29,678	$4,775	$0	$34,453	$3,000
Doctor of Science in Computer Science	60	$46,860	$4,900	$0	$51,760	$4,000
Education Specialist	33	$25,773	$2,875	$0	$28,648	$2,200

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

+The MSNFNP immersion fee does not include materials needed for clinical (e.g., clinical lab coat, stethoscope, etc.). These are ordered and paid for directly by the student. Materials will be mailed by the company directly to the students.

Estimated International Program Charges (estimated schedule total charges for the entire educational program)

Program	Credits	Estimated Tuition	Program and Technology Fees	Other Fees	Estimated Total Institutional Charges	Books*
Master of Business Administration	36	$20,790	$2,100	$2,600	$25,490	$2,800
Doctor of Business Administration	42	$32,802	$3,600	$3,425	$39.827	$3,200

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

Estimated Post Baccalaureate Certificate (estimated schedule total charges for the entire educational program)

Program	Credits	Estimated Tuition	Program and Technology Fees	Other Fees	Estimated Total Institutional Charges	Books*
Foundations of Artificial Intelligence Certificate	9	$2.250	$800	$0	$3,050	$600
Nursing Business Certificate	9	$2,250	$800	$0	$3,050	$600

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

Graduation Fee

The Graduation Fee helps cover the costs of the final stages of a student's program. It supports the maintenance of academic records, processing of diplomas, commencement planning (regardless if students attend or not), and the administrative expenses related to awarding degrees.

Indirect Costs - College of Nursing & Health Sciences

United States University (USU) strives to maintain affordable tuition rates to support underserved groups in accessing education. However, preceptors and clinical sites may independently charge fees for precepting students. If a preceptor or site charges a fee, it typically ranges from $50 to $2,000 per course, and USU does not establish or regulate these charges. In addition, some locations and clinical placements require students to purchase supplemental general and malpractice insurance. Students are responsible for paying and maintaining the policy during the placement period.

Students are responsible for addressing these fees directly with their preceptor or clinical site. Students are responsible for negotiating payment directly with their preceptor/site or placement service. If a student opts to utilize a placement service, students are responsible for communicating the respective preceptor/mentor and field experience site requirements to the placement service agency.

Immersion Fee

The Immersion Fee supports the costs associated with live, hands-on learning experiences, where students engage in practice scenarios designed to develop essential skills for their future roles as family nurse practitioners. This immersive experience focuses on the practical application of knowledge and competencies critical for professional growth within the scope of family healthcare. The fee also contributes to using and maintaining technological and physical resources necessary for delivering a high-quality learning environment. These resources may include virtual platforms, instructional facilities, and other related services.

The MSNFNP immersion fee does not include materials that may be needed for clinical (e.g., clinical lab coat, stethoscope, etc.). These are ordered and paid for directly by the student.

International Student Services Fee

This fee covers maintaining compliance with the United States Department of Homeland Security regulations that oversee the Student and Exchange Visitor Program (SEVP). This fee allows the Designated School Officials (DSO) to provide services to its international students such as, but not limited to, pre-arrival guidance and entry to the United States, SEVIS reporting, including processing admission applications and issuance of Form I-20s, processing student change requests, immigration document processing related to their F-1 Visa, CPT authorization, training DSOs.

Predictor Fee

The Predictor Fee covers the costs associated with administering specialized assessments or exams required for certain courses or programs. This may include the use of proctoring services, specialized testing software, lab exams, or other unique testing procedures. The fee helps maintain the integrity and security of the testing process and ensures that students have access to the appropriate facilities and resources needed for these assessments. The fee is applied only to courses or programs requiring these specialized testing services.

Student Administrative Fee

The university charges a non-refundable Student Administrative Fee of $250 upon the student's signing of the enrollment agreement. This non-refundable fee covers administrative and operational costs associated with student account setup and enrollment-related services. The fee is assessed once per enrollment or readmission requiring a new enrollment agreement. The fee is non-refundable, including for students who do not matriculate or otherwise do not begin attendance. Whether the student matriculates (stays enrolled through Day 8 of the first course) or not, the fee is not refundable.

Student Finance Processing Fee

The university charges a non-refundable Student Finance Processing Fee of $250 upon the student's signing of the enrollment agreement. This non-refundable fee covers administrative and operational costs associated with student account setup and enrollment-related services. The fee is assessed once per enrollment or readmission requiring a new enrollment agreement. The fee is non-refundable, including for students who do not matriculate or otherwise do not begin attendance. Whether the student matriculates (stays enrolled through Day 8 of the first course) or not, the fee is not refundable.

Technology Fee

The University applies a mandatory Technology Fee to cover expenses associated with the use and maintenance of technological services in order to offer its students the highest quality learning environment. Such resources offered may consist of the learning management systems, student portal, academic library resources, provided software, and other related technological costs.

Virtual Residency Fee

The Virtual Residency Fee supports the costs associated with a live, online learning experience where students engage in virtual activities designed to develop essential skills for their future roles as doctors of nursing practice. This virtual residency emphasizes the practical application of knowledge and competencies critical for professional growth within the scope of the DNP. The fee contributes to the maintenance and use of digital platforms, virtual simulations, instructional resources, and other related services required to provide a high-quality remote learning environment. These resources are essential to ensure that students receive the opportunity to achieve an engaging and effective virtual residency experience.

Student Tuition Recovery Fund

Note: For students enrolled under or residents of California.

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. The university charges a non-refundable Student Finance Processing Fee

of $250 upon the student's signing of the enrollment agreement. This non-refundable fee covers administrative and operational costs associated with student account setup and enrollment-related services. The fee is assessed once per enrollment or readmission requiring a new enrollment agreement. The fee is non-refundable, including for students who do not matriculate or otherwise do not begin attendance. Whether the student matriculates (stays enrolled through Day 8 of the first course) or not, the fee is not refundable.

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). Notification must be emailed to the student's enrollment advisor or emailed to admissions@usuniversity.edu.

Wisconsin Students: Students who cancel within 7 calendar days of enrolling will be issued a full refund within 10 business days.

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.

Students pro rata refund will be calculated based on the 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 (p. 105) policies for a detailed explanation of Academic Activities.

Instruction-Related Fee Refunds

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

Tuition and Fee Refund (School period 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.

Florida Students Only

Refunds will be processed and mailed within 30 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.

Iowa Students Only

Effective July 1, 2024, students pro rata refund will be calculated based on the date of determination as stated below.

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 or other administrative reason, 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 (p. 105) policies for a detailed explanation of Academic Activities.

All tuition charges will be refunded to Iowa students who withdraw within the first two calendar weeks of instruction.

If an Iowa student terminates from any of the school's programs or courses after the first two calendar weeks of the session, the student will receive a pro rata that is not less than ninety-five percent of the amount of tuition charged to the student multiplied by the ratio of the number of calendar days remaining in the school period to the total number of calendar days in the school period.

If the terminating student has completed sixty percent or more of a school period, the student will not receive a refund of charges.

Instruction-Related Fee Refunds

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

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

Week 1 - 2: 100% tuition and fee refund

Weeks 3 - 5: 100% pro rata tuition and fee refund

After Week 5: No tuition or fee refund

Exception Policy

If an Iowa student terminates a postsecondary educational program after the first 14 consecutive days of the session due to the student's physically incapacity, or due to the transfer of the student's spouse's employment to another city, the terminating student shall receive a refund of the tuition charges in an amount that equals the amount of tuition charged to the student multiplied by the ratio of the remaining number of calendar days in the school period to the total number of calendar days in the school period.

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.

Iowa Students Only

United States University is supportive of a student who is a member, or the spouse of a member if the member has a dependent child, of the Iowa National Guard or reserve forces of the United States and who is ordered to National Guard duty or federal active duty. Upon verification of orders requiring active duty, you may select from several tuition credit options:

Options available to qualified students: Upon meeting with the Military Office (militarybenefits@usuniversity.edu) to verify orders, United States University will work with you to determine the best plan for your circumstances. United States University has three options to review and consider with you.

1. Withdraw from the student's entire registration and receive a full refund of tuition and mandatory fees.
2. Make arrangements with the student's instructors for course grades, or for incompletes that shall be completed by the student at a later date. If such arrangements are made, the student's registration shall remain intact and tuition and mandatory fees shall be assessed for the courses in full.
3. Make arrangements with only some of the student's instructors for grades, or for incompletes that shall be completed by the student at a later date. If such arrangements are made, the registration for those courses shall remain intact and tuition and mandatory fees shall be assessed for those courses. Any course for which arrangements cannot be made for grades or incompletes shall be considered dropped and the tuition and mandatory fees for the course refunded.

These rules are in compliance with Iowa Code §256.183(1)(g) Iowa Administrative Rules §283-21.3(5).

Third Party Refunds

If a student receives third-party funds (employer payments, government funds, military payments, 529 payments where the student is not the account owner, etc,) and payment exceeds tuition and fees, United States University will adhere to any instructions provided by the original payor regarding the handling of the refund. If no instructions are provided, the refund will be returned to the original payor.

The student will be responsible for any amount of tuition and fees owed after refunds to all payers.

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 (p. 94)

Records (p. 94)

Registration

Once accepted, applicants must complete a new student orientation via the online platform before they are able to access their course(s). Students will be registered according to the prescribed course sequence outlined in their degree plan for their program of study. Students may add or drop courses during the add/drop period.Students are able to add and/or drop courses through their student portal.

A degree plan serves as a guide outlining the sequence of courses to be completed. Students must adhere to the course sequence unless the College Dean has approved any changes to the prescribed sequence and complete all prerequisites before proceeding to their next course(s). The degree plan is available on the university website.

Financial Obligations

Students who fail to meet any financial obligations (e.g., payment agreements) may not be allowed to proceed with registration for courses that have not been paid for. Failure to meet payment plans may result in students being unregistered from their course(s), which may lead to withdrawal from the University due to inability to maintain continuous enrollment.

Course Prerequisites and Corequisites

Some courses require specific prerequisites, such as, but not limited to, courses, test scores, or documentation. It is the student's responsibility to understand and meet these requirements. Additionally, students cannot enroll in a course and its prerequisite in the same semester. Students who do not meet the prerequisites may be administratively dropped from their course(s) and/or the University. Please refer to the course descriptions in this Catalog for details on course prerequisites or corequisites, including student handbooks

Teaching Credentialing Program Specific Requirements

In alignment with teaching credential regulatory bodies, for students to participate in student teaching and meet the required hours set by state and accrediting bodies, late registration is not permitted. Students must ensure they meet all requirements for student teaching as detailed in the Student Teaching Handbook prior to the first day of a session.

Faculty Assignment

Faculty assignments are determined by various factors, such as workload and state requirements. As a result, requests for specific faculty assignments cannot be accommodated. The university retains the right to make scheduling decisions based on the needs of the college.

For further assistance, students may 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. Please refer to the Attendance Policy. Dropped courses occurring within the add/drop period do not appear on student’s transcript and will not be included in evaluating a student's Satisfactory Academic Progress (SAP).

Records

Diplomas, Transcripts and Other Documentation

Diplomas are printed and mailed after all requirements have been completed. They are mailed to the address provided on the Application for Graduation approximately two months after the degree has been awarded.

Students may request transcripts by following the directions on the Office of the Registrar page. Official

transcript requests will be processed online through the transcript ordering services. Students must use the Document Request Form for any unofficial transcript request. Please refer to the Tuition and Fees (p. 82) 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, grade reports, etc. Student Ledger requests can be requested by contacted Student Finance at studentfinance@usuniversity.edu.

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.

Change in Demographic Information

Students are responsible for maintaining up-to-date information: e.g., residence, phone number etc.

Students are able to update their residence by logging into the Student Portal. Students who relocate while enrolled in a degree program may be unable to complete their studies if they are moving to a country or state where the University is not currently authorized to offer that particular program. Students should contact their Academic Advisor if they are considering relocating during their course of study or if they need assistance updating their demographic information.

Change in Legal Name

Students may change legal names only if a legal document showing the new name/name change documentation is submitted to the Office of the Registrar. Examples of accepted documents include a Driver License, a Passport or a Permanent Resident Card, Marriage Certificate, a Court Order documenting a name change, and/or documents from the Social Security Administration.

Students wishing to change their legal name may do so by completing the Student Name Change Form and submitting appropriate documentation. Please be advised that name changes occur at the end of each session.

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 complete an online orientation. The online 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

Student Photo Identification Cards (ID) serve as a way to verify a student's identity when attending on or off-campus activities. To obtain a student identification card, please complete the Student ID Request Form. Students will need to include Full Legal Name, mailing address and a passport style photo. Students may be required to pay a fee to obtain a photo ID as well as a replacement fee. Please refer to the Tuition and Fee section of this catalog.

Academic Tutoring

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

Textbooks and Course Materials

Course syllabi contain information about textbooks and supplemental materials for the individual courses. A textbook list can be found here.

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, threatening and/or 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.

USU assigned email accounts are critical and are the primary form of communication within the University. Students, faculty, and staff must use the USU e-mail system for electronic communication.

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, but not limited to: non-admission, disciplinary action up to and including

dismissal from the University, performance improvement plan, or other action by the University.

Faculty Response Time

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 96 hours from the assignment due date.

Diversity

As forged by its mission and vision and The University's unique and distinctive character to serve the underserved community in 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

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, 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

United States University provides Career Services to students and alumni in career preparation at no additional cost. Visit the Career Resources Website to access relevant resources and connect with Career Services. The University cannot guarantee employment after the student has successfully completed the program of study and does not provide job placement.

Below is a 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. SOC Codes are used to categorize occupations based on industry and degree pathway and are used for reporting purposes. For more information on SOC Codes please contact Career Services.

Degree Programs	SOC Codes
Bachelor of Arts in Management	11-1021.00, 11-2011.00, 11-2021.00, 11-2022.00, 11-2032.00, 11-2033.00, 11-3012.00, 11-3013.00, 11-3013.01, 11-3021.00, 11-3031.00, 11-3031.03, 11-3051.00, 11-3051.01, 11-3051.02, 11-3051.03, 11-3051.04, 11-3051.06, 11-3061.00, 11-3071.00, 11-3071.04, 11-3111.00, 11-3121.00, 11-3131.00, 11-9013.00, 11-9021.00, 11-9041.00, 11-9041.01, 11-9051.00, 11-9071.00, 11-9072.00, 11-9081.00, 11-9111.00, 11-9121.00, 11-9141.00, 11-9151.00, 11-9161.00, 11-9171.00, 11-9179.00, 11-9179.02, 11-9199.00, 11-9199.01, 11-9199.02, 11-9199.08, 11-9199.09, 11-9199.10, 13-1011.00, 13-1082.00, 13-1111.00, 13-1161.00, 13-1199.00, 13-1199.04, 13-1199.05, 13-1199.06, 13-1199.07, 15-1299.03, 15-1299.09, 15-2051.01, 43-6013.00
Bachelor of Science in Business Administration	11-1011.00, 11-1011.03, 11-1021.00, 11-1031.00, 11-2011.00, 11-2021.00, 11-2022.00, 11-2032.00, 11-2033.00, 11-3012.00, 11-3013.00, 11-3013.01, 11-3021.00, 11-3031.00, 11-3031.01, 11-3031.03, 11-3051.00, 11-3051.01, 11-3051.02, 11-3051.03, 11-3051.04, 11-3051.06, 11-3061.00, 11-3071.00, 11-3071.04, 11-3111.00, 11-3121.00, 11-3131.00, 11-9013.00, 11-9021.00, 11-9031.00, 11-9033.00, 11-9039.00, 11-9041.00, 11-9041.01, 11-9051.00, 11-9071.00, 11-9072.00, 11-9081.00, 11-9111.00, 11-9121.00, 11-9121.01, 11-9121.02, 11-9131.00, 11-9141.00, 11-9151.00, 11-9161.00, 11-9171.00, 11-9179.00, 11-9179.01, 11-9179.02, 11-9199.00, 11-9199.01, 11-9199.02, 11-9199.08, 11-9199.09, 11-9199.10, 13-1011.00, 13-1021.00, 13-1022.00, 13-1023.00, 13-1031.00, 13-1032.00, 13-1041.00, 13-1041.01, 13-1041.03, 13-1041.07, 13-1041.08, 13-1051.00, 13-1071.00, 13-1074.00, 13-1075.00, 13-1081.00, 13-1082.00, 13-1111.00, 13-1121.00, 13-1141.00, 13-1151.00, 13-1161.00, 13-1161.01, 13-1199.00, 13-1199.04, 13-1199.05, 13-1199.06, 13-1199.07, 13-2011.00, 13-2022.00, 13-2023.00, 13-2031.00, 13-2041.00, 13-2051.00, 13-2052.00, 13-2053.00, 13-2054.00, 13-2061.00, 13-2071.00, 13-2072.00, 13-2081.00, 13-2082.00, 13-2099.00, 13-2099.01, 13-2099.04, 15-1299.03, 15-1299.09, 15-2051.01, 25-1011.00, 25-1063.00, 25-1122.00, 25-1199.00, 33-3021.06
Bachelor of Science in Elementary Education	21-1012, 25-0000, 25-2011, 25-2012, 25-2021, 25-2022, 25-3031, 25-3090 Bilingual Authorization: 21-1012, 25-0000, 25-2011, 25-2012, 25-2021, 25-3010, 25-3011, 25-3031, 25-3090
Bachelor of Science in Health Sciences	11-9111.00, 15-1211.01, 21-1091.00, 21-1094.00, 25-1071.00, 29-2072.00, 29-9099.00
Bachelor of Science in Information Technology	15-1211.00, 15-1211.01, 15-1212.00, 15-1221.00, 15-1231.00, 15-1232.00, 15-1241.00, 15-1241.01, 15-1242.00, 15-1243.00, 15-1243.01, 15-1244.00, 15-1251.00, 15-1252.00, 15-1253.00, 15-1254.00, 15-1255.00, 15-1255.01, 15-1299.00, 15-1299.01, 15-1299.03, 15-1299.04, 15-1299.05, 15-1299.06, 15-1299.07, 15-1299.08, 15-1299.09, 15-2011.00, 15-2021.00, 15-2031.00, 15-2041.00, 15-2041.01, 15-2051.00, 15-2051.01, 15-2051.02, 15-2099.00, 15-2099.01
Bachelor of Science in Nursing (RN to BSN)	11-9111.00, 21-1091.00, 21-1094.00, 29-2072.00, 29-1141.00, 29-1141.01, 29-1141.03, 29-1141.04, 29-9099.00, 11-1021.00
Doctor of Business Administration	11-1011.00, 11-1011.03, 11-1021.00, 11-3013.01, 11-3121.00, 11-3131.00, 11-9031.00, 11-9032.00, 11-9033.00, 11-9039.00, 11-9111.00, 11-9151.00, 11-9161.00, 11-9179.00, 11-9199.00, 11-9199.01, 11-9199.02, 11-9199.08, 13-1041.00, 13-1041.01, 13-1041.03, 13-1199.00, 13-1199.04, 13-1199.05, 13-1199.07, 13-2022.00, 13-2023.00, 13-2051.00, 13-2052.00, 13-2081.00, 13-2099.00, 13-2099.01, 25-1011.00, 25-1063.00, 25-1122.00, 25-1199.00, 33-3021.06, 11-1011.00, 11-1011.03, 11-1021.00, 11-3013.01, 11-3121.00, 11-3131.00, 11-9031.00, 11-9032.00, 11-9033.00, 11-9039.00, 11-9111.00,

	11-9151.00, 11-9161.00, 11-9179.00, 11-9199.00, 11-9199.01, 11-9199.02, 11-9199.08, 13-1041.00, 13-1041.01, 13-1041.03, 13-1199.00, 13-1199.04, 13-1199.05, 13-1199.07, 13-2022.00, 13-2023.00, 13-2051.00, 13-2052.00, 13-2081.00, 13-2099.00, 13-2099.01, 25-1011.00, 25-1063.00, 25-1122.00, 25-1199.00, 33-3021.06
Doctor of Education	11-1020, 11-1021, 11-2000, 11-2010, 11-2011, 11-2020, 11-2021, 11-2022, 11-2030, 11-3000, 11-3010, 11-3012, 11-3013, 11-9000, 11-9030, 11-9031, 11-9033, 11-9039, 21-1012, 21-2020, 21-2021, 25-0000, 25-1000, 25-1010, 25-1011, 25-1020, 25-1021, 25-1022, 25-1030, 25-1031, 25-1032, 25-1040, 25-1041, 25-1042, 25-1043, 25-1050, 25-1051, 25-1052, 25-1053, 25-1054, 25-1060, 25-1061, 25-1062, 25-1063, 25-1064, 25-1065, 25-1066, 25-1067, 25-1069, 25-1070, 25-1071, 25-1072, 25-1080, 25-1081, 25-1082, 25-1110, 25-1111, 25-1112, 25-1113, 25-1120, 25-1121, 25-1122, 25-1123, 25-1124, 25-1125, 25-1126, 25-1190, 25-1192, 25-1193, 25-1194, 25-3031, 25-3090
Doctor of Nursing Practice	11-1011.00, 11-1021.00, 11-9033.00, 11-9039.00, 11-9111.00, 25-1072.00
Doctor of Science in Computer Science	11-9033.00, 11-9039.00, 11-9199.00, 13-1041.00, 13-1199.07, 13-2099.04, 15-1211.00, 15-1211.01, 15-1212.00, 15-1221.00, 15-1231.00, 15-1232.00, 15-1241.00, 15-1241.01, 15-1242.00, 15-1243.00, 15-1243.01, 15-1244.00, 15-1251.00, 15-1252.00, 15-1253.00, 15-1254.00, 15-1255.00, 15-1255.01, 15-1299.00, 15-1299.01, 15-1299.03, 15-1299.04, 15-1299.05, 15-1299.06, 15-1299.07, 15-1299.08, 15-1299.09, 15-2011.00, 15-2021.00, 15-2031.00, 15-2041.00, 15-2041.01, 15-2051.00, 15-2051.01, 15-2051.02, 15-2099.00, 15-2099.01, 25-1011.00, 25-1063.00, 25-1199.00, 33-3021.06
Education Specialist	11-1020, 11-1021, 11-2000, 11-2010, 11-2011, 11-2020, 11-2021, 11-2022, 11-2030, 11-3000, 11-3010, 11-3012, 11-3013, 11-9000, 11-9030, 11-9031, 11-9033, 11-9039, 21-1012, 21-2020, 21-2021, 25-0000, 25-3031, 25-3090
Master of Arts in Education	11-9031, 11-9033, 21-1012, 21-1012, 25-0000, 25-1000, 25-1010, 25-1011, 25-1020, 25-1021, 25-1030, 25-1031, 25-1032, 25-1040, 25-1041, 25-1042, 25-1043, 25-1050, 25-1051, 25-1052, 25-1053, 25-1054, 25-1060, 25-1061, 25-1062, 25-1063, 25-1064, 25-1065, 25-1066, 25-1067, 25-1069, 25-1070, 25-1071, 25-1072, 25-1080, 25-1081, 25-1082, 25-3000, 25-3010, 25-3011, 25-3031, 25-3090
Master of Arts in Teaching	Multiple Subject Program: 21-1012, 25-0000, 25-2011, 25-2012, 25-2021, 25-2022, 25-3031, 25-3090 Single Subject Program: 21-1012, 25-0000, 25-2022, 25-2030, 25-2031, 25-3031, 25-3090 Bilingual Authorization: 21-1012, 25-0000, 25-3010, 25-3011, 25-3031, 25-3090
Master of Business Administration	11-1011.00, 11-1011.03, 11-1021.00, 11-1031.00, 11-2011.00, 11-2021.00, 11-2022.00, 11-2032.00, 11-2033.00, 11-3012.00, 11-3013.00, 11-3013.01, 11-3021.00, 11-3031.00, 11-3031.01, 11-3031.03, 11-3051.00, 11-3051.01, 11-3051.02, 11-3051.03, 11-3051.04, 11-3051.06, 11-3061.00, 11-3071.00, 11-3071.04, 11-3111.00, 11-3121.00, 11-3131.00, 11-9013.00, 11-9021.00, 11-9031.00, 11-9032.00, 11-9033.00, 11-9039.00, 11-9041.00, 11-9041.01, 11-9051.00, 11-9071.00, 11-9072.00, 11-9081.00, 11-9111.00, 11-9121.00, 11-9121.01, 11-9121.02, 11-9131.00, 11-9141.00, 11-9151.00, 11-9161.00, 11-9171.00, 11-9179.00, 11-9179.01, 11-9179.02, 11-9199.00, 11-9199.01, 11-9199.02, 11-9199.08, 11-9199.09, 11-9199.10, 13-1011.00, 13-1021.00, 13-1022.00, 13-1023.00, 13-1031.00, 13-1032.00, 13-1041.00, 13-1041.01, 13-1041.03, 13-1041.07, 13-1041.08, 13-1051.00, 13-1071.00, 13-1074.00, 13-1075.00, 13-1081.00, 13-1082.00, 13-1111.00, 13-1121.00, 13-1141.00, 13-1151.00, 13-1161.00, 13-1161.01, 13-1199.00, 13-1199.04, 13-1199.05, 13-1199.07, 13-2011.00, 13-2022.00,

	13-2023.00, 13-2031.00, 13-2041.00, 13-2051.00, 13-2052.00, 13-2053.00, 13-2054.00, 13-2061.00, 13-2071.00, 13-2072.00, 13-2081.00, 13-2082.00, 13-2099.00, 13-2099.01, 13-2099.04, 15-1299.09, 25-1011.00, 25-1063.00, 25-1122.00, 25-1199.00, 33-3021.06
Master of Science in Nursing – Administration and Management	11-1011.00, 11-2021.00, 11-9033.00, 11-9039.00, 11-9111.00, 13-1111.00, 21-1091.00, 21-1094.00, 29-1141.00, 29-1141.01, 29-1141.03, 29-1171.00, 29-9099.00
Master of Science in Nursing – Family Nurse Practitioner	11-1011.00, 11-2021.00, 11-9033.00, 11-9039.00, 11-9111.00, 21-1091.00, 21-1094.00, 29-1141.00, 29-1171.00, 29-9099.00
Master of Science in Nursing – Forensic Nursing	11-1011.00, 11-2021.00, 11-9033.00, 11-9039.00, 11-9111.00, 13-1041.00, 21-1091.00, 21-1094.00, 21-1099.00, 29-1141.00, 29-1141.01, 29-1141.03, 29-1171.00, 29-9099.00
Master of Science in Nursing – Health Care Leadership	11-1011.00, 11-2021.00, 11-9033.00, 11-9039.00, 11-9111.00, 21-1091.00, 21-1094.00, 29-1141.00, 29-1141.01, 29-1141.03, 29-9099.00
Master of Science in Nursing – Informatics	11-1011.00, 11-2021.00, 11-3021.00, 11-9033.00, 11-9039.00, 11-9111.00, 13-1111.00, 15-1211.00, 15-1243.00, 15-1299.00, 15-2051.00, 29-1141.00, 29-1141.01, 29-1141.03, 29-9021.00, 29-9099.00
Master of Science in Nursing – Nurse Educator	11-1011.00, 11-2021.00, 11-9033.00, 11-9039.00, 11-9111.00, 21-1091.00, 21-1094.00, 29-1141.00, 29-9099.00
Master of Science in Nursing – Public Health	11-1011.00, 11-2021.00, 11-9033.00, 11-9039.00, 11-9111.00, 11-9199.00, 13-1041.00, 19-1041.00, 21-1022.00, 21-1091.00, 21-1094.00, 29-1141.00, 29-1141.01, 29-1141.03, 29-9099.00
Teacher Credentialing Preparation Program	Multiple Subject Program: 21-1012, 25-0000, 25-2011, 25-2012, 25-2021, 25-2022, 25-3031, 25-3090 Single Subject Program: 21-1012, 25-0000, 25-2022, 25-2030, 25-2031, 25-3031, 25-3090 Bilingual Authorization: 21-1012, 25-0000, 25-3010, 25-3011, 25-3031, 25-3090

Certificate Programs	**SOC Codes**
Post Baccalaureate Certificate in Artificial Intelligence	11-1011.00, 11-1011.03, 11-1021.00, 11-1031.00, 11-2011.00, 11-2021.00, 11-2022.00, 11-2032.00, 11-2033.00, 11-3012.00, 11-3013.00, 11-3013.01, 11-3021.00, 11-3031.00, 11-3031.01, 11-3031.03, 11-3051.00, 11-3051.01, 11-3061.00, 11-3071.00, 11-3071.04, 11-3111.00, 11-3121.00, 11-3131.00, 11-9021.00, 11-9033.00, 11-9039.00, 11-9041.00, 11-9071.00, 11-9072.00, 11-9111.00, 11-9121.01, 11-9151.00, 11-9161.00, 11-9179.00, 11-9199.00, 11-9199.01, 11-9199.02, 13-1011.00, 13-1041.00, 13-1041.03, 13-1041.07, 13-1071.00, 13-1075.00, 13-1081.00, 13-1082.00, 13-1111.00, 13-1121.00, 13-1141.00, 13-1151.00, 13-1161.00, 13-1161.01, 13-1199.00, 13-1199.04, 13-1199.05, 13-1199.07, 13-2011.00, 13-2031.00, 13-2041.00, 13-2051.00, 13-2052.00, 13-2053.00, 13-2054.00, 13-2061.00, 13-2099.00, 13-2099.01, 13-2099.04, 15-1211.00, 15-1211.01, 15-1212.00, 15-1221.00, 15-1231.00, 15-1232.00, 15-1241.00, 15-1241.01, 15-1242.00, 15-1243.00, 15-1243.01, 15-1244.00, 15-1251.00, 15-1252.00, 15-1253.00, 15-1254.00, 15-1255.00, 15-1256.00, 15-1299.00, 15-1299.01, 15-1299.03, 15-1299.05, 15-1299.06, 15-1299.07, 15-1299.08, 15-1299.09, 15-2021.00, 15-2031.00, 15-2041.00, 15-2041.01, 15-2051.00, 15-2051.01, 15-2051.02, 15-2053.00, 15-2099.00, 15-2099.01, 15-2099.05, 25-1011.00, 25-1063.00, 25-1122.00, 25-1199.00, 33-3021.06
Post Baccalaureate Certificate in Nursing Business	11-1011.00, 11-9033.00, 11-9039.00, 11-9111.00, 11.9199.00, 21-1091.00, 21-1094.00, 29-1141.00, 29-1141.01, 29-1141.03, 29-1171.00, 29-1299.00, 29-2072.00, 29-2072.00, 29-9021.00, 29-9099.00, 31-1121.00, 31-1122.00, 31-9099.00
Post-Master's Certificate in	11-1011.00, 11-2021.00, 11-9033.00, 11-9039.00, 11-9111.00, 21-1091.00,

Family Nurse Practitioner	21-1094.00, 29-1141.00, 29-1171.00, 29-9099.00

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 30 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 12 credits. Each semester is composed of two (2) sessions of eight (8) weeks and at least six (6) 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.

Not-For-Credit Internship

The University offers a not-for-credit internship course in select programs (refer to the program curriculum in the catalog), allowing students to gain real-world, career-related experience while having the internship formally recorded on their academic transcript.

International Students

International students should note that not-for-credit internship courses do not count toward full-time enrollment requirements for F-1 visa purposes. Students on such visas must consult with their designated school official (DSO) and refer to the International Student Handbook.

Transcript Notation

Upon successful completion, the not-for-credit internship will be noted on the student's official transcript.

Attendance and Participation

Course Participation Policy

The University expects all students to actively participate in courses in which they are enrolled and comply with attendance requirements specified in the course syllabus.

Students are required to participate in their scheduled course(s) by the end of the add/drop period, which is the seventh day of the session. Attendance is defined as engaging in academic activities, which may include:

- Posting academic-related activity in a discussion board
- Submitting an academic assignment
- Completing a quiz or exam
- Actively attending an on-campus class session

Important Note: Simply logging into the course without engaging in an academically related activity —such as those listed above—does not constitute attendance.

Failure to attend an on-campus session or participate in an online class by the seventh day may result in the student being dropped from the course and/or administratively withdrawn from the University. Students who are administratively withdrawn and wish to return to the University must reapply for readmission (p. 39).

In addition, if a student is absent from the University for 14 consecutive calendar days, (excluding scheduled breaks of five days or more), at any time after the first week of class and no contact has been made by the student indicating intent to return (see Intent to Return below), the student will be dropped from the course and/or administratively withdrawn from the University. Students should consult with their academic advisor and student financial planner before making changes to their schedules, as there may be academic and financial implications due to schedule changes. Please refer to the Cancellation and University Refund Policy (p. 81), Course Repeat Policy (p. 108) and Grading System (p. 108) for more information.

Intent to Return

Students who stop attending courses may submit written confirmation of their Intent to Return in a future session to avoid being withdrawn from the university if they meet the following criteria:

- The student was withdrawn or administratively

withdrawn from the course(s) in the first session of that semester, and

- The student has provided written consent of their Intent to Return within 14 calendar days following their last date of attendance, and
- The student's return date is no later than the start date of the second session of that semester, and
- The student posted attendance on/after week 2, and
- The student is not an international student with an F1 Student VISA (see International students with an F1 Student VISA below)

Students who are ineligible to file an Intent to Return should refer to the Leave of Absence (p. 106) (LOA) policy for alternative options to remain enrolled at the university.

Students who do not return by the end of the add/drop period of their scheduled return date will be administratively withdrawn from the University. The withdrawal date will be recorded as the student's last date of attendance. This status will be reported to external agencies as required by federal, state, or other regulatory bodies.

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

International students with an F1 Student VISA

International students are required to maintain continuous participation in an online environment and must attend all in-person weekend lectures. Failing to attend any in-person lectures will result in course(s) being dropped and/or administratively withdrawn from the University, which may be processed the next business day. Make-up hours are not allowed. International students with an F1 Student VISA should speak to their designated school official for possible options and refer to the International Student Handbook regarding academic breaks/vacations.

Field Experience Preparation Participation

For students in field experience/practicum/student teaching/intern requirements, participation includes students being proactive and partnering with the Office of Field Experience, Office of Educational Partnerships and Placements, or designee to fulfill the required field experience requirements which include and are not limited to: reviewing and understanding the program requirements, communicating with your coordinators, submitting the required documentation/information prior to the established deadlines to ensure sufficient time to review and process your requests, and to be respectful of the time of others involved in the process - including preceptors, cooperating teachers, and placement location personnel.

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 14 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 and international students with an F1 student visa are not eligible to take a Leave of Absence.

Field Experience Policies - College

of Nursing and Health Sciences

The College of Nursing and Health Sciences (CONHS) and its Office of Field Experience (OFE) are committed to delivering robust support to CONHS students in preparation for and throughout their field experiences, promoting continuous compliance with all relevant requirements or regulations. Field experiences, which encompass external experiences or externships, are mandatory components for specific CONHS programs. The term "field experience" is inclusive of clinical, practicum, or practice immersion experiences.

Registration of Field Experience Courses

Students must obtain OFE approval prior to entering each field experience course. Students are advised to review the relevant programs' field experience handbook for detailed requirements and instructions.

OFE Approval Process

To gain approval, students must submit the following documents to the Office of Field Experience by the appropriate deadline:

- Approved health and safety documents submitted through Complio.
- Preceptor or mentor documentation and approval.
- Active affiliation agreement.
- Fulfillment of any additional requirements stipulated by the field experience site.

Upon submission, these documents will undergo review in accordance with the respective program handbook. Review times may vary.

Maintaining OFE Approval

To uphold approval status, students must adhere to the following guidelines:

- Maintain current health and safety documents. OFE, through Complio, sends notifications to students 60 days before document expiration and provides reminders every 15 days leading up to expiration.
- Preceptor/mentor documents, such as licenses, must be current. OFE reaches out in advance to preceptors for upcoming expirations. Preceptors/mentors are subject to periodic re-review.
- Active affiliation agreements must be maintained. OFE reaches out in advance to affiliate/field experience sites for upcoming expirations.
- Fulfillment of any additional requirements stipulated by the field experience site.

If a student intends to change their field experience site or preceptor, they must communicate this to the OFE in advance and by the appropriate deadline to allow for processing, review, and approval.

Late or Incomplete Documentation Notice

Late submission of documentation or information may lead to clinical restrictions or delays in course progression. Failure to provide complete, up-to-date documentation, including health and safety, preceptor, and affiliate documents, may lead to clinical restrictions or delays in course progression. While OFE makes all reasonable efforts to renew preceptor and site documents, if a delay occurs, this may result in clinical restrictions or delays in course progression. Students are responsible for all costs associated with repeat courses. All components of each requirement must be received by OFE. Students may be asked to assist in facilitating the submission of these documents.

Code of Conduct Notice

Students who do not comply with the OFE requirements set forth in this policy are subject to Code of Conduct referral.

Health and Safety Requirements

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 OFE 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 OFE prior to each rotation.

Commencement of Clinical Hours

Students must initiate clinical hours within the first week of each clinical course. Failure to meet this requirement may necessitate withdrawal, reapplication, and course retake.

Address Updates

Students must promptly notify the OFE 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.

OFE Placement Support Services

- Students are responsible for identifying clinical placements and preceptors and must actively partner with the OFE to facilitate placements that align with student preferences within the scope of the program requirements.
- Students must submit a minimum of three qualified preceptors with valid contact information at least 6 months prior to the start of each clinical course. Students should submit this via the Preceptor Form or Interest Form.
- Should the preferred placements not work out, OFE will assist students in obtaining a placement. Priority for placements will be given to students who submit all required documentation by the appropriate deadline(s).
- In a case where a preceptor is unable to fulfill their requirements due to reasons outside of the student's control, the OFE 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 obtain a placement 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 are expected to accommodate preceptor and site schedules.
- 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 OFE, 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.

Indirect Costs - College of Nursing & Health Sciences

Refer to the Tuition and Fees webpage for more information.

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 Undergraduate/Post-baccalaureate Grading Scale

Applicable to:

- Bachelor of Science in Business Administration (Completion)
- Bachelor of Science in Elementary Education (BSEE)
- Teacher Credentialing Preparation Program (TCPP)

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**
WF	**0.00**	**0.00**
CR	-	**73.00-100**
NC	-	**0.00-72.99**

Undergraduate Nursing Grading Scale

Applicable to:

- RN to Bachelor of Science in Nursing (RNBSN)

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**
WF	**0.00**	**0.00**
CR	-	**74.00-100**
NC	-	**0.00-73.99**

General Graduate Grading Scale

Applicable to:

- Foundations in Artificial Intelligence Certificate
- Post-Baccalaureate Certificate in Nursing Business
- Master of Business Administration (MBA)
- Master of Arts in Education (MAEd)
- Master of Arts in Teaching (MAT)
- Education Specialist (EdS)
- Doctor of Education (EdD)
- Doctor of Business Administration (DBA)
- Doctor of Science in Computer Science (DSCS)

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**
WF	**0.00**	**0.00**
CR	-	**83.00-100**
NC	-	**0.00-82.99**

Graduate Nursing Grading Scale

Applicable to:

- Master of Science in Nursing (MSN)
- Doctor of Nursing Practice (DNP)

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**
WF	**0.00**	**0.00**
CR	-	**84.00 - 100**
NC	-	**0.00-83.99**

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.

WF Withdrawal Fail - Indicates administrative withdrawal during last week of course (Week 8). A grade of WF may also be used as a result of code of conduct. A grade of WF does affect a student’s cumulative GPA and counts as credit hours attempted toward both pace and maximum time frame.

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. 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. Refer to the grading scales above for detailed information regarding a specific program.

Minimum Grade and Course Attempts

The minimum passing grade is defined by each academic program. In addition, each program specifies the maximum number of times a student may attempt a course before being subject to academic dismissal. Please refer to the table below for program-specific requirements.

Students who do not meet the minimum grade requirement and are unable to successfully pass a repeated course within the permitted number of attempts will be dismissed from the program. Students who wish to appeal their dismissal may do so by following the established appeals process (p. 48).

Programmatic Minimum Passing Grades

*Students are expected to maintain the GPA required for graduation, while recognizing that minimum grade thresholds may vary by course. Please refer to graduation requirements (p. 116) for more details.

Program	Minimum Grade	Maximum Attempts
Artificial Intelligence Cert	C+	2
BSBA-C	C	3
DBA	B	2 (SDP701-704: 3 attempts)
DSCS	B	2 (SDP995-999: 3 attempts)
DNP	B	2 (DNP710-712: 3 attempts)
EdD	B	2 (EDD900-905: 3 attempts)
EdS	B	2
MAEd	B-	2
MAT	B	2
MBA	C+	2
MSN	B	2
Nursing Business Certificate	B	2
RN to BSN	C	3
TCPP	B	2 (INT504: 4 attempts

Guidelines for Course Repeats

- Students may repeat courses in which a low or minimum passing grade was earned in order to achieve a higher grade and improve their GPA.
- When 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 may be dismissed if a repeated course is not successfully passed, in accordance with the minimum grade criteria outlined above.
- Students are responsible for the cost of any repeated course, which will be charged at the rates specified in

their enrollment agreement, along with any related expenses and fees.

- Nursing students enrolled in clinical courses with a co-requisite didactic course must repeat both the didactic and clinical courses if they fail to pass either co-requisite.
    - Exception: Students enrolled in MSN600 and FNP597 who pass MSN600 but do not earn a passing grade in FNP597 will only be required to repeat FNP597.

Repeat Coursework Policy - Financial Aid

Federal regulations limit the number of times an undergraduate, graduate or professional student can enroll in the same course and the course's credit hours be included in determining the student's enrollment status for federal student aid purposes.

Generally, a previously passed course can be repeated only once and the course be included in determining the student's enrollment status and federal student aid eligibility.

A repeated course can be included in determining your enrollment status under the following circumstances:

- You have received a failing grade (F) each time you previously enrolled in the course.
- You have passed the course with a D- or higher grade. You can attempt the course one additional time. This repeat limit applies even if on your second attempt you earn a failing grade (F) or earn a grade that is lower than what is required for your degree program (example: earned a C-, but a C or better is required).

Outside of these circumstances, students cannot use federal student aid to fund a course retake.

Your enrollment status for federal student aid will be recalculated if you enroll in a course that cannot be included in determining your enrollment status. This in turn may result in a reduction of your FSA eligibility for the term and a requirement to repay funds disbursed to your account.

Non-federal student aid is not subject to the federal regulations governing repeated coursework.

Please refer to programmatic guidelines for more information.

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. Students who are administratively withdrawn during week 8 will be awarded a withdrawal fail (WF) grade. A grade of 'WF' does affect a student's cumulative GPA and counts 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. 91) for more information.

Submission and Assessment of Late Assignments

Submission and Assessment of Late Assignments

Assignments, including discussion posts and participation, are due as outlined in the classrooms and course syllabi. Technological issues are not considered grounds for late assignment submissions. Assignments and discussion posts that are not submitted by the time indicated in the classroom are subject to deductions as follows:

- Assignments submitted one to seven (1-7) days late: up to a 10% deduction per day from the total possible points prior to grading.
- Eight (8) days and beyond: Assignments submitted more than seven (7) days late will not be accepted for grading.
- Assignments submitted after midnight on the final day of class will not be accepted for grading.
- Discussion posts must be submitted within the week they are due for a maximum of 4 days late. One to four (1-4) days late: up to a 10% deduction per day

from the total possible points.

The policy applies to course assignments, except for exams and quizzes, which must be submitted by the due date published within the course.

Exception: In the case where a rubric is used, and the rubric accounts for timeliness, the rubric should be used rather than the 10%/day deduction.

Faculty retain the privilege of discretion to make exceptions to this policy based on student circumstances; faculty may not extend any deadline beyond the last day of the session. During times of emergency, the University, Colleges, or Deans may institute emergency provisions to expand or supersede current policies for a specified period.

Any ADA-related requests are to follow the ADA policy.

Any request for Incompletes must follow the Grading Policy.

Withdrawal

An official withdrawal occurs when a student notifies the Student Services Department that they no longer wish to attend courses and want to withdraw from the University. Students should 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.

Satisfactory Academic Progress

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

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

1. *Qualitative Standards:*

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

Graduate students must maintain a minimum CGPA of at least 3.0 (on a standard 4.0 scale) at the end of each semester.
How to calculate CGPA: CGPA is calculated by dividing the total grade points earned, per the grading scale in this catalog, by the total semester credits for courses completed at the University.

2. *Quantitative Standards:*

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

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

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

Example: A student enrolled in a 120-semester credit program would have to complete the program in a maximum timeframe of 180 credits attempted (150% of 120).

c.
Graduate students must complete their program of study within a maximum timeframe of 200% of the published length measured in credits hours in order to graduate.
Example: A student enrolled in a 48-semester credit program would have to complete the program in a maximum timeframe of 96 credits attempted (200% of 48).

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

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

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

Academic and Financial Aid Warning

Students will be placed on academic and financial aid warning if they fail to meet the qualitative and/or quantitative standards at the end of a semester. A student will be notified in writing when placed on warning for failing to meet SAP. Students will be placed on warning for a period of one (1) semester during which time the student will be given the opportunity to improve their academic progress to meet the minimum standards. If, at the end of the semester on warning, a student raises his or her cumulative GPA and rate of progress to or above the minimum SAP standards, the student will then be removed from warning. A determination of academic and financial aid warning status may not be appealed. However, students on SAP Warning may be eligible for Title IV funding.

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

Academic and Financial Aid Dismissal

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

Satisfactory Academic Progress (SAP) Appeals

It is the student's responsibility to ensure they have met the terms and conditions of filing a SAP appeal (as defined above) and follow the appeals process in order for the appeal to be reviewed.

The student should complete and submit the Appeal Form, obtained from their Academic Advisor, within 30 calendar days from the date notification of dismissal was sent to the student. To be reviewed by the SAP Appeals Committee, an appeal must

include strong, relevant documentation of mitigating circumstances that align with the timeline of events and clearly outline extenuating factors. Appeals lacking these elements will not be considered. The appeal must include:

- an explanation of why the student is submitting an appeal,
- explanation of the mitigating circumstances as to why the student failed to meet SAP standards during the warning/probationary period,
- documentation supporting the appeal,
- a detailed 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.

Once received, the Registrar will review the appeal and will appoint a committee, including but not limited to the student's college faculty, program director/lead, advisors, financial aid office to review and make recommendations. The student will receive a response from the Registrar within 30 business days (excluding holidays).

Academic and Financial Aid Probation

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

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

Please note, students that receive VA educational benefits may only be placed on probation a maximum of two semesters. If at the end of the two semesters the students CGPA remains below 2.0, benefits will be terminated. The Department of Veterans Affairs will be notified by the school's VA Certifying Official if the veteran does not maintain satisfactory academic progress or satisfactory attendance.

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

Should a student be approved to transfer from one program of study to another or should a student wish to obtain an additional degree, attempted and completed coursework within the University will be treated as completed credits within the new program only if the courses pertain to the new program of study as outlined in the catalog. In such cases, attempted and completed credits will be considered in determining satisfactory academic progress from both a cumulative grade point average calculation and maximum allowable time frame perspective. The Office of the Registrar shall complete a transfer credit evaluation for transfer to the new program.

Change of Program and Additional Degrees

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 and submitting a program transfer request form through the student portal. All general and program specific admissions requirements must be met when applying for a program transfer. Students should be aware that courses may need to be retaken, and they will be subject to all catalog requirements at the time of their acceptance into a new program which may include but not limited to signing a new enrollment agreement, requesting a transfer of credit evaluation, tuition increases, student processing fee and any state requirements.

Students are recommended to consult with the Financial Solutions/Student Accounts Office before program transfer is granted. Approval is required from the College Dean and the Office of the Registrar. A maximum of two (2) requests may be made in order to change degree or concentrations. Program transfers will be processed at the end of a student's current session.

Additional Degrees

Students that wish to earn an additional degree/certificate must apply and meet all admission requirements of the new program of study. Students may only be enrolled into one (1) program of study at any given time.

Courses completed with USU will be reviewed to determine if they are applicable to the new program of study. Refer to the Transfer Credit Policy for transfer criteria. USU graduates of the Bachelor of Science in Elementary Education/Bachelor of Education are not eligible to apply for the Master of Arts in Teaching; however, those graduates may seek admission to the Master of Arts in Education.

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

Doctoral 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
- Pass Oral Defense
- Pass Executive Summary or Final milestone as determine by the respected College.

Application for Graduation

Students that are within 12 credits of completing their undergraduate program, 6 credits for graduate (including post-baccalaureate and post-master's certificate) program, may file an Application for Graduation. Students in doctoral programs must have completed all academic requirements including the final defense or presentation to apply 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 to confer degrees.

Commencement Ceremony

The formal commencement ceremony is held once a year on a date announced by the University. Degree and certificate candidates who have completed all graduation requirements since the previous commencement ceremony are eligible to participate. Undergraduate and graduate degree/certificate candidates who will be completed with their program requirements for graduation on the date of commencement will also be invited to participate in the

ceremony. Students enrolled in doctoral programs must have completed all academic requirements including the final defense or presentation to apply to participate in the commencement ceremony. Please refer to Commencement Information page for additional information.

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".

Degree/Certificate Time to Completion

Degree/Certificate Time to Completion

Students must complete their program within a designated time to ensure that the skills, knowledge and abilities they acquire remain current in their field of study. Time-to-degree begins with their first course of study as listed on their degree plan including any transferred courses.

Students who withdraw from the university will be reviewed for eligibility to return. Those who have exceeded or will exceed the program's time-to-completion requirement must submit an exception request to be considered for readmission. Eligibility considerations include, but are not limited to, the feasibility of completing the program within the required timeframe and whether significant revisions have been made to program objectives. Students may be required to retake courses. Refer to Transfer Credit Policy for additional information regarding transfer of credits.

College of Nursing and Health Sciences

Degree/Certificate	Program Length	Time to Degree	Time to Completion Program Limit
Registered Nurse to Bachelor of Science in Nursing	1 Year	1.5 Times of Program Length	18 Months
Master of Science in Nursing - Nurse Educator, Health Care Leadership	22 Months	2.5 Times of Program Length	55 Months
Master of Science in Nursing - Admin Management, Family Nurse Practitioner, Forensics, Informatics, & Public Health	24 months	2.5 Times of Program Length	60 Months
Doctor of Nursing Practice	24 months	2 Times of Program Length	48 Months

College of Education

Degree/Certificate	Program Length	Time to Degree	Time to Completion Program Limit
Bachelor of Science in Elementary Education	40 months	1.5 Times of Program Length	60 Months
Master of Arts in Education	20 months	2 Times of Program Length	40 Months
Master of Arts in Teaching	24 months	2 Times of Program Length	48 Months
Master of Arts in Teaching - Internship Option	28 Months	2 Times of Program Length	56 Months
Teacher Credentialing Preparation Program	12 Months	2 Times of Program Length	24 Months
Teacher Credentialing Preparation Program - Internship option	16 Months	2 Times of Program Length	32 Months
Education Specialist	22 Months	2 Times of Program Length	44 Months
Doctor of Education	40 Months	2 Times of Program Length	80 Months

Degree/Certificate	Program Length	Time to Degree	Time to Completion Program Limit
Bachelor of Science in Business Administration (Completion)	20 Months	1.5 Times of Program Length	30 Months
Master of Business of Administration	20 Months	2 Times of Program Length	40 Months
Doctor of Business Administration	22 Months	2.5 Times of Program Length	55 Months
Doctor of Science in Computer Science	37 Months	2.5 Times of Program Length	92 Months

College Business and Technology

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

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.

BIO150	General Biology	3
BIO280	Anatomy and Physiology I with Lab	4
BIO282	Anatomy and Physiology II with Lab	4

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

Foundations in Artificial Intelligence Certificate

9 Semester Credits / 2 Semesters / 6 Months

Delivery Mode: Online

The *Foundations in AI Certificate* is a three-course program designed for professionals seeking to understand, apply, and ethically implement artificial intelligence in their fields. With no coding or prior technical background required, this certificate provides an accessible yet rigorous pathway into the world of AI and machine learning. Learners gain both conceptual and practical expertise, using leading-edge AI tools and frameworks to drive data-informed decision-making and responsible innovation. The program emphasizes ethical and human-centered approaches to AI application across industries such as business, healthcare, government, and education.

Core Curriculum

BUS548	Foundations of Artificial Intelligence and Machine Learning	3
BUS549	Applied AI Tools and Platforms for Decision Making	3
BUS550	Designing Ethical and Responsible AI Solutions	3

Outcomes
Develop conceptual literacy of AI/ML.
Understand basic workflows and explore cross-industry applications.
Gain hands-on experience with no-code/low-code AI tools.
Explore how to apply no-code/low-code AI tools in practical contexts.
Design ethically grounded AI proposals by applying frameworks that ensure fairness, accountability, and human-centered innovation.

Post-Baccalaureate Certificate in Nursing Business

9 Semester Credits / 2 Semesters / 6 Months
Delivery Mode: Online

The Nursing Business Post-Baccalaureate Certificate is a comprehensive curriculum designed to equip nursing professionals with the business acumen necessary to establish and sustain their own nursing practices. Through three integrated courses, students are empowered to craft their own unique brand and specialty while developing a robust business plan tailored to innovative healthcare ventures. This program is ideal for registered nurses and nurse practitioners seeking to start their own clinical practice.

Foundations of Nursing Entrepreneurship:
This course lays the foundation for entrepreneurial success by guiding nurses through the process of defining their unique brand and specialty. Participants learn to craft personalized business models, conduct market analyses, and articulate mission statements and strategic goals. The curriculum also addresses ethical and legal considerations, ensuring that emerging healthcare businesses are both innovative and compliant. Hands-on assignments and real-world case studies provide the practical experience needed to launch a distinctive nursing practice.

Operational Excellence for Nursing Practices:
Focusing on the operational backbone of any successful practice, this course teaches students how to design and implement strategies that streamline healthcare delivery. Nurses learn to develop efficient workflows, manage resources effectively, and apply quality assurance practices that enhance patient care outcomes. By integrating data-driven decision-making into everyday operations, students gain the skills to support the sustainable growth of their practices.

Financial and Marketing Strategies for Nursing Practices:
Bridging technology with strategic business planning, this course prepares nursing professionals to incorporate artificial intelligence and other digital tools into their practice management. Students explore comprehensive financial planning—including budgeting, tax planning, and financial forecasting—alongside innovative marketing and branding strategies. This integrated approach ensures that students can develop a cohesive business plan that not only supports long-term success but also differentiates their nursing practice in a competitive healthcare market.

Together, these courses provide a complete roadmap for nursing professionals to master the business aspects of establishing their own practices. Graduates emerge with the skills to innovate, operate efficiently, and strategically market their services, ultimately positioning themselves as leaders in a rapidly evolving healthcare landscape.

Curriculum Requirements

BUS545	Foundations of Nursing Entrepreneurship	3
BUS546	Operational Excellence for Nursing Practices	3
BUS547	Financial and Marketing Strategies for Nursing Practices	3

Outcomes
Apply entrepreneurial principles to develop innovative and sustainable nursing practices.
Design and implement operational strategies that enhance healthcare efficiency and patient care outcomes.
Develop financial and marketing plans that support the sustainability and growth of nursing practices.
Integrate ethical, legal, and collaborative principles into the management of nursing-led practices.
Utilize data-driven decision-making and technology to optimize nursing practice operations.

Bachelor of Science in Business Administration (Completion Program)

The University is not accepting applications and is not actively enrolling for this degree.

120 Semester Credits / 10 Semester / 20 Semesters

Delivery Method: Online

The Bachelor of Science in Business Administration program educates students in the foundations of general business knowledge and prepares them to apply ethical reasoning and discerning critical thought while presenting the strong communication and analytical skills needed to lead and manage corporate organizations.

The comprehensive curriculum is designed to provide students with a competitive edge when pursuing or advancing in business management careers, whether as leaders in the corporate world or as entrepreneurs.

The degree completion program is designed to benefit students who successfully have completed a minimum of 60 credit hours of undergraduate studies, including general education requirements, or who have earned an associate's degree from an accredited institution.

Curriculum Requirements

BIS101	Introduction to Business Information Systems	3
BUS101	Introduction to Business	3
BUS110	Data Analysis and Communication Tools	3
BUS112	Business Mathematics	3
BUS220	Introduction to Business Law	3
BUS331	Business Ethics	3
BUS441	Small Business Management: Growing Entrepreneurial Ventures	3
CIS434	Internet Marketing	3
CIS490	Introduction to eBusiness	3
FIN310	Introduction to Finance	3
MGT215	Customer Relationship Management	3
MGT321	Organizational Behavior and Management	3
MGT326	Operations Management	3
MGT332	Introduction to Project Management	3
MGT410	Leading Organizations	3
MGT420	International Management	3
MGT442	Leading Diverse and Dispersed Teams	3
MGT444	Strategic Management	3
MGT499	Capstone	3
MKT210	Principles of Marketing	3

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

Outcomes
Professional Skills: Apply learned professional administration and business management skills in multiple settings within a legal and ethical framework.
Personal and Social Responsibility: Contribute to the development of policies and procedures within business environments that demonstrate sensitivity to cultural diversity.
Management and Communication Skills: Utilize written communication skills to foster improvements in management systems, processes, and organizations.
Leadership: Influence positive change through collaborative leadership using thoughtful analysis, critical thinking, and applied concepts.

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.

Curriculum Requirements

Core Requirements		
ACT514	Managerial Accounting	3
BUS500	Business Information Systems	3
BUS505	Operations Management and Decision Models	3
FIN510	Financial Management	3
MGT504	Talent Acquisition, Performance, and Behavior	3
MGT599	Capstone	3
MKT506	Marketing Strategy	3

Note: MGT599 is non-transferable and must be taken in last semester.

Elective Courses – Select three courses		
BUS544	Business Economics	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

Outcomes

1. Apply theories of effective leadership to achieve business objectives.
2. Formulate ethically responsible business decisions, considering the impacts on organizations, communities, and society at large.
3. Apply qualitative and quantitative techniques to solve business problems.
4. Employ theoretical and practical business knowledge to strategically evaluate factors involved in business situations identifying and mitigating decision-making risks.
5. Evaluate the impacts of globalization, including leveraging diversity to optimize performance, on all aspects of commerce.
6. Demonstrate the ability to communicate complex business concepts effectively in both written and oral formats.

Master of Business Administration International Student Track

36 Semester Credits / 4 Semesters / 16 Months

Delivery Mode: Hybrid

Available to international applicants only, the international track MBA program provides F-1 international students a chance to expand their professional experiences in western culture and American organizations.

The Master of Business Administration (MBA) at United States University is a widely recognized and respected graduate degree. Designed to bridge the gap between theoretical knowledge and practical application, graduates are equipped with a broad array of skills across the functional domains of business. The program fosters advanced competencies in leadership, ethical reasoning, problem-solving, decision-making, global perspectives, and communication.

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. Apply theories of effective leadership to achieve business objectives.
2. Formulate ethically responsible business decisions, considering the impacts on organizations, communities, and society at large.
3. Apply qualitative and quantitative techniques to solve business problems.
4. Employ theoretical and practical business knowledge to strategically evaluate factors involved in business situations identifying and mitigating decision-making risks.
5. Evaluate the impacts of globalization, including leveraging diversity to optimize performance, on all aspects of commerce.
6. Demonstrate the ability to communicate complex business concepts effectively in both written and oral formats.

Doctor of Business Administration

42 Semester Credits / 5-6 Semesters / 18-22 Months
Delivery Mode: Online

Doctor of Business Administration (DBA) programs are designed to provide professionals and executives with advanced tools and research skills required for strategic planning and decision making. DBA programs are popular among working professionals because the focus is on applied problem solving. Many DBA graduates either continue their career as management executives, use the degree to shift their career, or use the degree to alter their career trajectory within the same discipline. Graduating from a quality DBA program demonstrates the highest levels of commitment to continual learning, leadership excellence, and professional development.

DBA Course Requirements

Core Requirements		
DBA701	Scholarly Writing and Formal Inquiry	3
DBA702	Topic, Justification, Purpose, and Research Questions – Specific	3
DBA703	Literature Review	3
MGT701	Theoretical Foundations of Management	3
MGT702	Seminar in Organizational Behavior	3
MGT703	Seminar in Organizational Theory	3
MGT704	Advanced Topics in Business Ethics	3
MGT705	Advanced Topics in Business Policy and Strategy	3
RES701	Research Theory, Design, and Methods	3

Specialized Research Design Electives

Students are required to take 3 credits of electives from the list below.

RES702	Topics and Application in Case Study Design	3
RES703	Topics and Application in a Systematic Literature Review	3
RES704	Topics and Application in Archival Data Analysis	3

Systematic Project Course Requirements		
SDP701	Systematic Doctoral Project	3
SDP702	Systematic Doctoral Project II	3
SDP703	Systematic Doctoral Project III	3
SDP704	Systematic Doctoral Project IV	3

Outcomes

Students will apply ethical standards through responsible scholarly inquiry to advance corporate social responsibility and ethical practice.
Students will critically evaluate theoretical and applied research in business administration.
Students will conduct applied research that addresses pragmatic business problems utilizing appropriate methodologies.
Students will justify solutions for the refinement of business practices across various functional areas, using strategic management frameworks and analytical tools.
Students will synthesize advanced knowledge in business administration in written form, adhering to professional and disciplinary scholarly guidelines.
Students will defend evidence-based conclusions in writing aligned with professional and academic standards.
Students will defend evidence-based conclusions through verbal communication aligned with professional and academic standards.

Doctor of Business Administration (International Student Track)

42 Semester Credits / 6 Semesters / 22 Months

Delivery Mode: Hybrid

Doctor of Business Administration (DBA) programs are designed to provide professionals and executives with advanced tools and research skills required for strategic planning and decision making. DBA programs are popular among working professionals because the focus is on applied problem solving. Many DBA graduates either continue their career as management executives, use the degree to shift their career, or use the degree to alter their career trajectory within the same discipline. Graduating from a quality DBA program demonstrates the highest levels of commitment to continual learning, leadership excellence, and professional development. The USU Doctor of Business Administration is a 42-credit hour program with a strategic management concentration.

Curricular Practical Training (CPT) is a program requirement and students must take at least one term of CPT prior to entering their Systematic Project courses. 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 MGT998 DBA Professional Symposium.

Curriculum Requirements

Core Requirements

DBA701	Scholarly Writing and Formal Inquiry	3
DBA702	Topic, Justification, Purpose, and Research Questions – Specific	3
DBA703	Literature Review	3
MGT701	Theoretical Foundations of Management	3
MGT702	Seminar in Organizational Behavior	3
MGT703	Seminar in Organizational Theory	3
MGT704	Advanced Topics in Business Ethics	3
MGT705	Advanced Topics in Business Policy and Strategy	3
RES701	Research Theory, Design, and Methods	3

Specialized Research Design Electives

Students are required to take 3 credits of elective from the list below.

RES702	Topics and Application in Case Study Design	3
RES703	Topics and Application in a Systematic Literature Review	3
RES704	Topics and Application in Archival Data Analysis	3

Systematic Project Course Requirements

SDP701	Systematic Doctoral Project	3
SDP702	Systematic Doctoral Project II	3
SDP703	Systematic Doctoral Project III	3
SDP704	Systematic Doctoral Project IV	3

Outcomes
Students will apply ethical standards through responsible scholarly inquiry to advance corporate social responsibility and ethical practice.
Students will critically evaluate theoretical and applied research in business administration.
Students will conduct applied research that addresses pragmatic business problems utilizing appropriate methodologies.
Students will justify solutions for the refinement of business practices across various functional areas, using strategic management frameworks and analytical tools.
Students will defend evidence-based conclusions in writing aligned with professional and academic standards.
Students will defend evidence-based conclusions through verbal communication aligned with professional and academic standards.
7. Students will appraise and refine solutions to organizational problems using a strategic management perspective.

Doctor of Science in Computer Science

Currently not accepting applications.

60 Semester Credits / 12 Semesters / 50 Months

Delivery Mode: Online

The Doctor of Science in Computer Science program recruits individuals from diverse settings and communities who seek to become effective technological innovators, who exhibit a foundational knowledge in computer science (e.g. Object Oriented Programming, data structures, analysis of algorithms, and discrete mathematics) and use this knowledge to ask questions and creatively think in order to determine the best uses of technological innovation in a variety of fields and apply technological methods to create systems that benefit and improve business and society.

The mission of the Doctor of Science in Computer Science program is to provide quality education grounded in theoretical and empirical research, in order to prepare students to assume positions as technological innovators in the professional workforce. The program provides an academically rigorous learning environment that encourages creative thought in technical and theoretical issues so that students have the ability to apply their educational foundation in a variety of real-life settings.

The mission of the Doctor of Science in Computer Science program is to provide a deep understanding and systemic ability to apply doctoral-level research and writing, discrete and statistical mathematics, economic and operations theory, technology and innovations management, simulation, modeling, algorithmic design, logic, programming constructs, and automata complexity theory to business and societal topics.

This doctorate program is broad in scope, preparing students in the application, research, analysis, and evaluation of past and emerging computer software design topics and applications.

Throughout the program, students engage in the research, inquiry, and application of computer software design related topics, with a special focus on the evaluation and identification of new possibilities for computer technology and algorithm-based applications. Students work individually and in the learning community setting through applied course projects, assignments, deep research, ideation, cross-disciplinary assignments, and online communications. Completion of the final doctoral project follows a systematic doctoral project model and produces a unique new piece of knowledge of societal value to the field of computer science.

DSCS Course Requirements

Core Requirements		
DCS901	Discrete Mathematics for Computer Scientists	3
DCS902	Concurrent and Distributed Systems	3
DCS903	System Metrics & Risk Management	3
DCS904	Modern Compiler Design	3
DCS905	Simulation and Modeling	3
DCS906	Automata Complexity Theory	3
DCS907	Algorithm Design	3
DCS908	Computer Ethics	3
DCS909	Artificial Intelligence	3
Research Courses		
RES900	Doctoral Writing and Inquiry into Research	3
RES901	Techniques and Interpretation for Advanced Statistical Research	3
RES906	Technology and Innovation Management	3
RES910	Research Design and Methodology	3
RES912	Introduction to the Doctoral Project	3
RES916	Problem-Based Research in Action	3

Doctoral Project Courses

SDP995	Doctoral Project I: Concept Paper and Doctoral Committee Selection	3
SDP996	Doctoral Project II: Literature Review	3
SDP997	Doctoral Project III: Methodology and Ethics	3
SDP998	Doctoral Project IV: Research and Results	3
SDP999	Doctoral Project V: Conclusion and Oral Defense	3

Outcomes

Students will critically evaluate theoretical and applied research in computer science.
Students will synthesize interdisciplinary scholarly literature relevant to advanced computer science topics.
Students will apply advanced computer science concepts, methodologies, and best practices to complex technical and organizational problems.
Students will conduct original applied research that advances knowledge or practice in computer science.
Students will propose innovative technological solutions grounded in research, industry standards, and ethical considerations.
Students will assess the economic, operational, and societal implications of computer science technologies and applications.
Students will communicate advanced computer science knowledge effectively, in writing, aligned with professional and academic standards.
Students will defend advanced computer science research findings through verbal communication aligned with professional and academic standards.

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 Arts in Education and certificates do not lead to teacher certification or licensure.

Bachelor of Science in Elementary Education - Arizona

120 Semester Credits / 10 Semesters / 40 Months

Delivery Mode: Online with Student Teaching

The Bachelor of Science in Elementary Education degree is an integrated Arizona elementary education credential program that 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 Science in Elementary Education is an Elementary Education Credential Preparation program for students in Arizona interested in teaching at the K-6 level.

Requirements for all Credential Program Candidates

Student Teaching Requirements

- Completed and passed the AEPA/NES exams (NT051, NT102, NT103)
- Pass the NES Foundations of Reading exam
- IVP fingerprint clearance card
- CPR certification
- TB clearance

Program Completion Requirements

- Complete degree program with a Cumulative GPA of 2.50 or higher
- Passed all required exams
- Complete 600 hours of student teaching in an approved placement
- End of Program Survey
- Knowledge of the United States and Arizona Constitutions (coursework or exam)

Teacher Credentialing and Licensure

Per the Arizona Department of Education (ADE) all students must meet the specific requirements in effect at the time of candidate application for a credential. While the United States University program prepares Arizona teacher candidates, it does not guarantee teacher licensure. All credential candidates are encouraged to check the certification requirements page regularly, as requirements may change. https://www.azed.gov/

To be granted an Institutional Recommendation to be given to the Arizona Department of Education for an Elementary Education credential, candidates must complete the following requirements:

- Complete a baccalaureate or higher degree from a regionally accredited college or university.
- Satisfy the pedagogy requirement: AEPA/NES Assessment of Professional Knowledge-Elementary Education (NT051) exam.
- Achieve a passing score on required subject matter exams: AEPA/NES Subject Knowledge: Elementary Education Subtest I & II exam. (NT102 and NT103).

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
ELL526	Foundations of English Learner Instruction in Elementary Classrooms	3

ENG403	Multi-Ethnic Children's Literature	3
HIS210	Arizona 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

Elementary Education Subject Requirements

EDU531	Language Arts in the Elementary Classroom	3
EDU574	Elementary Teaching Methods I	3
EDU575	Elementary Teaching Methods II	3
EDU511	Clinical Practice in the Elementary Classroom I	5
EDU512	Seminar for Clinical Practice in the Elementary Classroom I	1
EDU513	Clinical Practice in the Elementary Classroom II	5
EDU518	Seminar for Clinical Practice in the Elementary Classroom II	1

Elective Requirements

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

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
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
MGT321	Organizational Behavior and Management	3
MGT332	Introduction to Project Management	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. Students will engage and support all learners.
2. Students will establish an effective learning environment.
3. Students will apply subject matter expertise to facilitate learning.
4. Students will craft appropriate learning experiences tailored to diverse learners.
5. Students will effectively evaluate student learning outcomes.
6. Students will commit to pursuing professional development as educators.
7. Students will implement effective literacy instruction strategies to support the diverse needs of all students.
8. Students will apply effective writing and analytical skills.
9. Students will effectively communicate a global perspective on the past and present.

Bachelor of Science in Elementary Education

120 Semester Credits / 10 Semesters / 40 Months

Delivery Mode: Online with Student Teaching

The Bachelor of Science in Elementary Education degree is an integrated california multiple subjects credential program that 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 Science in Elementary 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 California Basic Educational Skills Test (CBEST) or receive a waiver and provide a Certificate of Clearance (fingerprint clearance). Completing ENG 140 and MAT 105 with a B or above qualifies students for a BSR-41 CBEST equivelency.

Student Teaching Requirements

- Certificate of Clearance from the CTC (fingerprint clearance)
- CPR Certification
- Negative TB test
- 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

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 the Reading Instruction Competence Assessment (RICA)
- 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 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 or equivelency).
- Achieve a passing score on required subject matter exams (CSET or equivelency).
- Pass the Reading Instruction Competence Assessment (RICA).
- Complete a course in the provisions and principles of the U.S. Constitution.
- Complete a Commission-approved multiple subject teacher preparation program.
- Passed EdTPA Tasks.
- Obtain a formal recommendation for the credential by the program sponser.

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

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

EDU534	Elementary STEM Teaching Methods	3
EDU535	Elementary Language and Literacy Teaching Methods	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

Elective Requirements

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

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. Students will engage and support all learners.
2. Students will establish an effective learning environment.
3. Students will apply subject matter expertise to facilitate learning.
4. Students will craft appropriate learning experiences tailored to diverse learners.
5. Students will effectively evaluate student learning outcomes.
6. Students will commit to pursuing professional development as educators.
7. Students will implement effective literacy instruction strategies to support the diverse needs of all students.
8. Students will apply effective writing and analytical skills.
9. Students will effectively communicate a global perspective on the past and present.

Teacher Credentialing Preparation Program

36 Semester Credits/ 3 Semesters/12 Months

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

***Internship Option 1 Additional Semester/4 Additional Months**

Delivery Method: Online with Student Teaching

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 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) or obtain a waiver. Secondary Credential areas include Art, Dance, English/language Arts, Mathematics, Music, Physical Education, Science, Social Science, Theater, World Languages.

Bilingual Authorization Requirements- Students wishing to add a bilingual authorzation to their credential area are required to pass the CSET World Language Spanish, Subset III prior to enrolling in the Bilingual authorizaiton coursework. Candidates for the bilingual authorization option must also be enrolledi n the authorization and complete either student teaching or the internship in a bilingual setting.

Internship Option- Students interested in the internship option must meet additional enrollment requirements: passing scores on the California Subjects Examination for Teachers (CSET), have an intern job offer with a public school in the state of California. This program requires students to have a full-time intern teaching placement, on an internship credential, at a public school district while they are in the program. **Students must be enrolled in the University to work on an Intern Credential. A leave of absence or break in attendance will cause the credential to be revoked. Students who successfully complete all requirements for INT504 but have not yet completed all requirements for their preliminary credential must continue to be supervised and are required to enroll on INT504ext for zero credits, and pay the stated intern supervision fee. To ensure timely completion of the intern program students must be enrolled in the appropriate EDU course along wtih their INT supervison course until all EDU courses are completed.**

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

- 2024 Multiple Subject Preliminary Credential
- 2042 Single Subject Preliminary Credential - in the following areas - English/Language Arts, Mathematics, Music, Physical Education, Sciences, Social Sciences, World Langauges
- Bilingual Authorization (Spanish/English)

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
- 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/Internship 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:

EDU565 Student Teaching (Clinical Practice) I

EDU562 Directed Student Teaching Seminar I

EDU567 Student Teaching (Clinical Practice) II

EDU564 Directed Student Teaching Seminar II

INT501 Internship Supervision and Support I

INT502 Internship Supervision and Support II

INT503 Internship Supervision and Support III

INT504 Internship Supervision and Support IV

Program Completion Requirements

- Complete program with a Cumulative GPA of 3.00 or above
- Passed the Reading Instruction Competence Assessment (RICA) (Multiple Subjects only)
- Passed the CSET (all sections) or met the equivalency requirements per the CTC
- 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. Achieve a passing score on required subject matter exams (CSET or CTC equivalency).
3. Pass the Reading Instruction Competence Assessment (RICA).
4. Complete a course in the provisions and principles of the US Constitution.
5. Complete a Commission-approved multiple subject or Single Subject teacher preparation program.
6. Passed edTPA Tasks.
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. 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.

3. Complete a course in the provisions and principles of the US Constitution.
4. Complete a Commission-approved teacher preparation program.
5. Obtain a formal recommendation for the credential by the program sponsor.

Curriculum Requirements

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 Developmental Strategies for English Language Learners	3

Single Subject Credential Requirements

EDU540	Secondary STEM Teaching Methods	3
EDU541	Secondary Humanities and Arts Teaching Methods	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	Elementary STEM Teaching Methods	3
EDU535	Elementary Language and Literacy Teaching Methods	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

Internship Teaching Option - Multiple Subjects

EDU534	Elementary STEM Teaching Methods	3
EDU535	Elementary Language and Literacy Teaching Methods	3
EDU536	Language Arts and Reading K-6	3
INT501	Internship Supervision and Support I	3
INT502	Internship Supervision and Support II	3
INT503	Internship Supervision and Support III	3
INT504	Internship Supervision and Support IV	3
INT504EXT	Internship Extended Supervision	0

Internship Teaching Option - Single Subject

EDU540	Secondary STEM Teaching Methods	3
EDU541	Secondary Humanities and Arts Teaching Methods	3
EDU542	Reading in the Content Area	3
INT501	Internship Supervision and Support I	3
INT502	Internship Supervision and Support II	3
INT503	Internship Supervision and Support III	3
INT504	Internship Supervision and Support IV	3
INT504EXT	Internship Extended Supervision	0

Optional Addition - Bilingual Authorization

EDU522	First and Second Language Acquisition	3
EDU580	Bilingualism, Biliteracy, and Immersion	3
EDU581	Spanish Language Methods	3

Outcomes
Students will engage and support all learners.
Students will establish an effective learning environment.
Students will apply subject matter expertise to facilitate learning.
Students will craft appropriate learning experiences tailored to diverse learners.
Students will effectively evaluate student learning outcomes.
Students will commit to pursuing professional development as educators.
Students will implement effective literacy instruction strategies to support the diverse needs of all students.

Doctor of Education

The University is no longer accepting applications in this program version. See other Doctor of Education version HERE (p. 143)**.**

60 Semester Credits / 10 Semesters / 40 Months

Delivery Mode: Online

The Doctor of Education in Organizational Leadership degree program provides professionals a pathway to becoming E.L.I.T.E. leaders in their chosen field while pursuing a doctoral degree. The College of Education at United States University developed this program to focus on preparing visionary and leading-edge change agents, complex problem-solvers, and effective leaders of various types of enterprises, including education, government, business, healthcare, military, and nonprofit agencies to become leaders, innovate and provide new solutions in a time of rapid changes in our society. The program prepares adaptable professionals who are able to generate creative solutions and facilitate positive change and organizational transformation in their professional capacity. Learners are provided with expanded viewpoints relative to problem identification and applied resolution strategies in organizational ecosystems that can be volatile, uncertain, complex, and ambiguous. Graduates of this program are adaptable leaders who demonstrate the ability to disrupt the status quo with creative and useful innovations that lead to change and transformation that is viewed as impactful and valued.

Core Courses

EDD800	Introduction to Advanced Studies	3
EDD801	Theoretical Foundations of Leadership and Innovation	3
EDD802	Emerging Issues and Trends in Organizations	3
EDD803	Advanced Writing and Research	3
EDD804	Foundations of Research Design and Methodology	3
EDD805	Leadership for Systemic and Organizational Change	3
EDD806	Methodology and the Prospectus	3
EDD807	Teaching, Learning, and Leading in Organizations	3
EDD808	Diversity, Equity, and Inclusion in Organizations	3
EDD809	Advanced Research: The Literature Review	3
EDD810	Fundamentals of Creativity, Innovation, and Entrepreneurship	3
EDD811	Using Communication to Lead Change	3
EDD812	Ethical Dilemmas in Organizational Leadership	3
EDD813	Advanced Synthesis: The Proposal	3
EDD900	Dissertation I	3
EDD901	Dissertation II	3
EDD902	Dissertation III	3
EDD903	Dissertation IV	3
EDD904	Dissertation V	3
EDD905	Dissertation VI	3

Outcomes

Equity – Doctoral learners create policies advancing equity and social justice that follow ethical and regulatory compliant actions supporting the mission and vision of organizations.

Leadership – Doctoral learners demonstrate leadership skills by integrating theoretical constructs, analyzing the relationship between the leader and the organizational culture, and implementing global leadership thinking within their professional practice.

Innovation – Doctoral learners examine human and organizational dynamics that influence the implementation of innovation in educational enterprises, generate alternative solutions in determining whether to adopt an innovation, as well as create innovative strategic and tactical plans and systems to produce more effective organizations, examining contemporary methodologies to incorporate human and organizational dynamics into the evaluation of innovation initiatives.

Theory – Doctoral learners construct theory-informed decisions for addressing complex problems of practice and integrate theories of change and conduct analyses of relevant innovation and organizational theories.

Education – Doctoral learners employ effective strategies for facilitating organizational learning and are able to critique the effectiveness of communication approaches for diverse recipients.

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 careers 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.

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

Students are required to take 9 credits of electives selected from the list below.

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

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 through 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.

Master of Arts in Teaching - Arizona

42 Semester Credits/6 Semesters/24 Months

Delivery Method: Online with Student Teaching

The Master of Arts in Teaching (MAT) degree program provides students with a pathway to complete their Arizona teaching credential preparation program while also pursuing a Master's degree.

Students interested in teaching at the K-8 school level (elementary) in the state of Arizona must have completed a bachelor's degree at a regionally accredited university and have the capacity to pass the Elementary Education Subject Knowledge Exam (AEPA/NES), Professional Knowledge Exam or have completed an approved elementary subject-matter program (K-8). Students must also pass the NES Foundations of Reading.

Students interested in teaching at the 5-9 school level (middle grades) in the state of Arizona must have completed a bachelor's degree at a regionally accredited university and have the capacity to pass the Middle Grades or Secondary Subject Knowledge Exam (AEPA or NES) in the specific content area they would like to teach and the Professional Knowledge Exam (AEPA/NES) Students can complete either the elementary or secondary program.

Students interested in teaching at the 6-12 school level (secondary) in the state of Arizona must have completed a bachelor's degree at a regionally accredited university and have the capacity to pass the Secondary Subject Knowledge Exam (AEPA or NES) in the specific area they would like to teach and the Professional Knowledge-Secondary (AEPA/NES).

All candidates are required to complete a college course on the U.S. Constitution and the Arizona Constitution or pass an approved exam.

Student Teaching Requirements

Elementary Candidates

- Completed and passed the AEPA/NES exams (NT051, NT102, NT103)
- NES Foundations of Reading exam
- CPR Certification
- TB Clearance

Secondary Candidates

- Completed and passed the Subject Knowledge Exam for your area (AEPA or NES)
- Professional Knowledge Exam-Secondary (AEP/NES), If teaching reading - NES Foundations of Reading-
- CPR Certification
- TB Clearance

All Candidates

- All credential candidates must provide an IVP fingerprint clearance card.
- 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

*Student teaching placements are 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 the availability of third-party teaching placements. Not continuing during

summer sessions may impact your continuous enrollment, financial aid (if applicable), and your time to complete.

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

- EDU511 Clinical Practice in the Elementary Classroom I
- EDU512 Seminar for Clinical Practice in the Elementary Classroom I
- EDU513 Clinical Practice in the Elementary Classroom II
- EDU518 Seminar for Clinical Practice in the Elementary Classroom II
- EDU515 Clinical Practice in the Secondary Classroom I
- EDU514 Seminar for Clinical Practice in the Secondary Classroom I
- EDU516 Clinical Practice in the Secondary Classroom II
- EDU517 Seminar for Clinical Practice in the Secondary Classroom II

Program Completion Requirements

- K-6 (Elementary Education)
  - Bachelor's degree
  - Meet all degree requirements
  - Complete program with a cumulative GPA of 3.00 or above
  - Student Teaching
  - All Required Exams
  - Fingerprint Clearance Card
  - Knowledge of the United States and Arizona Constitutions
- 7-12 (Secondary Education)
- Bachelor’s degree
- Meet all degree requirements
- Complete program with a cumulative GPA of 3.00 or above
- Student teaching in the specific subject area
- All Required Exams
- Fingerprint Clearance Card
- Knowledge of the United States and Arizona Constitutions

Teacher Credentialing and Licensure

Per the Arizona Department of Education (ADE) all students must meet the specific requirements in effect at the time of candidate application for credential. While the United States University program prepares Arizona teacher candidates it does not guarantee teacher licensure. All credential candidates are encouraged to check the certification requirement page on a regular basis as requirements may change. https://www.azed.gov/

In order to be granted an Institutional Recommendation to be given to the Arizona Department of Education for an Elementary Education credential candidates must complete the following requirements:

- Complete a baccalaureate or higher degree from a regionally accredited college or university.
- Satisfy the pedagogy requirement: AEPA/NES Assessment of Professional Knowledge-Elementary Education (NT051) exam
- Achieve a passing score on required subject matter exams: AEPA/NES Subject Knowledge: Elementary Education Subtest I & II exam. (NT102 and NT103)

Curriculum Requirements

Core Course 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
MAE500	Psychology of Education	3
MAE512	Assessment in Education	3

Elementary Education		
EDU531	Language Arts in the Elementary Classroom	3
EDU574	Elementary Teaching Methods I	3
EDU575	Elementary Teaching Methods II	3

ELL526	Foundations of English Learner Instruction in Elementary Classrooms	3
EDU511	Clinical Practice in the Elementary Classroom I	5
EDU512	Seminar for Clinical Practice in the Elementary Classroom I	1
EDU513	Clinical Practice in the Elementary Classroom II	5
EDU518	Seminar for Clinical Practice in the Elementary Classroom II	1
Secondary Education		
EDU542	Reading in the Content Area	3
EDU570	Secondary Teaching Methods I	3
EDU571	Secondary Teaching Methods II	3
ELL527	Foundations of English Learner Instruction in Secondary Classrooms	3
EDU515	Clinical Practice in the Secondary Classroom I	5
EDU514	Seminar for Clinical Practice in the Secondary Classroom I	1
EDU516	Clinical Practice in the Secondary Classroom II	5
EDU517	Seminar for Clinical Practice in the Secondary Classroom II	1

Outcomes

1. Students will engage and support all learners in the learning process.
2. Students will create and maintain effective learning environments that support student success.
3. Students will understand and organize subject matter to promote meaningful student learning.
4. Students will plan instruction and design inclusive learning experiences for all students.
5. Students will assess and evaluate student learning to inform instruction.
6. Students will develop as reflective and ethical professional educators.
7. Students will use data to inform decision-making and address barriers to student success.
8. Students will apply research and theory to educational planning to support equitable outcomes for students, staff, and the school community.

Master of Arts in Teaching

42 Semester Credits/ 6 Semesters/24 Months

*** Internship Teaching Option/ 1 Additional Semester/ 4 Additional Months**

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

Delivery Method: Online with Student Teaching

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 Master's degree. Students interested in teaching at the K-6 school level in the State of California must have completed a bachelor's degree at a regionally accredited university and have the capacity to pass the California Subjects Examination for Teachers (CSET), or have completed a commission-approved elementary subject-matter program. Students interested in teaching at the 7-12 school level must have completed a bachelor's degree at a regionally accredited university and have the capacity to pass the appropriate subject-matter examination (CSET), such as Art, Dance, English, Health Science, Mathematics, Music, Physical Education, Science, Social Science, Theater, World Languages, 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- in the following areas-Art, Dance, English/Language Arts, Health Science, Mathematics, Music, Physical Education, Sciences, Social Sciences, World Languages
- Bilingual Authorization (Spanish/English)

Student Teaching Requirements

- Completed and passed the CSET for the credential being sought (or obtain an equivalency approval)
- 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 will 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
- Students are encouraged to look ahead and properly plan for the required 16 weeks of student teaching
- **Bilingual Authorization Requirements-** Students wishing to add a bilingual authorzation to their credential area are required to pass the CSET World Language Spanish, Subset III prior to enrolling in the Bilingual authorizaiton coursework. Candidates for the bilingual authorization option must also be enrolledi n the authorization and complete either student teaching or the internship in a bilingual setting.

Internship Option- Students interested in the internship option must meet additional enrollment requirements: passing scores on the California Subjects Examination for Teachers (CSET) or CTC approved equivalency, have an intern job offer with a public school in the state of California. This program requires students to have a full-time intern teaching placement, on an internship credential, at a public school district while they are in the program. **Students must be enrolled in the University to work on an Intern Credential. A leave of absence or break in attendance will cause the credential to be revoked.**

Students who successfully complete all requirements for INT504 but have not yet completed all requirements for their preliminary credential must continue to be supervised and are required to enroll on INT504ext for zero credits, and pay the stated intern supervision fee. To ensure timely completion of the intern program students must be enrolled in the appropriate EDU course along wtih their INT supervison course until all EDU courses are completed.

***Student teaching/Intern 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:

EDU565 Student Teaching (Clinical Practice) I

EDU562 Directed Student Teaching Seminar I

EDU567 Student Teaching (Clinical Practice) II

EDU564 Directed Student Teaching Seminar II

INT501 Internship Supervision and Support I

INT502 Internship Supervision and Support II

INT503 Internship Supervision and Support III

INT504 Internship Supervision and Support IV

Program Completion Requirements

- Complete program with a Cumulative GPA of 3.00 or above
- Passed the Reading Instruction Competence Assessment (RICA) (Multiple Subjects only)
- Passed the CSET (all sections) or CTC approved equivalency
- 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. Achieve a passing score on required subject matter exams (CSET or a commission approved equivalency).
3. Pass the Reading Instruction Competence Assessment (RICA).
4. Complete a course in the provisions and principles of the US Constitution or pass exam.
5. Complete a Commission-approved multiple subject teacher preparation program.
6. Passed all edTPA Tasks.
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. 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.
3. Complete a course in the provisions and principles of the US Constitution or pass exam.
4. Complete a Commission-approved teacher preparation program.
5. Obtain a formal recommendation for the credential by the program sponsor.

Curriculum Requirements

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 Developmental Strategies for English Language Learners	3
EDU698	Educational Research in Action	3
EDU699	MAT Capstone	3

Note: EDU699 is non-transferable.

Multiple Subject Credential Requirements

EDU534	Elementary STEM Teaching Methods	3
EDU535	Elementary Language and Literacy Teaching Methods	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 STEM Teaching Methods	3
EDU541	Secondary Humanities and Arts Teaching Methods	3
EDU542	Reading in the Content Area	3
EDU565	Student Teaching (Clinical Practice) I	5
EDU562	Directed Student Teaching	1

	Seminar I	
EDU567	Student Teaching (Clinical Practice) II	5
EDU564	Directed Student Teaching Seminar II	1

Internship Teaching Option - Multiple Subjects

EDU534	Elementary STEM Teaching Methods	3
EDU535	Elementary Language and Literacy Teaching Methods	3
EDU536	Language Arts and Reading K-6	3
INT501	Internship Supervision and Support I	3
INT502	Internship Supervision and Support II	3
INT503	Internship Supervision and Support III	3
INT504	Internship Supervision and Support IV	3

Internship Teaching Option - Single Subject

EDU540	Secondary STEM Teaching Methods	3
EDU541	Secondary Humanities and Arts Teaching Methods	3
EDU542	Reading in the Content Area	3
INT501	Internship Supervision and Support I	3
INT502	Internship Supervision and Support II	3
INT503	Internship Supervision and Support III	3
INT504	Internship Supervision and Support IV	3

Optional Addition - Bilingual Authorization Requirements

EDU522	First and Second Language Acquisition	3
EDU580	Bilingualism, Biliteracy, and Immersion	3
EDU581	Spanish Language Methods	3

Outcomes

Students will engage and support all learners.
Students will establish an effective learning environment.:
Students will apply subject matter expertise to facilitate learning.
Students will craft appropriate learning experiences tailored to diverse learners.
Students will effectively evaluate student learning outcomes.
Students will commit to pursuing professional development as educators.
Students will implement effective literacy instruction strategies to support the diverse needs of all students.
Students will utilize data to make informed decisions that address obstacles to student achievement.
Students will apply research and educational theory to promote equitable outcomes for students, staff, and the school community.

Education Specialist

33 Semester Credits / 10 Semester / 22 Months

Delivery Method: Online

The Education Specialist program with a focus in organizational leadership provides professionals with a pathway to becoming E.L.I.T.E. leaders in their chosen field without requiring completion of a dissertation. The program develops visionary, forward-thinking practitioners who are prepared to lead, innovate, and influence organizational improvement across diverse settings, including education, government, business, healthcare, military, and nonprofit agencies. The EdS program equips learners with the knowledge, skills, and adaptive leadership mindsets needed to transform organizational ecosystems that are increasingly volatile, uncertain, complex, and ambiguous. Through applied coursework, learners expand their capacity to identify critical challenges, propose evidence-based solutions, and facilitate meaningful and sustainable change within their professional environments. Graduates of the EdS in Organizational Leadership are prepared to serve as dynamic leaders who strengthen organizational performance, advance equity-driven decision-making, and introduce innovative practices that positively impact their communities. The EdS also offers a seamless pathway to the Doctor of Education (EdD) for those who wish to further their scholarly and professional preparation.

Core Requirements

EDD800	Introduction to Advanced	3

	Studies	
EDD801	Theoretical Foundations of Leadership and Innovation	3
EDD803	Advanced Writing and Research	3
EDD804	Foundations of Research Design and Methodology	3
EDD805	Leadership for Systemic and Organizational Change	3
EDD807	Teaching, Learning, and Leading in Organizations	3
EDD809	Advanced Research: The Literature Review	3
EDD810	Fundamentals of Creativity, Innovation, and Entrepreneurship	3
EDD811	Using Communication to Lead Change	3
EDD812	Ethical Dilemmas in Organizational Leadership	3
EDD899	Advanced Synthesis The Proposal	3

Outcomes

Equity – Doctoral learners create policies advancing equity and social justice that follow ethical and regulatory compliant actions supporting the mission and vision of organizations.

Leadership – Doctoral learners demonstrate leadership skills by integrating theoretical constructs, analyzing the relationship between the leader and the organizational culture, and implementing global leadership thinking within their professional practice.

Innovation – Doctoral learners examine human and organizational dynamics that influence the implementation of innovation in educational enterprises, generate alternative solutions in determining whether to adopt an innovation, as well as create innovative strategic and tactical plans and systems to produce more effective organizations, examining contemporary methodologies to incorporate human and organizational dynamics into the evaluation of innovation initiatives.

Theory – Doctoral learners construct theory-informed decisions for addressing complex problems of practice and integrate theories of change and conduct analyses of relevant innovation and organizational theories.

Education – Doctoral learners employ effective strategies for facilitating organizational learning and are able to critique the effectiveness of communication approaches for diverse recipients.

Doctor of Education (EdD)

46 Semester Credits / 10 Semesters / 38 Months

Delivery Mode: Online

The Doctor of Education degree focuses in organizational leadership provides professionals with a pathway to becoming E.L.I.T.E. leaders in their chosen field while pursuing a doctoral degree. The College of Education at United States University developed this program to focus on preparing visionary and leading-edge change agents, complex problem-solvers, and effective leaders of various types of enterprises, including education, government, business, healthcare, military, and nonprofit agencies, to become leaders, innovate, and provide new solutions in a time of rapid changes in our society. As a doctoral program, the EdD emphasizes advanced scholarly inquiry, evidence-based decision-making, and the integration of theory and research to address organizational challenges. The program prepares adaptable professionals who are able to generate creative solutions and facilitate positive change and organizational transformation in their professional capacity. Learners are provided with expanded viewpoints relative to problem identification and applied resolution

strategies in organizational ecosystems that can be volatile, uncertain, complex, and ambiguous. A central component of the EdD is the completion of a doctoral dissertation that demonstrates the learner's ability to design, conduct, and present applied research that contributes meaningful solutions to professional practice. Graduates develop a scholar–practitioner identity, capable of leading research initiatives, guiding organizational improvement efforts, and influencing policy and practice through data-informed leadership. They are adaptable leaders who demonstrate the ability to disrupt the status quo with creative and useful innovations that lead to change and transformation that is viewed as impactful and valued.

Core Courses

EDD800	Introduction to Advanced Studies	3
EDD801	Theoretical Foundations of Leadership and Innovation	3
EDD803	Advanced Writing and Research	3
EDD804	Foundations of Research Design and Methodology	3
EDD805	Leadership for Systemic and Organizational Change	3
EDD807	Teaching, Learning, and Leading in Organizations	3
EDD809	Advanced Research: The Literature Review	3
EDD811	Using Communication to Lead Change	3
EDD812	Ethical Dilemmas in Organizational Leadership	3
EDD810	Fundamentals of Creativity, Innovation, and Entrepreneurship	3
EDD814	Doctoral Seminar Dissertation Foundations and Research Design	1
EDD899	Advanced Synthesis The Proposal	3
EDD906	Dissertation I	3
EDD907	Dissertation II	3
EDD908	Dissertation III	3
EDD909	Dissertation IV	3

Outcomes

Equity – Doctoral learners create policies advancing equity and social justice that follow ethical and regulatory compliant actions supporting the mission and vision of organizations.

Leadership – Doctoral learners demonstrate leadership skills by integrating theoretical constructs, analyzing the relationship between the leader and the organizational culture, and implementing global leadership thinking within their professional practice.

Innovation – Doctoral learners examine human and organizational dynamics that influence the implementation of innovation in educational enterprises, generate alternative solutions in determining whether to adopt an innovation, as well as create innovative strategic and tactical plans and systems to produce more effective organizations, examining contemporary methodologies to incorporate human and organizational dynamics into the evaluation of innovation initiatives.

Theory – Doctoral learners construct theory-informed decisions for addressing complex problems of practice and integrate theories of change and conduct analyses of relevant innovation and organizational theories.

Education – Doctoral learners employ effective strategies for facilitating organizational learning and are able to critique the effectiveness of communication approaches for diverse recipients.

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.

Registered Nurse to Bachelor of Science in Nursing

Registered Nurse to Bachelor of Science in Nursing

30 Semester Credits/ 90 clinical hours/ 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 evidence-based practice of nursing.

The RN to BSN program is offered entirely online and may be completed in approximately 12 months. Students will complete a 90-hour community experience that can be completed near their residences with a focus on community health.

Degree Requirements

The BSN degree requires a minimum of 120-semester credits, and students must complete a minimum of 30-semester credits with United States University. Students will receive a block transfer of 60-semester credits from previously completed nursing programs that resulted in a current, unencumbered registered nursing license. Students may transfer additional general education courses completed beyond the 60-credit block transfer, not to exceed 90-semester credits. Please refer to the Transfer Credit Policy 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 and in alignment with USU's General Education Breadth. Examples include, but are not limited to, ENG205 Information and Media Literacy, NUR300 Physical Examination and Health Assessment, or HUM499 Senior Seminar: Humanities. After the Registrar's Office performs a transfer credit analysis, an academic advisor will work with individual students to ensure they are appropriately scheduled for those courses if needed. These courses will be completed before beginning the first course in the completion program's course sequence.

Published completion time (12 months) is for students who enter with all general education courses required. Students who need to complete additional general education courses will extend program completion time and increase overall program costs, depending on the number required to meet degree requirements (may extend by up to 12 months or more).

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.

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

Master of Science in Nursing

48 Semester Credits / 540 clinical hours/ 6 Semesters / 24 Months – Family Nurse Practitioner

30 Semester Credits / 100 clinical hours/ 3-6 Semesters / 12-22 Months – Health Care Leadership

30 Semester Credits / 100 clinical hours/ 3-6 Semesters / 12-22 Months – Nurse Educator

30 Semester Credits/ 140 practicum hours / 6 Semesters / 24 Months - Administration and Management*

30 Semester Credits/ 120 practicum hours / 6 Semesters / 24 Months - Informatics*

30 Semester Credits/ 120 practicum hours / 6 Semesters / 24 Months - Forensic Nursing*

30 Semester Credits/ 120 practicum hours / 6 Semesters / 24 Months - Public Health*

*The University is currently not admitting applicants into the Administration and Management, Informatics, Forensic Nursing, or Public Health Concentrations.

Delivery Mode: Online Hybrid (Accepted prior to 05/06/2024) / Online (Accepted on or after 05/06/2024)

At United States University's College of Nursing and Health Sciences, master's degree in nursing concentrations 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, 2021).

The College offers MSN concentrations in Family Nurse Practitioner, Health Care Leadership, Nurse Educator, Administration Management, Informatics, Public Health, and Forensic Nursing.

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 concentration is grounded in a Caring Science model to teach a theoretical and evidence-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 are eligible to sit for a national certification exam from the American Association of Nurse Practitioners (AANP) or the American Nurses Credentialing Center (ANCC). Regulations vary from state to state, and students are encouraged to carefully read the requirements and conduct further research 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 (Accreditation and Approvals) and speak with their Enrollment Advisor prior to enrollment.

Graduates that earn an MSN-FNP degree are eligible to apply to the California Board of Registered Nursing (CABRN) for Nurse Practitioner certification. All nurse practitioners must have a furnishing number to write prescriptions 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.

As of 2020, the CABRN California Board of nursing accepts three methods for application for NP licensure:

- Method One: California-Based Nurse Practitioner Education Program
- Method Two: Non-California-Based Nurse Practitioner Education Program
- Method Three: Equivalency

Method One (Students with a signed Program Enrollment Agreement in CA):

METHOD ONE

California-Based Nurse Practitioner Education Program

Documentation submitted directly to the CABRN:

1. Completed Online Application for Nurse Practitioner (NP) Certification and applicable fee.
2. Completed Verification of Nurse Practitioner Academic Program form submitted by the nurse practitioner academic program.
3. Official, sealed transcript showing evidence of date of graduation or post-graduation nurse practitioner program.

Method Two (Students with a signed Program Enrollment Agreement in TX or GA):

METHOD TWO

Non-California-Based Nurse Practitioner Education Program

Documentation submitted directly to the CABRN:

1. Completed Online Application for Nurse Practitioner (NP) Certification and applicable fee.
2. Completed Verification of Nurse Practitioner Academic Program form submitted by the nurse practitioner academic program.
3. Completed Verification of Nurse Practitioner Certification by National Organization/Association form submitted by the respective organization. (Contact your Organization/Association regarding the process to submit an electronic verification to the Board).
4. Official, sealed transcript showing evidence of date of graduation or post-graduation nurse practitioner program.

See also from the CABRN:

General Instructions for Applying for Nurse Practitioner (NP) Certification

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 instruction during a scheduled immersion, supplemented with face-to-face instruction via web conference, phone conference, and/or live chats with fellow students and faculty. Students may work as teams with peers and mentors, participate in demonstrations, interact with computer-simulated patients, and actively examine case studies. Courses will include online and synchronous lectures, discussions, social networking, viewing videos, examining evidence, readings, and/or other activities needed to prepare for class.

Required Time On-Campus (For students accepted on or before 05/05/2024)

The Family Nurse Practitioner programs (MSN and PM Certificate) require an in person, face-to-face immersion experience which incorporates activities to develop advanced practice history taking and physical examination skills. Students will have access to technological resources and clinical tools to enhance their clinical competence, critical thinking skills, and procedural aptitude. The immersion will be completed 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. 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.

Prior to beginning the FNP didactic coursework and clinical rotations, all students are required to travel to United States University immersion location for an in-person immersion experience as a part of their MSN572 course. All in-person immersion offerings will occur between weeks 3-5 of the MSN572 course. Students will receive their in-person immersion date assignments at least 8 weeks prior to their assigned immersion experience.

All in-person immersions are held in Phoenix, Arizona from 7am - 5pm MST (PHX Arizona time). Reminders will be sent via email, and course announcements.

For additional information on the MSN572 immersion experience for FNP students please review Nursing Caring Corner- FNP Immersion Information.

LINK: Nursing Caring Corner - FNP Immersion Information

Virtual Immersion (For students accepted on or after 05/06/2024)

Virtual immersion information will be presented in your MSN572 course.

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.

Administration Management

The Nursing Administration concentration is designed to develop leaders and managers. Students learn how to solve complex problems through realistic case studies and mentoring practicum with preceptors who are leaders in nursing. This program prepares the RN to move up the career ladder into roles in management and lead nursing organizations.

Forensic Nursing

The forensic nursing concentration will be exposed to the diverse opportunities for nurses to work with law enforcement for the public good. A course on corrections familiarizes the nurse with current issues in correctional systems that impact both patients, victims, and their families. The student will be given an opportunity to create a practicum and capstone that focuses on the type of forensic nursing most desired. The graduate of this program can work in corrections, legal consulting, sexual assault nurse examination, community violence prevention, or in other ways that work with law enforcement.

Informatics

The nursing informatics concentration is designed for nurses who want to solve nursing problems with computers. Nursing informatics gives students the opportunity to create projects they are passionate about and to work with computer science majors to develop computer-based solutions to common nursing issues. The graduate will learn the vocabulary and training used by computer science majors, as well as advanced nursing informatics skills, in order to work in a collaborative team as a nurse informaticist.

Public Health

Public Health follows the current trend to care for patients more in the community, and as a community. The public health nursing concentration will get a thorough overview of epidemiology and the role of public health in community wellness. An in-depth course in school nursing will expose the student to the pivotal public health role of the school nurse, as educator, advocate, and public health evaluator. Prior to the practicum, the student will examine outpatient care with a course on case management and home health— including hospice—to learn how the entire community collaborates for patient care. An individualized practicum will be created by the student in a public health, school, or home health venue (usually) and that may inform the final capstone. Graduates of this program can work in public health, home health, hospice, school nursing, or case management.

Note: Acceptance does not equate to a start date. Example: an applicant accepted on 05/06/2024 may have a start date of the next available term.

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

Concentration 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

Concentration 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

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	3

	Across the Lifespan	

Concentration 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

MSN Administration and Management

Concentration Requirements

MSN557	Advanced Health Care Informatics	2
MSN558	Health Care Finance and Economics	3
MSN559	Nursing Administration Practicum I	2
MSN580	Strategic Planning and Project Management in Healthcare	3
MSN581	Innovation in Organizational and Systems Leadership	3
MSN595	Administration and Management Nursing Practicum II	2

MSN559, MSN595, MSN556: These courses are non-transferable.

MSN Forensics

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

Concentration Requirements

MSN567	Forensic Nursing	3
MSN579	Advanced Corrections	2
MSN597	Forensic Nursing Practicum	2

MSN597, MSN567: These courses are non-transferable.

MSN Informatics

Concentration Requirements

MSN556	Health Care Informatics	3
MSN557	Advanced Health Care Informatics	2
MSN558	Health Care Finance and Economics	3
MSN588	Management of Information Systems	2
MSN589	Information Systems Strategic Planning	2
MSN590	Customers, Markets, and Technology	2
MSN598	Informatics Nursing Practicum	2

MSN598, MSN537: These courses are non-transferable.

MSN Public Health

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

Concentration Requirements

MSN591	Overview of Public Health and School Nursing	3
MSN593	Case Management and Home Health Services	2
MSN594	Public Health Nursing Practicum	2

MSN594, MSN591:These courses are non-transferable.

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

Doctor of Nursing Practice

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

United States University's post-master's Doctor of Nursing Practice program is designed in accordance with the American Association of Colleges of Nursing (AACN) DNP Essentials to prepare nurses to practice at the most advanced scope of nursing practice. The DNP program offers students the opportunity to develop competencies needed for various roles in advanced practice, including those related to direct care, leadership, and policy. Knowledge acquisition is focused on the improvement of patient and population outcomes through the application of competency-based skills with a clinical, healthcare delivery focus. The curriculum supports the application of evidence-based practice and leadership that prepares nurses to facilitate the implementation of innovations based on knowledge from existing research to improve care delivery.

Course Delivery

The College of Nursing and Health Sciences has implemented instructional strategies to provide an interactive, engaging curriculum for our 100% online, hybrid curriculum. Courses will utilize real-time face-to-face instruction during scheduled residency, supplemented with face-to-face instruction via web conference, phone conference, and/or live chats with fellow students and faculty. The curriculum establishes opportunities for peer and interdisciplinary collaboration, practice immersion, and application of the DNP Essentials to live practice problems.

Practice Immersion Experience

The DNP Practice Immersion Experience allows students to apply knowledge and objectives from their curriculum, specialty, and the DNP Essentials to afford opportunities for practice environment engagement and assimilation of advanced practice knowledge. While immersion is offered at various points in the program, the USU Practice Immersion Experience is primarily achieved through activities associated with the DNP Project implementation and is completed at the end of the program to demonstrate the culmination of learning in accordance with AACN's DNP Essentials and position statements.

All DNP students are required to complete a minimum of 1000 post-baccalaureate Practice Immersion Hours. Students may transfer up to 500 hours in from their previous graduate coursework. Practice Immersion hours occur in relation to the DNP Project and take place in the real-world clinical setting. DNP students must meet the Office of Field Experience requirements defined in the Clinical Handbook at least 16 weeks prior to immersion course(s). It is the student's responsibility to plan their schedule to accommodate immersion hours.

DNP Residencies

Students in the DNP program are required to complete two synchronous virtual residencies. The first residency will occur during their DNP 701 Introduction to the Advanced Practice DNP course, and the second residency in DNP 706. Residency is required for course and degree completion. Students will be engaging in live lectures and workshops aimed at supporting critical appraisal of evidence, practice immersion experiences, the doctoral dissemination process, and the DNP Project. Residency dates are provided to students during orientation and there is also a schedule posted in the classroom. Residency 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, taking leave from the University, or any change that may impact their program progress in any way. Students are encouraged to review the residency schedule and plan accordingly.

Outcomes

Evaluate programs and systems involved in the delivery of care to identify research to practice gaps.
Apply theoretical, nursing, and scientific knowledge to quality improvement implementation and program evaluation.
Critically appraise scholarly evidence from research and clinical practice findings to identify solutions for care delivery needs and the health promotion of populations.
Apply strategic planning and clinical leadership to design innovative healthcare solutions.
Design innovations within the role of a subject-matter specialist and collaborate with members of the interdisciplinary team to solve practice problems.
Embody professionalism, cultural competence, ethical action, self-care, and population advocacy for person-centered care.
Analyze and employ policy, finance, and regulatory principles to support sustainable practice as a professional and leader in health care.
Disseminate findings from projects, scholarly work, and program evaluation.

DNP Core Courses

DS700	Doctoral Writing and Articulation	2
DNP701	Introduction to the Doctor of Nursing Practice with Residency	3
DNP703	Scientific Underpinnings for Practice	3
DNP704	Clinical Scholarship and Analytical Methods	3
DNP705	Innovations and Technological Solutions for Healthcare Improvement	3
DNP706	Quality Improvement and Systems-Based Practice with Residency	3
DNP707	DNP Project Design and Proposal with Immersion Experience	3
DNP707P	Essentials Competency Scholarly Review Level I	1
DNP708	Professionalism, Leadership and Policy for Advanced Practice	3
DNP708P	Organizational Project Review with Immersion Experience	1
DNP709	Population Health and Interprofessional Collaboration	3
DNP710	DNP Project I- Implementation with Immersion Experience	3
DNP711	DNP Project II- Analysis and Outcomes with Immersion Experience	3
DNP711P	Essentials Competency Scholarly Review Level II	1
DNP712	DNP Project III- Dissemination and Defense with Immersion Experience	3

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

700-900 Doctoral 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.

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 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 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.

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).

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.

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 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.

BUS 545 - Foundations of Nursing Entrepreneurship (3)

This course provides an in-depth exploration of entrepreneurship tailored for nursing professionals, focusing on the development of innovative healthcare businesses. Students will learn to craft business models, perform market analyses, and create mission statements and strategic goals. Ethical and legal considerations are emphasized to ensure compliance and integrity. Practical applications will include real-world case studies and hands-on assignments that empower nurses to become entrepreneurial leaders in healthcare.

Outcomes
Define the principles of entrepreneurship within the context of nursing practice.
Develop a comprehensive Business Model Canvas tailored to a nursing-focused venture.
Craft mission statements and strategic goals for sustainable nursing businesses.
Analyze ethical and legal considerations in healthcare entrepreneurship.
Identify funding and networking opportunities for entrepreneurial nurses.

Outcomes
Apply entrepreneurial principles to develop innovative and sustainable nursing practices.
Design and implement operational strategies that enhance healthcare efficiency and patient care outcomes.
Develop financial and marketing plans that support the sustainability and growth of nursing practices.
Integrate ethical, legal, and collaborative principles into the management of nursing-led practices.
Utilize data-driven decision-making and technology to optimize nursing practice operations.

BUS 546 - Operational Excellence for Nursing Practices (3)

This course equips nursing professionals with the knowledge and tools to design, manage, and optimize healthcare operations. Students will learn to create efficient workflows, manage resources effectively, and implement quality assurance practices. The course emphasizes data-driven decision-making and operational strategies that enhance patient care and cost-effectiveness.

Prerequisite: BUS545.

Outcomes
Develop workflows to streamline nursing operations.
Design resource management plans for staffing and budgeting.
Implement quality assurance principles to improve patient outcomes.
Analyze data to enhance operational efficiency.
Evaluate technology and tools for operational improvement.

Outcomes
Apply entrepreneurial principles to develop innovative and sustainable nursing practices.
Design and implement operational strategies that enhance healthcare efficiency and patient care outcomes.
Develop financial and marketing plans that support the sustainability and growth of nursing practices.
Integrate ethical, legal, and collaborative principles into the management of nursing-led practices.
Utilize data-driven decision-making and technology to optimize nursing practice operations.

BUS 547 - Financial and Marketing Strategies for Nursing Practices (3)

This course prepares nursing professionals to develop and implement financial and marketing strategies for sustainable healthcare practices. Students will explore budgeting, tax and financial forecasting, branding, digital marketing, and pricing strategies. Emphasis is placed on integrating these components into a cohesive business plan that supports long-term success and patient engagement.

Prerequisite: BUS546.

Outcomes
Develop financial plans, including tax forecasting, for nursing practices.
Create effective marketing strategies.
Analyze pricing strategies to ensure sustainability.
Integrate financial and marketing strategies into business plans.
Evaluate patient engagement and retention strategies.

Outcomes
Apply entrepreneurial principles to develop innovative and sustainable nursing practices.
Design and implement operational strategies that enhance healthcare efficiency and patient care outcomes.
Develop financial and marketing plans that support the sustainability and growth of nursing practices.
Integrate ethical, legal, and collaborative principles into the management of nursing-led practices.
Utilize data-driven decision-making and technology to optimize nursing practice operations.

BUS 548 - Foundations of Artificial Intelligence and Machine Learning (3)

This course introduces students to the fundamental concepts and terminology of artificial intelligence (AI) and machine learning (ML). Topics include the history and evolution of AI, supervised vs. unsupervised learning, data preprocessing, model evaluation, and ethical considerations. Students will explore common applications of AI in business, healthcare, education, and more. No prior experience in programming or data science is required. Through interactive case studies, simulations, and guided tutorials, students will develop a conceptual understanding of how AI works and why it matters.

BUS 549 - Applied AI Tools and Platforms for Decision Making (3)

This course focuses on hands-on experience with popular no-code and low-code AI tools that support business, research, and operational decision-making. Students will explore AI-powered platforms such as ChatGPT, Microsoft Copilot, Google AutoML, and RapidMiner to perform sentiment analysis, predictions, classifications, and generative content tasks. Emphasis is placed on tool selection, interpreting outputs, and understanding the limitations of black-box models. Students will complete guided labs and real-world mini projects using AI tools relevant to their field of study.

BUS 550 - Designing Ethical and Responsible AI Solutions (3)

In this capstone-style course, students will apply their

knowledge of AI concepts and tools to design an ethical and impactful AI solution in a domain of interest. Topics include responsible AI development, algorithmic bias, transparency, human-AI collaboration, and data governance. Students will engage with case studies and frameworks for ethical design and risk assessment. The course culminates in a guided project proposal for a real-world AI solution, emphasizing responsible innovation and human-centered design.

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.

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 434 - Internet Marketing (3)

Much has been written about how the Internet will revolutionize the practice of marketing. While it is clear that this new technology will not replace offline marketing vehicles, including print, radio and television, the Internet can ""turbo charge"" a firm's marketing strategy. By this, we mean that the interactivity and individuality afforded by the Internet allow marketers to create synergy by supporting and enhancing offline levers. Additionally, online marketing levers can be leveraged, when appropriate, to decrease or replace the use of offline levers. The goal of this course is to encourage current and future executives, managers and strategists to rethink their views on marketing strategy. The course presents a customer-centric view of marketing, one that focuses on how firms can create tangible customer relationships by using a practitioner-focused, seven-stage framework for the conception, design and implementation of marketing programs. These customer relationships are enhanced by a wide range of online and offline marketing levers, with an emphasis on the Internet.

Outcomes
1. Take an informed and effective customer-centric view of marketing.
2. Describe how firms create tangible customer relationships by using a practitioner-focused, seven-stage framework for the conception, design, and implementation of marketing program.
3. Compellingly explain the effect of offline marketing levers, with an emphasis on the Internet and on customer relationships.

CIS 434 - Internet Marketing (3)

This course examines the strategic use of internet technologies and digital platforms to support and enhance contemporary marketing practices. Students explore how organizations integrate online and offline marketing strategies to build customer relationships, strengthen brand engagement, and create competitive advantage in a dynamic digital environment. Emphasis is placed on the customer-centric application of digital marketing tools and the evolving role of the Internet in business strategy.

Topics include digital marketing strategy, online consumer behavior, social media marketing, search engine optimization (SEO), online advertising, content marketing, customer relationship management, web analytics, and e-commerce applications. Students will analyze how interactivity, personalization, and data-driven technologies can be leveraged to support marketing objectives and improve organizational performance. The course also introduces frameworks for the conception, design, implementation, and evaluation of integrated digital marketing programs across diverse industries.

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 490 - Introduction to eBusiness (3)

This course provides an introduction to the principles, technologies, and strategies that drive eBusiness in today's global marketplace. Students examine how organizations leverage digital technologies, internet-based platforms, and electronic communication systems to improve operational efficiency, enhance customer engagement, and create competitive advantage. Emphasis is placed on the integration of eBusiness practices within both emerging digital enterprises and traditional brick-and-mortar organizations.

Topics include electronic commerce models, digital marketing strategies, database marketing, interactive telecommunications, multimedia applications, online consumer behavior, and the role of information systems in business transformation. Students will explore how technological innovation continues to reshape business processes, marketing exchanges, and organizational decision-making in rapidly evolving digital environments. The course also introduces strategic considerations related to technology implementation, data-driven business practices, and the expanding role of eBusiness across industries.

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.

CIS 545 - Emerging Technologies (3)

This course is designed to address the entire technology commercialization process, from idea to market. As technology drives innovation and companies seek more effective ways to exploit the intellectual property they create, it is important for students in business, engineering, and the sciences to understand the processes that result in successful new technology products in the market. This course is a comprehensive look at the issues related to the transfer and commercialization of new technology. High-tech businesses with patentable technology, whether engineering technology, biotechnology, or information systems technology, display different business models, processes, and characteristics from mainstream types of business.

CIS 634 - Strategic Management of Technology and Innovation (3)

As scholars and managers have raced to better understand innovation, a wide range of work on the topic has emerged and flourished in disciplines such as strategic management, organization theory, economics, marketing, engineering,

and sociology. This work has generated many insights about how innovation affects the competitive dynamics of markets, how firms can strategically manage innovation, and how firms can implement their innovation strategies to maximize their likelihood of success. You find as you take Strategic Management of Technology and Innovation, that a great benefit will be in recognizing the dispersion of the literature across such diverse domains of study and that many innovation topics have been examined from different angles. This diversity might pose integration challenges to you the student, as you seek to integrate this wide body of work into a single coherent strategic framework.

CIS 656 - Relational Database Management (3)

The goal of this course is to provide a comprehensive introduction to the SQL language. This course not only covers the syntax of SQL, but also shows how it can be used to create and maintain a database and retrieve information from it. It also provides an introduction to relational databases. In addition to explaining concepts, the course uses a variety of assignments to reinforce the material in each chapter.

CIS 660 - Website Development with HTML/JavaScript (3)

JavaScript is one of the most used scripting languages on the Internet. It is also the standard for client-side scripting. In other words, even though a JavaScript program resides on a web site, it is using the computing resources of the user's hardware and software. Xtensible Hyper Text Markup Language. The precursor was HTML. However, with XHTML unlike HTML, content can be separated from presentation. A full explanation of XHTML is necessary to take full advantage of JavaScript which is embedded in XHTML web pages. Editing, headings, linking, lists, tables and cascading style sheets (CSS) will be covered as well as many other features. JavaScript will cover control statements, functions, arrays, objects, document object model (DOM) and events. Also, the course project is about creating a working web site based upon sponsorship needs, business and monetary models. The student will use a What You See Is What You Get (WYSIWYG) web editor.

CIS 675 - System Design (3)

This graduate-level course provides an in-depth discussion of both the theories behind systems design as well as "real world" information about how the systems design process works in a variety of industries. Systems design is a practical field that relies on a core set of concepts and principles, as well as what sometimes seems an eclectic collection of rapidly evolving tools and techniques. Learning systems design requires an appreciation of the tried-and-true techniques plus mastery of new and emerging tools and techniques that recent graduates are increasingly expected to apply on the job.

CIS 685 - eBusiness (3)

Explores the components of an eBusiness and describes how this structure can provide value to the customer. Focus is on learning the eBusiness terminology, advantages and disadvantages of running a business on the internet, and the most appropriate business models. Examines the value of aligning eBusiness practices with the organization’s mission and vision.

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).

DBA Doctor of Business Administration

DBA 701 - Scholarly Writing and Formal Inquiry (3)

This course is designed to develop students' critical thinking and competencies to navigate and successfully complete their doctoral program. Students will engage in learning activities to become better readers of academic texts, to understand the process of academic writing, and to become proficient in understanding the scholar-practitioner model. Emphasis will be placed on understanding academic voice, refreshing APA style guidelines, and understanding the doctoral research process. Students will develop a scholar-practitioner perspective through reading, writing, and reflection within their specific discipline and program.

DBA 702 - Topic, Justification, Purpose, and Research Questions – Specific (3)

The purpose of this course is to teach students about topic selection, developing justification and purpose statements, and formulating research questions. In this course, students will go through the process of selecting a topic that can be systematically investigated, writing a justification statement that is grounded in the literature, writing a purpose statement, and developing aligned research questions. A formal Concept Justification Paper (CJP) will be developed in this course.

Prerequisite: DBA701 and RES701.

DBA 703 - Literature Review (3)

The purpose of this course is to teach students about topic selection, developing justification and purpose statements, and formulating research questions. In this course, students will go through the process of selecting a topic that can be systematically investigated, writing a justification statement that is grounded in the literature, writing a purpose statement, and developing aligned research questions. A formal Concept Justification Paper (CJP) will be developed in this course.

Prerequisite: DBA702.

DCS - Doctor of Science in Computer Science

DCS 901 - Discrete Mathematics for Computer Scientists (3)

This course is designed to explore the foundations and intricacies of discrete mathematics, exploring the architecture, theory, application, and new possibilities of the topic as it relates to the field of computer science. This course will review and expand on previous mathematical knowledge and introduce discrete mathematical concepts specific to the area of advanced computer science.

DCS 902 - Concurrent and Distributed Systems (3)

This course covers the fundamentals of concurrent and distributed systems including threading, synchronization and deadlock prevention as well as logical clocks, group communication and distributed transactions. It also covers current topics such as web services and software for multiprocessors and multicore processors.

DCS 903 - System Metrics & Risk Management (3)

This course concentrates on the engineering of human-made systems and systems analysis by covering theories, methods, and procedures for creating new systems as well as techniques for improving existing systems. The course introduces a variety of analytical models and methods for accomplishing system analysis as well as addressing the need to properly integrate a variety of engineering design and management disciplines to effectively implement the concepts and principles of systems engineering.

DCS 904 - Modern Compiler Design (3)

This course is designed to explore the foundations and intricacies of modern computer compilers, exploring the architecture, theory, application, and new possibilities of the topic as it relates to the field of computer science. This course integrates basic compiler construction using pseudo-code with a focus on current changes in the field such as the requirement for compilers to accommodate an increasing diversity of architectures and programming

languages.

DCS 905 - Simulation and Modeling (3)

Complex computing applications are launched system wide only after simulation, modeling and testing have been conducted and the results analyzed. This course addresses fundamental issues in developing those processes and prepares students for their own project simulation or model. Students will be able to describe differences in various methods of central tendency, effectively use a variety of methods for data analysis and demonstrate how different testing variables can affect simulations or models.

DCS 906 - Automata Complexity Theory (3)

This course is designed to explore the foundations and intricacies of automata complexity theory, exploring the architecture, theory, application, and new possibilities of the topic as it relates to the field of computer science. The theory of computation or computer theory is the branch of computer science, theory, and mathematics that deals with whether and how efficiently a problem can be solved. The field is divided into two major branches: computability theory and complexity theory. This course will introduce theories, terms, and applications relevant in the area of computation as well as require doctoral level research and writing in order to understand the material in the broader context of computer science.

DCS 907 - Algorithm Design (3)

This course is designed to explore the foundations and intricacies of algorithm design, exploring the architecture, theory, application, and new possibilities of the topic as it relates to the field of computer science. Algorithm design is a specific method to create a mathematical or theoretical process in solving problems. This course implements exercises to ensure comprehension of algorithm concepts and applications as well as requires research and doctoral level writing on the theoretical problem-solving concepts of algorithm design.

DCS 908 - Computer Ethics (3)

This course discusses IT history, with a focus on cultivating an awareness of current issues and a familiarity with ethics. Student will study the ethical theories used to analyze problems encountered by computer professionals in today's environment. By presenting provocative issues such as social networking, government surveillance, and intellectual property from all points of view, this course challenges students to think critically and draw their own conclusions, which ultimately prepares them to become responsible, ethical users of future technologies.

DCS 909 - Artificial Intelligence (3)

This course design to study the foundations of Artificial Intelligence in modern environment and to instill an understanding of representations and external constraints with the idea of enabling a student to think creatively. Topics include knowledge representation, search strategies, logical and probabilistic reasoning, learning, natural language understanding, expert systems, and computer vision.

DNP - Doctor of Nursing Practice

DNP 701 - Introduction to the Doctor of Nursing Practice with Residency (3)

This introductory course focuses on the Doctor of Nursing Practice role orientation and immersion. Emphasis is placed on developing skills toward the application of theory and an understanding of the scientific underpinnings of nursing practice at the doctoral level. Students will establish an understanding of the need for change based on advocacy, population health, and health promotion as they build on their graduate-level understanding of key concepts. Translation of the findings will be used to produce and operationalize a PICOT question designed to solve a practice problem. This course includes a synchronous virtual residency.

DNP 703 - Scientific Underpinnings for Practice (3)

This course focuses on the scientific foundations for practice and its alignment with practice solutions. Synthesis of theory, science, ethics, and analytical information is applied toward the enhancement of practice and elevation of the level of nursing practice. Critical appraisal of the current body of knowledge will be aimed at building expert scientific knowledge in a specific facet of practice to support the foundation of the DNP Scholarly Project.

DNP 704 - Clinical Scholarship and Analytical Methods (3)

This course is focused on the development of the necessary skills to translate the best available evidence into practice within the healthcare system. Essential elements of nursing science and information technology including ethics, biophysical, psychosocial, analytical, and organized sciences will provide the foundation to critically appraise scholarly evidence within a practice setting, healthcare system, or community initiative with a focus on quality improvement.

DNP 705 - Innovations and Technological Solutions for Healthcare Improvement (3)

This course is designed to use technology and information systems in an innovative way toward the improvement of practice, patient outcomes, access, and systematic delivery of healthcare services. Leadership in the use of applications to meet the needs of a population is a key focus in this course. The course prepares the student to manage systems and solutions and evaluate initiatives. There will be a special focus on how technology informs and supports quality improvement and nursing research.

DNP 706 - Quality Improvement and Systems-Based Practice with Residency (3)

This course integrates principles of systems thinking with foundational concepts related to patient safety. Students will evaluate programs and systems involved in the delivery of care with a focus on the identification of research to practice gaps. Evaluation and strategic planning will include ethical, financial, stakeholder, and regulatory considerations. Students will develop a comprehensive view of systems issues by examining the framework of healthcare quality improvement, using process improvement tools and evaluation methods. This course includes a synchronous virtual residency.

DNP 707 - DNP Project Design and Proposal with Immersion Experience (3)

In this course, students will collaborate with an interdisciplinary team to design a patient-centered, evidence-based scholarly project that serves to bridge the research to practice gap. Students will develop a plan to lead the interdisciplinary team in initiatives that improve patient outcomes and incorporate national benchmarks in a timely, effective, efficient, equitable, and safe fashion. This course includes 135 practice immersion hours.

DNP 707P - Essentials Competency Scholarly Review Level I (1)

In this course, students will prepare their DNP project proposal for formal review. Students will formally present their DNP project proposal to the DNP Project Team for approval. In collaboration with their Project Team, students will select an appropriate modality for scholarly dissemination.

DNP 708 - Professionalism, Leadership and Policy for Advanced Practice (3)

This course focuses on the broad context of socioeconomic, political, and legal considerations in the development of health policy at the state and national level as it pertains to the DNP. Health policies will be discussed through the lens of social justice using population health, biostatistics, and environmental factors. Professionalism is an essential component of leadership and is applied and articulated.

Corequisite: If DNP 708 is successfully passed, DNP 708 does not need to be retaken concurrently with DNP 708P.

DNP 708P - Organizational Project Review with Immersion Experience (1)

In this course, students will develop a project design for their DNP project. In collaboration with their Project Team, students will determine the best plan for implementation. By the end of the course, students will formally defend their project design proposal for DNP Project Team approval. This course includes 45 practice immersion hours.

Corequisite: If DNP 708P is successfully passed, DNP 708P does not need to be retaken concurrently with DNP 708.

DNP 709 - Population Health and Interprofessional Collaboration (3)

This course is focused on the application of strategic planning and clinical leadership to design innovative healthcare solutions. The student will serve as a subject-matter expert and work in collaboration with an interdisciplinary team to solve practice problems, ensuring that cultural competency, ethics, and population health considerations are addressed. Organizational and systems leadership skills will be used to evaluate quality outcomes using systems thinking.

DNP 710 - DNP Project I- Implementation with Immersion Experience (3)

In this course, students will begin the implementation of their DNP project. Students will work with their DNP Project Team to maintain interdisciplinary and organizational relationships during project implementation. This course includes 135 practice immersion hours.

DNP 711 - DNP Project II- Analysis and Outcomes with Immersion Experience (3)

In this course, students will collect data appropriate to the scholarly project for outcome analysis. Students will evaluate the quality improvement outcomes of the

project using the approved methodology. The project findings will be synthesized to develop recommendations related to practice guidelines and sustainability. This course includes 135 practice immersion hours.

DNP 711P - Essentials Competency Scholarly Review Level II (1)

In this course, students will professionally present their proposed dissemination of project findings to the DNP Project Team for approval.

DNP 712 - DNP Project III-Dissemination and Defense with Immersion Experience (3)

This course is the culminating experience for the Doctor of Nursing Practice program. Students will finalize their Project Defense and all programmatic documents required for the demonstration of the DNP Essentials, doctoral competency, and program learning outcomes achievement. Emphasis will be placed on dissemination and professional considerations for transitioning into the role of the DNP. This course includes 90 practice immersion hours.

DS-Doctoral Studies

DS 700 - Doctoral Writing and Articulation (2)

This foundational doctoral course focuses on the essential skills of doctoral students in managing writing, articulation, and associated professionalism. Exploration and application of comprehensive and focused writing techniques pertaining to professional standards, statistical presentation, and audience-specific considerations are included. The course will offer an overview of appropriate communication, planning, and resourcefulness. Personal documentation, academic record-keeping, mindfulness, and self-evaluation will be emphasized and applied with the other strategies covered in this course toward the development of a personal doctoral learning strategy.

Outcomes

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).

EDD-Doctor of Education

EDD 800 - Introduction to Advanced Studies (3)

This introductory course will prepare learners to start their post-master's degree program. An emphasis is placed on advanced writing and research, with a focus on the components of a research proposal.

EDD 801 - Theoretical Foundations of Leadership and Innovation (3)

Leadership theories applicable to various organizations will be studied in this course. Learners will prepare for the creation of the theoretical foundation of their dissertation/proposal.

EDD 802 - Emerging Issues and Trends in Organizations (3)

Emerging issues and trends in a variety of organizations will be a focus of this course. Current issues related to equity, workplace culture, and inclusive practices are explored.

EDD 803 - Advanced Writing and Research (3)

Learners will apply advanced-level writing and research skills in this course. An emphasis is placed on finding appropriate educational research that aligns with the dissertation/proposal topic and leadership theory. Writing skills appropriate for publication and research are explored. For students enrolled in the EDD program, this course must be co-enrolled with EDD 814, a one credit seminar course.

Corequisite: For EDD students this course must be taken with EDD814,.

EDD 804 - Foundations of Research Design and Methodology (3)

This course prepares learners for conducting a qualitative, quantitative, or mixed-methods research design and specifically explores various methodologies that support an action research model. An emphasis is placed on building a foundation for the methodology section of the dissertation/proposal.

Prerequisite: EDD803.

EDD 805 - Leadership for Systemic and Organizational Change (3)

The navigation of strategic change management and leading organizations through systemic change is the focus of this course. An emphasis is placed on gaining the education and tools necessary to implement change plans successfully.

Prerequisite: EDD801.

EDD 806 - Methodology and the Prospectus (3)

Learners will complete their prospectus, which will be the foundation of the first chapter of their dissertation/proposal. Emphasis is placed on verifying the viability of the proposed study and facilitating the research process. Students will commit to the type of research to be conducted and develop their methodology section.

Prerequisite: EDD803.

EDD 807 - Teaching, Learning, and Leading in Organizations (3)

Learners will apply advanced strategies and techniques to educate and lead colleagues and employees in an equitable manner across various organizations. An emphasis is placed on andragogy and leveraging data-driven knowledge to drive results.

EDD 808 - Diversity, Equity, and Inclusion in Organizations (3)

Implementation of diversity, equity, and inclusion (DEI) practices in various organizations will be covered. This course emphasizes concepts and strategies that foster greater DEI effectiveness across organizational planning, programming, training, and assessment.

EDD 809 - Advanced Research: The Literature Review (3)

This course prepares doctoral learners to locate, analyze, synthesize, and evaluate scholarly research across disciplines. Learners will examine the purpose and structure of academic literature reviews, develop effective search and organization techniques, and practice synthesizing research findings to identify themes, gaps, and trends in the field. Emphasis is placed on building a coherent, evidence-informed foundation for academic research, policy analysis, or professional inquiry.

Prerequisite: Prerequisite: EDD806.

EDD 810 - Fundamentals of Creativity, Innovation, and Entrepreneurship (3)

This course prepares learners to develop a perspective on managing innovation and creativity in various organizations. Emphasis is placed on practicing entrepreneurs and employees in established organizations who are interested in becoming creative leaders in an interconnected world.

EDD 811 - Using Communication to Lead Change (3)

Innovative change management requires excellent communication skills and the courage to lead. This course will address the educational components of communication. Emphasis is placed on equity, economical, environmental, technological, and cultural change communications.

Prerequisite: EDD803.

EDD 812 - Ethical Dilemmas in Organizational Leadership (3)

This course prepares learners to recognize competing values in various organizations. Emphasis is placed in leading innovative strategies to respond to a wide range of ethical challenges.

Prerequisite: EDD802.

EDD 813 - Advanced Synthesis: The Proposal (3)

This course prepares learners for the first three chapters of their dissertation/proposal. Emphasis is placed on the further development of the prospectus, literature review, and research methodology.

Prerequisite: EDD809.

EDD 814 - Doctoral Seminar Dissertation Foundations and Research Design (1)

This one-credit seminar-style course is designed to guide doctoral learners through the dissertation process, offering an overview of each chapter and the sequential steps required for successful completion. The emphasis is on

developing Chapters 1–3, including the problem and purpose statements, research questions, theoretical framework, and research design. **Students are required to participate in a minimum of five hours of synchronous remote instruction.** This course is co-enrolled with EDD803 during the third term of the program. EDD students only Not included in the EDS Track.

Prerequisite: EDD803. Corequisite: For students in the EDD program, this course must be taken along with EDD803. Students enrolled in the EDS track are not required to take EDD814.

EDD 841 - Technology in Education (3)

This course explores how technology can contribute to meaningful learning, achieving deep understanding of complex ideas that are relevant to the lives of students. Emphasis is on the effectiveness of learning supported, technology-based curricula with a focus on history, suggesting models and approaches for teacher professional development required to effectively implement technology in the classroom.

EDD 845 - Educational Leadership and Organizational Behavior (3)

This course provides a historical overview of educational leadership and organizational behavior, investigating the many useful theories that assist the educational leader and the fundamental processes inherent to effective school administration. Throughout the course, organizational theories are presented within the context of their usefulness in informing practice. Direct relationships and applications are made to the environment of school principals and superintendents. Theories and concepts are explored in the historical context as it is important to recognize the larger social, cultural, and economic forces that influence all organizations, particularly schools.

EDD 847 - Law, Policy, and Practice in Education (3)

This course is designed to provide educators and others with a broad overview of the legal aspects of the organization, operation, and control of education in the United States. Topics covered include the limits of compulsory education; the relationship between public education and religious institutions and practices; the nature of a constitutional right to education; the adequacy and equity of school funding; the balance between federal control through statutes, like the Every Child Succeeds Act, and state control over curriculum; school governance; the rights and responsibilities of students; traditional and novel torts in the educational environment; and the rights and responsibilities of educators.

EDD 899 - Advanced Synthesis The Proposal (3)

This course prepares doctoral learners to complete an outline of the first three chapters of their dissertation/proposal. Emphasis is placed on the development of the prospectus, literature review, and research methodology for presentation to their chair in EDD 906 if they are pursuing their EdD.

This is a 8-week course.

EDD 900 - Dissertation I (3)

This course guides doctoral learners through the dissertation process. Doctoral learners have access to their dissertation chair and direct feedback on their dissertation. Emphasis is placed on the dissertation process, including conducting research and analyzing results. Learners will complete and defend their prospectus to their research committee. This milestone must be passed to complete this course. CR/NC Grading.

Prerequisite: Students must successfully pass EDD813 with an approved prospectus to move forward to the dissertation coursework.

EDD 901 - Dissertation II (3)

This course guides doctoral learners through the dissertation process. Doctoral learners have access to their dissertation chair and direct feedback on their dissertation. Learners will complete Chapter 1 of their dissertation and have it approved by their chair. This milestone must be passed to complete this course. CR/NC grade.

Prerequisite: EDD900.

EDD 902 - Dissertation III (3)

This course guides doctoral learners through the dissertation process. Doctoral learners have access to their dissertation chair and direct feedback on their dissertation. Learners will complete Chapter 2 of their dissertation and have it approved by their chair. This milestone must be passed to complete this course. CR/NC Grading.

Prerequisite: EDD901.

EDD 903 - Dissertation IV (3)

This course guides doctoral learners through the dissertation process. Doctoral learners have access to their dissertation chair and direct feedback on their dissertation. Learners will complete Chapter 3 of their dissertation, have

it approved by their committee, and defend their proposal. The proposal will then be submitted to IRB. These milestones must be passed to complete this course. CR/NC Grading.

Prerequisite: EDD902.

EDD 904 - Dissertation V (3)

This course guides doctoral learners through the dissertation process. Doctoral learners have access to their dissertation chair and direct feedback on their dissertation. Learners will conduct research and complete Chapter 4 of their dissertation and then have it approved by their chair. This milestone must be passed to complete this course. CR/NC Grading.

Prerequisite: EDD903.

EDD 905 - Dissertation VI (3)

The final course of the dissertation sequence includes the approval of chapters 1-5 by the chair, committee, and a reviewer appointed by the dean. Students will present their findings during an Oral Defense which is the culminating activity following the approval of the dissertation. Prerequisite: EDD904 CR/NC Grading.

EDD 906 - Dissertation I (3)

This course guides doctoral learners through the dissertation process. Doctoral learners have access to their dissertation chair and direct feedback on their dissertation. Emphasis is placed on the dissertation process, including conducting research and analyzing results. Learners will complete an approved Chapter 1 of their dissertation using the previously submitted proposal. Learners will also be working on chapter two and compiling a comprehensive list of resources for their literature review.

This is a 16-week course.

Prerequisite: EDD 899

Prerequisite: Student must successfully complete EDD 899 prior to enrolling in EDD 906.

EDD 907 - Dissertation II (3)

This course guides doctoral learners through the dissertation process. Doctoral learners have access to their dissertation chair and direct feedback on their dissertation. EDD 902 will focus on completing a comprehensive literature review and proposed methodology. Approval of chapters 2 and 3 is required to progress. This course includes the submission and approval of the IRB application. IRB approval must be attained to progress to the next course

This is a 16-week course

Prerequisite: EDD 906

Prerequisite: Students must successfully complete EDD 906 and have an approved Chapter 1 to move into EDD 907.

EDD 908 - Dissertation III (3)

Students will conduct their proposed and approved research during this course and begin to write the outcomes of this research in chapter 4 of their dissertation.

This is a 16-week course.

Prerequisite: EDD 907

Prerequisite: Students must successfully complete EDD 907 and have an approved Chapters1, 2, and 3 as well as IRB approval before progressing to EDD 908.

EDD 909 - Dissertation IV (3)

The final course of the dissertation sequence includes the approval of chapters 1-5 by the chair, committee, and a reviewer appointed by the dean. Students will present their findings during an Oral Defense, which is the culminating activity following the approval of the dissertation.

This is a 16-week course.

Prerequisite: EDD 908

Prerequisite: Students must successfully complete EDD 908 prior to progressing to EDD 909.

EDU-Education

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

This course will cover the 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 511 - Clinical Practice in the Elementary Classroom I (5)

This full-time, supervised course in clinical practice encompasses 300 hours of direct student teaching in the elementary classroom. Candidates will receive guidance throughout their day-to-day instructional experience as student teachers in a public elementary school setting. The clinical practice sequence offers opportunities to engage with diverse student populations and communities. All teaching experiences fall within the scope of the credential candidates are pursuing. Clinical practice serves as a cornerstone of the Teacher Preparation Program, bridging educational theory and classroom application, reflecting the mission of United States University, and aligning with Arizona's teaching standards. Graded CR/NC.

Corequisite: Students must be co-enrolled in EDU512 Seminar for Clinical Practice in the Elementary Classroom I.

EDU 512 - Seminar for Clinical Practice in the Elementary Classroom I (1)

EDU512 offers academic and professional support to candidates throughout their student teaching experience. Delivered in an online seminar format, this course centers on synchronous, reflective discussions drawn from experiences in content-area classes, field placements, and supervised teaching, while encouraging collaboration among candidates, university faculty, and on-site support providers. Students are required to attend live, synchronous meetings conducted through digital technology. Graded CR/NC.

Corequisite: Students must be co-enrolled in EDU511 Clinical Practice in the Elementary Classroom I.

EDU 513 - Clinical Practice in the Elementary Classroom II (5)

EDU513 continues the supervised course in clinical practice which builds on foundational knowledge by deepening students’ understanding of curriculum implementation, standards-based instruction, and data-informed teaching practices in the elementary setting and encompasses the required 300 hours of direct student teaching. Candidates will receive guidance throughout their day-to-day instructional experience as student teachers in a public elementary school setting. The clinical practice sequence offers repeated opportunities to engage with diverse student populations and communities. All teaching experiences fall within the scope of the credential candidates are pursuing. Clinical practice serves as a

cornerstone of the Teacher Preparation Program, bridging educational theory and classroom application, reflecting the mission of United States University, and aligning with Arizona's teaching standards. Graded CR/NC.

Corequisite: Students must be co-enrolled in EDU518 Seminar for Clinical Practice in the Elementary Classroom II.

EDU 514 - Seminar for Clinical Practice in the Secondary Classroom I (1)

EDU514 provides academic and professional support during student teaching placements for the secondary classroom. Delivered in an online seminar format, it engages candidates in synchronous, reflective discussions connected to their coursework, field experiences, and supervised teaching. The course emphasizes collaboration among candidates, university faculty, and site-based mentors. Participation in scheduled synchronous (live) online sessions is required. Graded CR/NC.

Corequisite: Students must be co-enrolled in EDU 515 Clinical Practice in the Secondary Classroom I.

EDU 515 - Clinical Practice in the Secondary Classroom I (5)

This full-time, supervised course in clinical practice encompasses 300 hours of direct student teaching in the secondary classroom. Candidates will receive guidance throughout their day-to-day instructional experience as student teachers in a public secondary school setting. The clinical practice sequence offers opportunities to engage with diverse student populations and communities. All teaching experiences fall within the scope of the credential candidates are pursuing. Clinical practice serves as a cornerstone of the Teacher Preparation Program, bridging educational theory and classroom application, reflecting the mission of United States University, and aligning with Arizona's teaching standards. Graded CR/NC.

Corequisite: Students must be co-enrolled in EDU514 Seminar for Clinical Practice in the Secondary Classroom I.

EDU 516 - Clinical Practice in the Secondary Classroom II (5)

This full-time, supervised course in clinical practice continues the 300 hours of direct student teaching in the secondary classroom. Candidates will continue to receive guidance throughout their day-to-day instructional experience as student teachers in a public secondary school setting. The clinical practice sequence offers opportunities to engage with diverse student populations and communities. All teaching experiences fall within the scope of the credential candidates are pursuing. Clinical practice serves as a cornerstone of the Teacher Preparation Program, bridging educational theory and classroom application, reflecting the mission of United States University, and aligning with Arizona's teaching standards. Graded CR/NC.

Corequisite: Students must be co-enrolled with EDU517 Seminar for Clinical Practice in the Secondary Classroom II.

EDU 517 - Seminar for Clinical Practice in the Secondary Classroom II (1)

EDU517 provides continued academic and professional support during student teaching placements for the secondary classroom. Delivered in an online seminar format, this course engages candidates in synchronous, reflective discussions connected to their coursework, field experiences, and supervised teaching. The course emphasizes collaboration among candidates, university faculty, and site-based mentors. Participation in scheduled synchronous (live) online sessions is required. (1 credit) CR/NC

Corequisite: EDU517 must be taken with EDU 516 Clinical Practice in the Secondary Classroom II.

EDU 518 - Seminar for Clinical Practice in the Elementary Classroom II (1)

EDU518 offers continued academic and professional support to candidates throughout their student teaching experience. Delivered in an online seminar format, this course centers on synchronous, reflective discussions drawn from experiences in content-area classes, field placements, and supervised teaching, while encouraging collaboration among candidates, university faculty, and on-site support providers. Students are required to attend live, synchronous meetings conducted through digital technology. Graded CR/NC.

Corequisite: Students must be co-enrolled in EDU513 Clinical Practice in the Elementary Classroom II.

EDU 522 - First and Second Language Acquisition (3)

This course is designed to examine the factors that contribute to and influence the academic performance of emergent bilinguals within the public school system. Insight into the background, assets, and learning needs of Bilingual Learners will be given with a focus on providing culturally and linguistically appropriate learning activities. Understanding how to create and maintain a welcoming, supportive, and intercultural classroom climate will be

emphasized. Students will examine state and national mandates, and theories of second language acquisition, focusing on an assets-based and racially sensitive approach to teaching. Candidates for the bilingual authorization must pass the CSET World Language Subtest III prior to enrolling in EDU522.

Prerequisite: Candidates for the bilingual authorization must pass the CSET World Language Subtest III prior to enrolling in EDU522.

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

This course is designed to examine the instructional models, strategies, approaches, assessment, and placement of English learners. This course will promote factors that contribute to the development of integrated literacy and content instruction for English learners. Candidates will plan and implement evidence-based instruction that supports meaning making within the development of content knowledge. Candidates will learn how to support their English learners in meaning making by building on prior knowledge and providing explicit instruction to strengthen comprehension when reading complex informational text. Candidates will identify instructional practices and strategies that promote English learners' content knowledge by engaging students in literacy instruction in content areas that integrate all the literacy domains. Candidates will learn to promote students' oral and written language development by attending to and strengthening their students' vocabulary knowledge. Candidates will support the development of English learners' effective expression by engaging them in opportunities for collaborative discussions. Demonstrate an understanding of the research-based strategies for supporting language development.

EDU 531 - Language Arts in the Elementary Classroom (3)

EDU531 introduces students to up-to-date approaches to teaching literacy. It explores effective reading strategies, the Seven Pillars of Reading Instruction, and the importance of oral language in developing strong readers. Students will also examine key components such as phonics, fluency, assessment practices, and how writing supports overall reading achievement.

EDU 534 - Elementary STEM Teaching Methods (3)

In this course, teacher candidates will explore elementary STEM methods tailored for grades TK-8. Through a comprehensive examination of curriculum development aligned with California State Standards and Frameworks, participants will gain insights into crafting engaging and effective lessons. Emphasis will be placed on a diverse range of instructional methods, assessments, and strategies aimed at providing differentiated instruction to meet the needs of all learners.

EDU 535 - Elementary Language and Literacy Teaching Methods (3)

In this course, teacher candidates will explore elementary language, literacy, and social studies teaching methods tailored for grades TK-8. Through a comprehensive examination of curriculum development aligned with California State Standards and Frameworks, participants will gain insights into crafting engaging and effective lessons. Emphasis will be placed on a diverse range of instructional methods, assessments, and strategies aimed at providing 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.

EDU 540 - Secondary STEM Teaching Methods (3)

This course provides a comprehensive exploration of secondary education curriculum focusing on integrating STEM methods across disciplines such as Science, Mathematics, Physical Education, and Health Science. Emphasizing interdisciplinary content teaching aligns with California State Frameworks and Subject Specific Standards, as well as district performance standards. Participants will delve into classroom procedures, instructional planning, assessment, and effective lesson delivery skills, emphasizing techniques tailored for grades 6-12 and diverse student populations.

EDU 541 - Secondary Humanities and Arts Teaching Methods (3)

This course provides a comprehensive exploration of secondary education curriculum focusing on integrating Humanities and Arts methods across disciplines such as English, Social Science, Spanish, Art, Music, Dance, and Theatre. Emphasizing interdisciplinary content teaching aligns with California State Frameworks and Subject Specific Standards, as well as district performance standards. Participants will delve into classroom procedures, instructional planning, assessment, and effective lesson delivery skills, emphasizing techniques tailored for grades 6-12 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 focused in diverse student populations and aligned with State Frameworks for grades 6-12.

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

This full-time supervised clinical practice course requires 300 hours of in-class student teaching. 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 Emergent Bilinguals and Special Education students. All students are provided with experiences which are age and grade-appropriate and are required and authorized by the credential they seek. Clinical practice is a critical component of the Teacher Preparation Program which combines theory to practice, is rooted in the United States University mission, and is informed by the California Teacher Performance Expectations (TPEs). CR/NC Grading.

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 assignments. 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 assist candidates in completing the Educational Teaching Performance Assessment (EdTPA) instructional cycles, including implementation, guidance, and remediation. Synchronous (live) meetings via technology will be required for this course. CR/NC Grading.

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. 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 Emergent Bilinguals and Special Education students. All students are provided with experiences which are age and grade-appropriate and are required and authorized by the credential they seek. Clinical practice is a critical component of the Teacher Preparation Program which combines theory to practice, is rooted in the Unites States University mission, and is informed by the California Teacher Performance Expectations (TPEs). CR/NC Grading.

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 assignments. 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 and university personnel. Support for candidates in the completion of the Individualized Development Plan to be ready for a California Induction Program is included. Synchronous (live) meetings via technology will be required for this course. CR/NC Grading.

Prerequisite: EDU562. Corequisite: EDU563 or EDU567.

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

This full-time supervised clinical practice course requires 300 hours of in-class student teaching. This course will

guide candidates through their daily classroom instructional practice as student teachers in a public secondary school. The sequence of clinical practice experiences includes multiple opportunities for interaction with diverse populations and communities, such as Emergent Bilinguals and Special Education students. All students are provided with experiences that are age and grade-appropriate and are required and authorized by the credential they seek. Clinical practice is a critical component of the Teacher Preparation Program which combines theory to practice, is rooted in the United States University mission, and is informed by the California Teacher Performance Expectations (TPEs). CR/NC Grading.

Corequisite: EDU562.

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

This full-time supervised clinical practice course requires 300 hours of in-class student teaching. This course will guide candidates through their daily classroom instructional practice as student teachers in a public secondary school. The sequence of clinical practice experiences includes multiple opportunities for interaction with diverse populations and communities, such as Emergent Bilinguals and Special Education students. All students are provided with experiences that are age and grade-appropriate and are required and authorized by the credential they seek. Clinical practice is a critical component of the Teacher Preparation Program which combines theory to practice, is rooted in the United States University mission, and is informed by the California Teacher Performance Expectations (TPEs). CR/NC Grading.

Prerequisite: EDU565. Corequisite: EDU564.

EDU 570 - Secondary Teaching Methods I (3)

The course is an overview of curriculum and 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 571 - Secondary Teaching Methods 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.

Prerequisite: EDU570.

EDU 572 - Student Teaching Seminar I (1)

This course is designed to provide students with academic and professional support during their student teaching assignments. 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, and university personnel. **Synchronous (live) meetings via technology will be required for this course**. CR/NC Grading

Corequisite: This course must be taken at the same time as EDU561 Student Teaching I.

EDU 574 - Elementary Teaching Methods I (3)

Teacher candidates will learn how to use and develop curriculum embedded in the Common Core, State Standard, and Frameworks. Students will learn a variety of instructional methods and strategies to provide differentiated instruction to meet the needs of all learners.

EDU 575 - Elementary Teaching Methods II (3)

Teacher Candidates will learn how to use and develop curriculum embedded in the Common Core and 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.

Prerequisite: EDU574.

EDU 576 - Student Teaching Seminar II (1)

This course is designed to provide students with academic and professional support during their student teaching assignments. 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. **Synchronous (live) meetings via technology will be required for this course.** CR/NC Grading.

Prerequisite: This is a continuation of EDU572 which must be successfully completed prior to enrollment in EDU576. Corequisite: This course must be taken concurrently with EDU567 Student Teaching (Clinical Practice) II.

EDU 580 - Bilingualism, Biliteracy, and Immersion (3)

This course is designed to support developing and strengthening the skills needed to construct learning experiences that help build bilingualism and biliteracy skills. Students will examine the cognitive and metacognitive effects of bilingualism, biliteracy, and translanguaging to understand how to implement research-based practices that speak to the needs of all their students. Students will analyze the advantages, disadvantages, goals, and instructional practices of research-based immersion and dual immersion programs to enable them to design learning experiences that meet the program's requirements while meeting their students' needs. Students will gain insight into the purpose, characteristics, and appropriate uses of different types of content and language assessments.

EDU 581 - Spanish Language Methods (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.

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.

ELL-English Language Learner

ELL 526 - Foundations of English Learner Instruction in Elementary Classrooms (3)

In this course, teacher candidates will examine foundations, assessment, English language learner proficiency standards, and strategies (including structured English immersion) for the elementary classroom. Students will also examine current educational practices and historical legal issues related to English learners in TK-8 settings.

ELL 527 - Foundations of English Learner Instruction in Secondary Classrooms (3)

In this course, teacher candidates will examine foundations, assessment, English language learner proficiency standards, and strategies (including Structured English Immersion) for the secondary classroom. Students will also examine educational practices and historical legal issues related to English learners in 6-12 grade settings.

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 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.

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.

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 people 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.

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.

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 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.

INT-Internship

INT 501 - Internship Supervision and Support I (3)

This course is designed to provide students with academic and professional support during their yearlong internship 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. Synchronous (live) meetings via technology will be required for this course. All students with an approved intern credential must successfully pass four terms of Internship Supervision and Support. CR/NC Grading.

Prerequisite: EDU504 and EDU525.

INT 502 - Internship Supervision and Support II (3)

This course is designed to provide students with academic and professional support during their yearlong internship 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. Synchronous (live) meetings via technology will be required for this course. All students with an approved intern credential must successfully pass four terms of Internship Supervision and Support. CR/NC Grading.

Prerequisite: INT501.

INT 503 - Internship Supervision and Support III (3)

This course is designed to provide students with academic and professional support during their yearlong internship 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. Synchronous (live) meetings via technology will be required for this course. All students with an approved intern credential must pass four Internship Supervision and Support terms successfully. CR/NC Grading.

Prerequisite: INT502.

INT 504 - Internship Supervision and Support IV (3)

This course is designed to provide students with academic and professional support during their internship 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. Synchronous (live) meetings via technology will be required for this course. All students with an approved intern credential must successfully pass four terms of Internship Supervision and Support. In order to pass INT504 and be eligible for a preliminary teaching credential from the CTC students must receive a passing score on the EdTPA and all other tests required by the end of the term. Students who do not pass the EdTPA or other required exams, will be required to retake INT504 until all preliminary credential requirements are met or the intern teaching credential is no longer valid. The CTC requires that all students working on an internship credential be supervised and enrolled with the university until they meet all requirements for a preliminary credential. CR/NC Grading.

Prerequisite: INT503.

INT 504EXT - Internship Extended Supervision (0)

The California Teaching Commission (CTC) requires that candidates teaching with an intern credential be enrolled in a university or approved intern program and must be supervised by the university faculty throughout the duration of the internship program. Students enrolled in the intern track that have successfully completed all INT courses (including passing the EdTPA) but have not completed all requirements for the preliminary credential recommendation must enroll in INT504ext. and pay the supervision fee and the technology fee for this zero-credit course.

Prerequisite: INT501,.INT 502, INT 503,.INT 504.

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 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 215 - Customer Relationship Management (3)

This course examines the principles, strategies, and technologies associated with Customer Relationship Management (CRM) in contemporary business environments. Students explore how organizations use CRM systems, data analytics, Web 2.0 technologies, and social media platforms to develop, strengthen, and maintain long-term customer relationships. Emphasis is placed on customer-centric business models and the strategic integration of digital technologies to enhance customer engagement, satisfaction, and organizational performance.

Topics include CRM strategy and implementation, customer lifecycle management, social CRM, digital communication tools, customer data management, relationship marketing, and emerging trends in customer engagement technologies. Students will evaluate successful CRM practices across industries, analyze innovative business models used by leading organizations, and examine the role of technology in creating personalized customer experiences. The course also introduces ethical and managerial considerations related to customer data, communication, and relationship development in a digital economy.

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 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.

MGT 701 - Theoretical Foundations of Management (3)

This course provides an in-depth examination of the theoretical foundations underlying the field of management. Special attention is devoted to establishing a historical perspective for understanding the ongoing development of management theory, research, philosophies, and practices. A literature review of the emergent management disciplines, including business policy/strategy, human resource management, organizational behavior, organizational theory, and production/operations management is provided in the course.

Prerequisite: Note: DBA701 may be concurrent with this MGT701 course, however this MGT701 course may not occur stand-alone before DBA701.

MGT 702 - Seminar in Organizational Behavior (3)

This course is an examination of the content and methodological issues in organizational behavior. Topics examined will include group dynamics, leadership, motivation, and communication.

Prerequisite: DBA701 and MGT701.

MGT 703 - Seminar in Organizational Theory (3)

This course covers traditional and contemporary organizational theories with emphasis on current research and problem solving.

Prerequisite: DBA701 and MGT701.

MGT 704 - Advanced Topics in Business Ethics (3)

This course is an examination of business ethics and social responsibility in both domestic and global settings. Students will explore ethical and moral considerations of corporate conduct, social responsibilities, policies, and strategies. Emphasis is on the definition, scope, application, and analysis of ethical principles as they relate to issues of public and organizational consequence and business decision making in the domestic and global business environments.

Prerequisite: DBA701 and MGT701.

MGT 705 - Advanced Topics in Business Policy and Strategy (3)

This course is an examination of the interrelationships of company philosophy, purpose, and policy that are the foundations for strategy formulation and implementation. Topics include the role of the board of directors; business policy planning; strategic positioning; sustainable and adaptable value creation processes; competitive advantages; and organizational change.

Prerequisite: DBA701, MGT701, MGT702, MGT703, and MGT704.

MGT 998 - DBA Professional Symposium (0)

This course provides practical learning experience and application for qualified graduate students and links to the 42-credit hour Doctor 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. CR/NC Grading.

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.

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 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.

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 556 - Health Care Informatics (3)

This graduate-level course covers the history of healthcare informatics, current issues, basic informatics concepts, and health information management applications. Health informatics is the intersection of information science, computer science, and health care. It deals with the resources, devices, and methods required to optimize the acquisition, storage, retrieval, and use of information in health care settings. Health informatics tools include not only computers but also clinical guidelines, formal medical terminologies, and information and communication systems. This course focuses on the application of health care informatics from a nursing perspective. Based on the Foundation of Knowledge model, this course demonstrates how nursing and healthcare informatics relate to knowledge acquisition, knowledge processing, knowledge generation, knowledge dissemination, and feedback, all of which build the science of nursing.

MSN 557 - Advanced Health Care Informatics (2)

This course will build on previous informatics knowledge to apply problem-solving skills to complex nursing informatics problems. Healthcare organizations face many issues that will be covered in this course including interoperability, integration, health information exchange, and electronic health records. Applying successful solutions through the lens of quality, meaningful use, education, public health and evidence-based practice will be emphasized.

MSN 558 - Health Care Finance and Economics (3)

This graduate-level course will help nurse managers to understand and implement processes for management of financial issues in health care. Finance is a complicated and frequently confusing part of providing healthcare in the United States. Regulatory bodies, multiple payer sources, and complicated reimbursement schedules are just of few of the things that contribute to the state of healthcare finance in the 21st century. This course will introduce the concepts of reimbursement based on meeting the needs of the client rather than meeting the bottom line. Budgetary considerations, cash flow, cost to benefit analysis, and salaries are discussed in a forthright and comprehensive manner. Understanding how clients view healthcare and then understanding the role of healthcare payment will assist nursing leaders to make quality decisions that will benefit the patient and the facility. This course will assist the nurse manager to implement financial considerations into quality patient care.

MSN 559 - Nursing Administration Practicum I (2)

This practicum experience focuses on the analysis, synthesis, and application of principles and theories related to nursing administration and leadership. It is designed to provide the student with the opportunity to integrate theory in a context of the nurse executive's role. During the precepted practicum experience, students observe, analyze, and participate in the role of the nurse executive in a designated health care delivery system. Experiences are designed and arranged by the student and approved by the faculty to provide executive level exposure to nursing administration operations and local business health policies and procedures. Within the asynchronous classroom environment, students will explore concepts pertinent to enactment the nurse executive role, with an emphasis on application of leadership/management theory, effective supervision, problem solving, organizational theory and structure, personnel and operations management, and communication. This course requires 40 hours of practicum experience. This course must be completed successfully before beginning MSN 595. This course satisfies a practicum requirement for this program and is not eligible for transfer credit

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 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 567 - Forensic Nursing (3)

This course provides an introduction to forensic nursing science, and the role the forensic nurse plays in the bridge between medical and legal components. The course presents the evolution of forensic nursing and explores the various roles and responsibilities of the forensic nurse in a variety of healthcare and non-traditional settings. The forensic nursing specialty has evolved in part from society's need to reduce and prevent interpersonal violence and criminal behavior. In both criminal and non-criminal incidents requiring investigation, there is a gap between the medical/forensic medical information and law enforcement/investigative agencies and the criminal justice system. This course will provide the framework for bridging this gap and students will uncover the potential for nurses to apply forensic nursing expertise in variety of settings and multidisciplinary environments.

MSN 569 - Advanced Forensic Nursing (3)

This course builds upon the introductory content mastered in MSN 567 Forensic Nursing. In this course participants will have the opportunity for in-depth exploration of current issues driving the evolving forensic nurse role. Participants will gain additional specialized knowledge and skills required for current and evolving forensic nursing practice. Examples of topics covered in this course include human trafficking; sexual violence; at risk and vulnerable populations; violence in the workplace; prevention and education; organizational and community consultation; policy/laws/regulation; advocacy; the nurse as expert witness; terrorism and torture; self-care and compassion fatigue prevention for the forensic nurse. Learning activities are designed to guide discovery of knowledge, evaluation and application of research, and the development of innovative strategies for incorporation into Forensic Nursing practice. Course participants will have the opportunity to select and interact with preferred target populations within the broader module foci to provide for a richer, more diverse collaborative, interactive learning experience.

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 accepted before or on 05/05/2024 will attend an on-campus immersion during this course. Students accepted on or after 05/06/2024 will attend a virtual immersion.

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.

Prerequisite: This course is non-transferrable and must be taken at the last session.

MSN 579 - Advanced Corrections (2)

This course will provide students with an understanding of the American correctional system. It covers various topics including the history and law of corrections, punishment and rehabilitation of offenders, correctional practices ranging from probation to prison, and correctional trends. To begin, this course provides an overview of corrections, including the early history of correctional thought. Later, correctional law and the punishment of offenders will be examined, including the various types of correctional clients. Correctional practices including jails, probation, and intermediate sanctions and community corrections are explored. Corrections also covers incarceration, including the prison experience for men and women. This course reviews issues related to institutional management and programs; as well as once offenders are released from incarceration. This course explores supervision of offenders in the community, as well as corrections for juveniles. It also covers various trends including incarceration, race and ethnicity, and the death penalty. Finally, surveillance and control in the community are discussed, as well as community justice. The discussion will conclude with a look at the future of corrections.

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 (3)

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.

Prerequisite: This course is non-transferrable and must be taken at the last session.

MSN 588 - Management of Information Systems (2)

This course imparts valuable insight into the planning, organizing, and controlling of user services. Managing the essential technologies as well as the management of the traditional information systems development process is explored. This course also incorporates investigation into organizational learning curves, dealing with vendors, budgeting, accounting, management reporting, and legal considerations of information systems (IS). Each module in this course melds textbook material with additional content from external resources. This course addresses issues and strategies enabled through creative exercises and brief research projects designed to help students synthesize new learning and apply the concepts presented. Each encourages critical thinking about the subject matter. A broad range of analysis and synthesis skills, such as inference, recognition of assumptions, deduction, evaluation of arguments, and interpretation are enlisted through such project-oriented assignments. Investigating articles and case studies that present timely and different approaches to information systems management assists in emulating real MIS challenges. Discussion questions afford online interactive students the opportunity to exchange ideas with peer learners on current topics concerning this dynamic field.

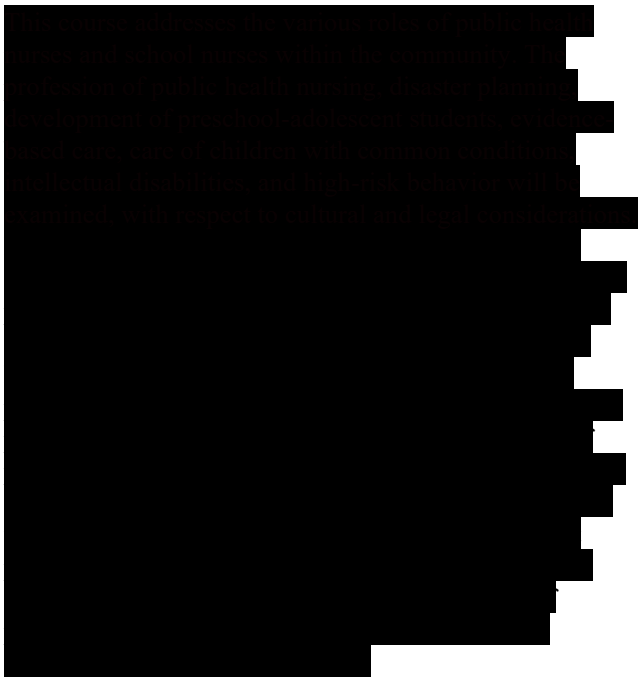
MSN 589 - Information Systems Strategic Planning (2)

In this course we will provide you with both a strong foundation for understanding what is meant by information technology and the business side of managing it. We will explain information technology in the context of organizations and their use of it. This course focuses on business pressures and the strategies used to counter them, especially through the use of Web-based strategic information systems.

MSN 590 - Customers, Markets, and Technology (2)

The relationship between technology-based products and the consumers of these products comes under investigation in this course. This course also teaches methods for designing, developing, and delivering technology-based products that can solve real-world problems. Students will examine best practices for integrating technology solutions and metrics managers can apply to measure the return on an IT investment. Throughout the course, students will learn skills they can use to increase their own creative skills.

MSN 591 - Overview of Public Health and School Nursing (3)



MSN 592 - School Nursing (3)

This course addresses the role of the school nurse in the school and the community, including public health, other health providers, and the family. The profession of nursing, development of preschool-adolescent students, evidence-

based care, care of children with common conditions, intellectual disabilities, and high-risk behavior will be examined, with respect to cultural and legal considerations. The role of the school nurse with regards to disaster planning will also be discussed.

MSN 593 - Case Management and Home Health Services (2)

This course provides a solid foundation in case management strategies and home health nursing concepts and interventions for individuals and targeted populations. The leadership roles of the nurse in case management and home health are explored. The impact of political, economic, social, environmental, and cultural concerns on the health of populations is examined. Standards and principles of practice for both of these specialty areas is explored. Innovation in care delivery is discussed.

MSN 594 - Public Health Nursing Practicum (2)

This graduate-level course focuses on the Public Health specialist role through the application of theoretical concepts and strategies for a selected audience and the implementation of a quality improvement project in a health-related setting. Emphasis is on effective communication and sensitivity to varying needs of the audience. The Public Health specialist role will be analyzed and applied in collaboration with a master's prepared nurse preceptor with experience in this specialty. Evidence-based strategies will be developed into a comprehensive project to engage learners in active learning and implemented to meet mutually determined outcomes. The student will complete an annotated bibliography and the project activities might include, but are not limited to: creating toolkit of resource references, developing a presentation, creating a survey to measure satisfaction with activity, attending professional meetings, writing a publishable article, presenting a topic to patients, creating a webinar, delivery of training modules, developing software to meet a need, developing an advocacy agenda or tool, or proposing a change in practice, process or procedure. This course requires a total of a minimum 120 hours of Public Health practicum experience within a practice environment, must include inter-professional collaboration and a minimum of 20 hours (included in the 120 hours) of direct-care experience. This course satisfies a practicum requirement for this program and is not eligible for transfer credit.

MSN 595 - Administration and Management Nursing Practicum II (2)

This practicum experience focuses on the analysis, synthesis, and application of principles and theories related to nursing administration and leadership. It is designed to provide the student with the opportunity to integrate theory in a context of the nurse executive's role. During the precepted practicum experience, students observe, analyze, and participate in the role of the nurse executive in a designated health care delivery system. Experiences are designed and arranged by the student and approved by the faculty to provide executive level exposure to nursing administration operations and local business health policies and procedures. Within the asynchronous classroom environment, students will explore concepts pertinent to enactment the nurse executive role, with an emphasis on application of leadership/management theory, effective supervision, problem solving, organizational theory and structure, personnel and operations management, and communication This course requires 100 hours of practicum experience. Students cannot start this course before completing MSN 559. This course satisfies a practicum requirement for this program and is not eligible for transfer credit.

Prerequisite: MSN559.

MSN 597 - Forensic Nursing Practicum (2)

This graduate-level course focuses on the Forensic Nursing specialist role through the application of theoretical concepts and strategies for a selected audience and the implementation of a quality improvement project in a health-related setting. Emphasis is on effective communication and sensitivity to varying needs of the audience. The Forensic Nursing specialist role will be analyzed and applied in collaboration with a master's prepared nurse preceptor with experience in this specialty. Evidence-based strategies will be developed into a comprehensive project to engage learners in active learning and implemented to meet mutually determined outcomes. The student will complete an annotated bibliography and the project activities might include, but are not limited to: creating toolkit of resource references, developing a presentation, creating a survey to measure satisfaction with activity, attending professional meetings, writing a publishable article, presenting a topic to patients, creating a webinar, delivery of training modules, developing software to meet a need, developing an advocacy agenda or tool, or proposing a change in practice, process or procedure. This course requires a total of a minimum 120 hours of Forensic Nursing practicum experience within a practice environment, must include inter-professional collaboration and a minimum of 20 hours (included in the 120 hours) of direct-care experience. This course satisfies a practicum requirement for this program and is not eligible for transfer credit.

MSN 598 - Informatics Nursing Practicum (2)

This graduate-level course focuses on the Informatics specialist role through the application of theoretical concepts and strategies for a selected audience and the implementation of a quality improvement project in a health-related setting. Emphasis is on effective communication and sensitivity to the varying needs of the audience. The Informatics specialist role will be analyzed and applied in collaboration with a master's prepared nurse preceptor with experience in this specialty. Evidence-based strategies will be developed into a comprehensive project to engage learners in active learning and implemented to meet mutually determined outcomes. The student will complete an annotated bibliography and the project activities might include, but are not limited to: creating a toolkit of resource references, developing a presentation, creating a survey to measure satisfaction with activity, attending professional meetings, writing a publishable article, presenting a topic to patients, creating a webinar, delivery of training modules, developing software to meet a need, developing an advocacy agenda or tool, or proposing a change in practice, process or procedure. This course requires a total of a minimum 120 hours of Informatics practicum experience within a practice environment, must include inter-professional collaboration. This course satisfies a practicum requirement for this program and is not eligible for transfer credit.

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.

Prerequisite: Nurse Educator and Health Care Leadership specialization must complete MSN587 or MSN578.

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. A total of 45 clock hours of community nursing practice in collaboration with an agency/organization leader is required near the student's locale.

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. A total of 45 practice hours is required in this course.

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.

RES - Research

RES 701 - Research Theory, Design, and Methods (3)

This course will provide an opportunity for students to establish or advance their understanding of research through critical exploration of research language, ethics, and approaches. The course introduces the language of research, ethical principles and challenges, and the elements of the research process within quantitative, qualitative, and mixed methods approaches. Participants will use these theoretical underpinnings to begin to critically review literature relevant to their field or interests and determine how research findings are useful in forming their understanding of their work, social, local and global environment.

Prerequisite: DBA701.

RES 702 - Topics and Application in Case Study Design (3)

The purpose of this course is to investigate the logic, methods, and practice of case study research. To gain an understanding of case study research, course participants will explore its positioning among other social science research methods, especially in the qualitative domain, and build a critical knowledge base of business research that utilizes case-study design. Toward this end, students will examine the types of questions that can be answered appropriately with case study research and learn about case study design. Students will also learn about both case study data collection and data analysis and relate it specifically to their topic and research questions. Moreover, students will learn about the structure of writing their case study findings and will consider the ways researcher positionality impacts the research process and outcomes. Of note, the student will undergo CITI training during this course.

Prerequisite: DBA701 and DBA703.

RES 703 - Topics and Application in a Systematic Literature Review (3)

The purpose of this course is to introduce strategies to perform a systematic literature review of any research problem. Students will learn how to define inclusion and exclusion criteria, search for the evidence, and extract data. Moreover, students will learn how to describe this design in the context of a formal inquiry. Lastly, students will learn how to structurally report future findings within the context of a systematic literature review. Of note, the student will undergo CITI training during this course.

Prerequisite: DBA701 and DBA703.

RES 704 - Topics and Application in Archival Data Analysis (3)

Archival data are data that already exist in database form, and archival research consists of analyzing previously collected data. In sum, archival research is applying statistical measures to describe the information in a parsimonious way. In this course, students will learn about archival data, the advantages and disadvantages of sampling from archival data as compared to utilizing the entire archival database, and how to use Intellectus Statistics to analyze archival data. The purpose of the course is to develop the knowledge and skill set required to generate and interpret the output associated with a range of analytical techniques. Of note, the student will undergo

CITI training during this course.

Prerequisite: DBA701 and DBA703.

RES 900 - Doctoral Writing and Inquiry into Research (3)

This research course examines the basic principles and techniques of doctoral scholarship, and offers an overview of the development of theory and research logic, explores the relationship between theoretical and empirical constructs, and provides a wide variety of specific research methodologies, including the scholarly publication process. Students study the principles of the scientific method and research design techniques common to both qualitative and quantitative research, including sampling methods and data collection techniques. Material includes examination of various research methods including electronic searches and retrieval methods. Students learn to critically read research papers and articles, and are introduced to the writing techniques necessary to produce expository and analytical papers to the standards of publishable work. This course is a prerequisite for all other doctorate courses. This course satisfies a proctored assessment and residency requirements for this program and is not eligible for transfer credit.

RES 901 - Techniques and Interpretation for Advanced Statistical Research (3)

With data explosion, data analysis methods using statistics play a fundamental role in the scientific world and industry. Data from multiple sources are common as well. However, we all know that more data does not necessarily imply better information. Extracting valuable information from a mountain of data requires statistical, computational, and analytical skills.

Therefore it is imperative for students to learn how to analyze their data using statistics and derive inferences and model the data that is being used in the thesis. Statistics helps researchers perform data analysis using statistical models and inferences. Descriptive statistical analysis summarizes data into charts and tables and does not try to draw any conclusions about the sampled data. It only summarizes the data in a meaningful way for simpler interpretation. However, inferential statistics allows you to analyze the data even further. It allows one to draw conclusions and infer hypotheses using the same data.

This course covers the foundations of statistics and data analysis. It helps you know how to ask and answer the right questions and solve the problem correctly by applying statistics. This course also aims to help students understand business issues from a finance, marketing, management, application domain, or accounting perspective, and then figure out how statistics can help solve the problem. This course also focuses on how statistical thinking improves the ability of a manager to run or contribute to a business.

RES 906 - Technology and Innovation Management (3)

Provides an integrated, strategic view of management of technology. Focusing on theory and practice, the course addresses the contemporary challenges general managers face today; e.g., globalization, time compression, and technology integration. Explores several strategic approaches for dealing with these challenges, both from a managerial and from an economic viewpoint. Concepts presented will be especially valuable for chief technology officers, directors of technology, chief information officers, and management personnel in R&D, product development, and operations.

RES 910 - Research Design and Methodology (3)

This course begins to ask the doctoral student to reflect on past courses, studies and articles that support and build upon personal areas of interest. The course is designed to challenge students to think about an area of interest and begin develop a comprehensive research topic aligned with their professional goals. Students expand on the research topic, identify appropriate theories, methodologies and consider research design. At the end of eight weeks, students will frame the beginning of a doctoral research dissertation.

RES 912 - Introduction to the Doctoral Project (3)

This course provides the student with an overview of each part required in the completion of the dissertation writing process. It reflects each of the five chapters necessary when preparing the doctoral dissertation and includes the ethical and professional requirements to help make the author accountable and reflective in its presentation, validity, and significance to future researchers and readers. The student selects an existing, published dissertation in their discipline and examines it throughout the course as a model for how to effectively design and write a solid dissertation. This course satisfies a residency requirement for this program and is not eligible for transfer credit.

RES 916 - Problem-Based Research in Action (3)

This course is designed to provide students with additional research tools used to solve everyday problems through a process of inquiry and developing solutions to significant problems in the workplace. This useful strategy can provide the leader a design for decision-making based on data and supportive research. This course satisfies a

proctored assessment requirement for this program and is not eligible for transfer credit.

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.

SDP - Systematic Doctoral Project

SDP 701 - Systematic Doctoral Project (3)

In this series of courses, students will work with their chair to finalize their SDP proposal and earn formal approval, apply to the IRB and earn approval, collect data, analyze data, write the results/findings chapter, and earn formal approval of their SDP. CR/NC Grading.

Prerequisite: This DBA degree program offers three research design options. Students are only required to successfully complete one of the three research courses (RES702 or RES703 or RES704) prior to enrolling in SDP701.

SDP 702 - Systematic Doctoral Project II (3)

In this series of courses, students will work with their chair to finalize their SDP proposal and earn formal approval, apply to the IRB and earn approval, collect data, analyze data, write the results/findings chapter, and earn formal approval of their SDP. CR/NC Grading.

Prerequisite: SDP701.

SDP 703 - Systematic Doctoral Project III (3)

In this series of courses, students will work with their chair to finalize their SDP proposal and earn formal approval, apply to the IRB and earn approval, collect data, analyze data, write the results/findings chapter, and earn formal approval of their SDP. CR/NC Grading.

Prerequisite: SDP702.

SDP 704 - Systematic Doctoral Project IV (3)

In this series of courses, students will work with their chair to finalize their SDP proposal and earn formal approval, apply to the IRB and earn approval, collect data, analyze data, write the results/findings chapter, and earn formal approval of their SDP. CR/NC Grading.

Prerequisite: SDP703.

SDP 995 - Doctoral Project I: Concept Paper and Doctoral Committee Selection (3)

This course will begin the Doctoral Project process by guiding the Doctoral student through the selection of the Doctoral Committee. After the selection of a Committee Chair and committee members, the doctoral student will begin selection of a dissertation topic and formulation of the Concept Paper. The formulation of the Concept Paper will provide a foundation for the first three chapters of the dissertation. Doctoral students will work closely with their Committee Chair to determine an appropriate dissertation topic. This course is 16 weeks in length. This course satisfies a dissertation requirement for this program and is not eligible for transfer credit.

SDP 996 - Doctoral Project II: Literature Review (3)

This course will focus on the second chapter of the doctoral project, the Literature Review. The Doctoral student will expand on the annotated bibliography that they included in the Concept Paper to create a narrative literature review that provides a theoretical and conceptual framework for the dissertation study and places the topic of study in its proper context in time by covering the historical data available on the topic in scholarly literature while creating a foundation for the doctoral student's conclusions that will be drawn from the study and grounded in existing literature. This course is 16 weeks in length. This course satisfies a doctoral project requirement for this program and is not eligible for transfer credit.

SDP 997 - Doctoral Project III: Methodology and Ethics (3)

This course will focus on chapter three of the doctoral project and culminate in a meeting of the Doctoral Student, Institutional Review Board, and the Doctoral Committee for approval of the Doctoral Project Proposal. In this course, the Doctoral student will formulate the third chapter of the doctoral project, including the research procedure that will be used in the study, the methods which will be used to obtain research results, and the proposed methods for data analysis. This course will also cover ethics in research, concerning the use of human subjects,

and provide the Doctoral Student with proper procedures for obtaining approval for his/her research methods and successfully completing an ethical research study. This course is 16 weeks in length. This course satisfies a doctoral project requirement for this program and is not eligible for transfer credit.

SDP 998 - Doctoral Project IV: Research and Results (3)

In this course of the Doctoral Project, students will conduct the research/study portion of the doctoral manucript while adhering to ethical standards as well as formulate the fourth chapter of the dissertation. The fourth chapter on communicating the facts obtained through research in an organized way so that the reader can assess the results of the study on his/her own. This course is 16 weeks in length. This course satisfies a doctoral project requirement for this program and is not eligible for transfer credit.

SDP 999 - Doctoral Project V: Conclusion and Oral Defense (3)

In this final course of the Doctoral Project, students will be writing the conclusion of the final manuscript, focusing on analysis of the doctoral project research with recommendations for further research. Students will also facilitate and perform the Oral Defense via teleconference. This course is 16 weeks in length. This course satisfies a proctored exam requirement for this program and is not eligible for transfer credit. This course satisfies a doctoral project requirement for this program and is not eligible for transfer credit.

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.

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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