



United States University General Catalog 2014



United States University General Catalog 2014

Campus Locations

San Diego Campus	Orange County Campus
830 Bay Blvd,	6251 Katella Ave,
Chula Vista, CA 91911	Cypress, CA 90630
619-477-6310	714-252-8592

www.usuniversity.edu

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

General Information

Presidents Welcome

It is our great pleasure to welcome you to United States University where we hold the belief that *Knowledge is Empowerment*. Whether you are earning your first degree or advancing your education in a graduate program, we welcome you to the USU family. We want you to embrace the notion that the faculty and staff at USU are like family, so much so that we have incorporated the student-centered approach into our University Mission. From your first visit to our Admissions Office through your successful graduation and beyond, we will provide you with the supportive, student-centered environment that you will need to be successful in your program of choice.

At USU, we are committed to providing a quality education at an affordable price. We are also committed to ensuring that class sizes are small enough to afford each student one-on-one attention from the faculty. In addition to joining a uniquely diverse group of students at USU, you will also be taught by highly qualified faculty with practical experience in your chosen subject area. One of our goals is to provide you with practical, useable knowledge upon graduation from USU; skills you can really use. You can count on us keeping those commitments during your time as a student here.

Helping you achieve your dreams is our passion. It is the reason we are here. Knowledge truly is - empowerment. Not only can it better prepare you for a rewarding career, offer advancement opportunities and open new doors for you, it also enriches your life in many intangible ways as well. We are pleased that you have chosen USU to pursue your academic dreams. We are here to help and our doors are always open.

Congratulations!



Timothy P. Cole

General Information

General Information

Catalog Rights and Changes

This catalog is effective as of January 1, 2014.

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

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

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

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

Catalog rights of students cannot supersede any State or Federal regulation or requirements including, but not limited to, military tuition

assistance (TA), federal student financial aid (FA) and Veterans Administration (VA) benefits.

The University Catalog is updated throughout the year. For the most current **Official Catalog** version, please visit the United States University website for the Catalog PDF: <http://www.usuniversity.edu/>

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

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at P.O. Box Sacramento California, 95833, Sacramento, CA 95798, www.bppe.ca.gov, Phone (916) 431-6959 Fax Number: (916) 263-189.

General Information

History

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

Academics are the heart of United States University. From face-to-face interactions to learning in the comfort of your own home, USU offers a learning community where students can pursue their educational goals. The University adheres to an environment of academic excellence, student support and professionalism. USU provides educational opportunities for its students on two campuses (Chula Vista Campus and Cypress Campus). The University consists of the following colleges: College of Nursing, College of Arts and Sciences, College of Business and Management, College of Education and the division of Extended Education.

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

The University moved to a modern facility in Chula Vista in May 2011, has added an off-site campus in Cypress (CA) to serve the professional higher education needs of the underserved in the Los Angeles Metropolitan Area.

Mission

United States University provides professional and personal educational opportunities, with a special outreach to underserved groups. Through

campus and online courses, the University offers affordable, relevant and accessible undergraduate and graduate degree programs and certificates in a supportive student-centered learning environment.

Core Values

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

Institutional Learning Outcomes

1. Communicate clearly and effectively through writing, speaking and using technology.
2. Apply quantitative reasoning to address complex changes.
3. Effectively gather, analyze and integrate information on a variety of sources.
4. Apply critical thinking in the research and problem-solving processes.
5. Demonstrate ethical reasoning and actions to provide leadership as a socially responsible citizen.
6. Work effectively across race, ethnicity, culture, religion, gender, and sexual orientation.
7. Work collaboratively as members and leaders of diverse teams.
8. Exhibit master of knowledge and skills within a discipline.

General Information

Accreditation and Approvals

Institutional Accreditation

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

United States University is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC) located at: 985 Atlantic Avenue, #100, Alameda, CA 94501, 510.748.9001, <http://www.wascsenior.org>

The Bureau for Private Postsecondary Education (BPPE)

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

Programmatic Accreditation California Commission on Teacher Credentialing (CCTC)

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

California Board of Registered Nursing

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

Commission on Collegiate Nursing Education

The Baccalaureate degree in nursing and master's degree in nursing at United States University is a new applicant pursuing initial accreditation by the

Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, and (202)887-6791. New applicant status is neither a status of accreditation nor a guarantee that accreditation will be granted.

The University is approved for Veterans' Training.

Academic Calendar 2013-2014

Spring 14- Session I

Session Opening Date	January 6, 14
Martin Luther King Holiday	January 20, 14
Presidents' Day Holiday	February 17, 14
Session Closing Date	March 2, 14
Final Grades due	March 7, 14

Spring 14 Session IB

Session Opening Date	February 3, 14
Presidents' Day Holiday	February 17, 14
Session Closing Date	March 2, 14
Final Grades due	March 7, 14

Spring 14- Session II

Session Opening Date	March 3, 14
Easter Sunday Holiday	April 20, 14
Session Closing Date	April 27, 14
Final Grades due	May 2, 14

Spring Break April 28,-May 4, 14

Spring 14-Session IIB

Session Opening Date	March 31, 14
Easter Sunday Holiday	April 20, 14
Session Closing Date	April 27, 14
Final Grades due	May 2, 14

Spring Break April 28,-May 4, 14

Summer 14-Session I

Session Opening Date	May 5, 14
Memorial Day Holiday	May 26, 14
Session Closing Date	June 29, 14
Final Grades due	July 4, 14

Summer 14-Session IB

Session Opening Date	June 2, 14
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General Information

Session Closing Date June 29, 14
Final Grades due July 4, 14

Summer 14-Session II

Session Opening Date June 30, 14
Independence Day Holiday July 4, 14
Session Closing Date August 24, 14
Final Grades due August 29, 14

Summer Break August 25-31, 14

Labor Day Holiday September 1, 14

Summer 14-Session IIB

Session Opening Date July 28, 14
Session Closing Date August 24, 14
Final Grades due August 29, 14

Summer Break August 25-31, 14

Labor Day Holiday September 1, 14

Fall 14- Session I

Session Opening Date September 2, 14
Session Closing Date October 26, 2014
Final Grades due October 31, 14
Labor Day Holiday September 1, 14

Fall 14- Session IB

Session Opening Date September 29, 14
Session Closing Date October 26, 14
Final Grades due October 31, 14

Fall 14-Session II

Session Opening Date October 27, 14
Thanksgiving Holiday November 27-28
Session Closing Date December 21, 14
Final Grades due December 26, 14

Fall 14, Session IIB

Session Opening Date November 24, 14
Thanksgiving Holiday November 27-28
Session Closing Date December 21, 14
Final Grades due December 26, 14

Business Hours

The campus administrative offices normal hours of operation are Monday through Thursday, 7:30 am to 7:00 pm and on Fridays from 7:30 am to

6:00 pm. Online courses and related technical support are available and accessible to enrolled students Monday to Friday 8:30 am to 8:00 pm. Students can contact support by email at helpdesk@usuniversity.edu and Students can contact support by phone at (888)422-3381 option 5.

Campus Locations

San Diego Campus

830 Bay Blvd,
Chula Vista, CA 91911
619-477-6310

Orange County Campus

6251 Katella Ave,
Cypress, CA 90630
714-252-8592

www.usuniversity.edu

Facilities

The San Diego and Orange County campuses both provide classrooms that are appropriately furnished with laboratory and instructional furniture for the type of work performed. Supplies for each program of study are available in the classrooms and laboratories at each campus. The facilities are readily accessible for students requiring physical accommodations. In addition to ample parking, the campuses are conveniently located near public transportation and freeway access.

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

Computer Labs

US University provides computer labs on each campus to support the learning, scholarly and professional pursuits of its students and alumni. Each lab provides Microsoft office Suite, internet access, printing, and skilled software and hardware support during posted hours.

General Information

Library

The Marin Library is located in the Chula Vista Campus. The academic curricula are supported by access to databases subscribed to by the University, the print and video resources and by the information literacy training. The library has a comprehensive information literacy training program, which support students' research. Librarians provide research assistance in person, by telephone, and e-mail.

The Library is open to students 11- hours per day during sessions. The Electronic Library Resources and databases are available 24-hours per day and are organized by College Programs. The resources include USU Databases, collections of peer-reviewed open access journals, government data and statistics, demographics, e-books, thesis, and worldwide open access collections. Additional online resources correspond to societies, associations, directories, and government information.

Students, Instructors and Staff have access to online academic, peer-reviewed journals from CINAHL® Plus with Full Text, MEDLINE® with Full Text, Cochrane Methodology Register, Cochrane Database of Systematic Reviews, JSTOR Arts & Sciences I Collection, JSTOR Language & Literature, ERIC® , Nursing Reference Center™, Academic Search Premier, PsycARTICLES® , ProQuest Nursing & Allied Health Source™ , NHS Economic Evaluation Database, Health Technology Assessments, Cochrane Central Register of Controlled Trials, Database of Abstracts of Reviews of Effects, Regional Business News and Business Source Elite.

Local students are encouraged to apply for a library card from the County Library system. This allows students to check out books from the Serra Cooperative Library System and from College CIRCUIT system which includes San Diego State,

University of San Diego, University of California San Diego, and San Marcos.

Parking

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

Student Photo Identification Cards

Student picture ID cards are distributed by the IT department. The University requires that all new students obtain a Student ID card. The cards serve as student identification for a variety of on-campus services, including entering the building and library. They must be updated each year for a student to have library borrowing privileges. Although the University utilizes the social security number to identify students' records, the University issues student ID numbers for greater personal protection which is listed on their ID card. Students IDs are usually processed during the first week of classes. Students who lose their ID card are required to obtain a replacement. Replacement IDs cards carry a fee (see current fee schedule).

Smoking

United States University is committed to protecting the health of its students and employees. Smoking, including the use of and e-cigarette, 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.

General Information

Housing

The University has no housing or dormitory facilities.

Statement of Non-Discrimination

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

Diversity

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

General Information

Admissions

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

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

Application Information

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

becomes the property of the University and will not be returned.

Online Course Requirements

The primary requirements to participate in classes are computer hardware, software, and an Internet connection.

United States University's IT department strongly recommends the following:

Internet Connection

- Broadband (Cable or DSL)
- 512kbps Download speed or higher

Software

- Microsoft Office 2007 or higher (Word, Excel, PowerPoint)
- Adobe Reader
- Adobe Flash Player
- Adobe Shockwave Player
- Java

Hardware Requirements

- 2 GHz Processor or higher
- 2GB or higher of Memory (RAM)
- 30GB or higher of free storage space

System requirements

Operating Systems	Browsers
Windows XP	Firefox, Chrome
Windows 7 and 8	IE9, IE10, Firefox, Chrome
Windows Vista	IE9, IE10, Firefox, Chrome
Mac OSX	Safari, Firefox, Chrome
iOS devices (tablets and phones)	Safari
Android devices (tablets and phones)	Chrome

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

General Information

Degree and Certificate Students

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

Undergraduate Admissions (including Non Degree seeking)

- Complete and submit an application for admission with a non-refundable application fee;
- Admissions interview with a University Admissions Advisor;
- Submitted documentation of high school graduation or its equivalent;
 - Foreign high school diplomas or their equivalent must be translated and evaluated by a University approved agency.
 - Home schooled students may apply for admission to the University. The student should provide proof that s/he has completed their state's requirements for high school graduation. The home school students' parent(s) and or guardian(s) are responsible for compliance with all requirements for their state.
- Undergraduate must submit official transcripts from previously attended colleges or universities to apply for transfer credit. (Foreign transcripts must be translated and evaluated by an acceptable agency);
- Meet any program specific entrance requirements. See the admissions requirements for specific programs in this catalog for more detailed information;
- Complete an enrollment agreement (must be signed by a parent or guardian if the applicant is under 18 years of age);
- Complete and submit all Enrollment Disclosures;
- Set up financing plan through the Financial Services Department

Graduate /Post Baccalaureate Admissions

- Attest that he/she has received a high school diploma or GED.
- Submit official transcripts from the bachelor degree-awarding institution(s), and any post-bachelor degree institution; Programs with undergraduate prerequisites require official transcripts from the originating institution(s). (Foreign transcripts must be translated and evaluated by a University acceptable agency);
- Have a Cumulative Undergraduate GPA of 2.5 or higher.
- Complete and submit all Enrollment Disclosures;
- Set up financing plan through the Financial Services Department

Placement Exam

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

Matriculation

New students are admitted and put into matriculated status when they have provided all evidence and documentation to meet the programmatic admissions requirements and have started classes. Students are admitted but remain in a registered status in cases where an applicant has an incomplete academic record. In such cases, student's status will not be changed to Matriculated and therefore financial aid will not be processed until their academic record is completed. Students will be responsible for charges incurred if they leave school prior to

General Information

submitting required documentation. Students should provide all missing documentation prior to the end of the add/drop period. In some cases an extension to the end of the first session will be granted.

Conditional Admission

Conditional admission may be given to an applicant whose previous college grade-point average is below the minimum required by the program. In such cases, completion of one session of coursework at the University with grades of B or better will remove the conditional status. Financial Aid is not available for students until they are fully admitted and therefore will need to pay cash for coursework taken while in conditional admission status. Students may hold conditional admission status for only one session.

Deferred Admission

Pending departmental approval and provided an application fee is paid, applicants may defer enrollment up to one year from the time of initial acceptance. Applicants who fail to enroll within one year after deferring will forfeit their place in the program and an additional enrollment deposit and will be required to submit another application if they choose to reapply. Requests for deferment must be made in writing to the admissions office.

Readmission

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

Program Transfer

Some students decide after matriculation that they are better suited for another program at the University. In such cases, students may apply to transfer to a new program by completing a change in program form, which reflects the application requirements the transferring student must meet in order to be admitted into the new program.

International Students

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

To apply for admission to the University as an international student, all applicants must submit to the University:

- Application Form (completed with applicant signature)
- \$100 non-refundable application fee (money order) payable to *United States University*
- Official Transcripts (from all colleges and universities attended)
- Copy of Diploma (from secondary school)
- TOEFL Score (61+ IBT, 174+ CBT or 525+ PBT), IELTS Academic Score of 5.5). Students who have TOEFL scores reported to US University should reference TOEFL code number 6076.
- *Waived if seeking conditional acceptance through OIEPS
- Personal Essay (500 words)
- Financial Documents:
 - Financial Support Declaration
 - Bank Statement

General Information

- Health Documents:
- Student Statement of Health
- Medical Examination (with Physician's signature)
- International Student Agreement Form

Please mail all application materials to:

Office of International Education and
Professional Studies (OIEPS)

United States University

830 Bay Blvd

Chula Vista, CA 91911 (USA)

Email: international@usuniversity.edu

Phone: (888) 422-3381

Students will be contacted within approximately 2 weeks confirming whether your application has been accepted. If the application is incomplete, you will be requested to submit the missing/incomplete documents;

After students have been accepted, they will be required to submit the tuition, fees and optional housing payment for the first semester. A letter of acceptance and all necessary immigration documents will then be issued to you.

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

Summer Session	May 1
Fall Session	August 1
Spring Session	November 1

The United States Citizenship and Immigration Services (USCIS) Certificate of Eligibility Form (travel document) will be issued only after an applicant has been admitted to the University. USCIS requires that the name of the applicant match exactly with the name on the passport. If admitted, proof of health insurance is required prior to the end of the first session of enrollment. Questions concerning international student application or admission, including questions about other non-immigrant classifications and evaluation of prior academic work, should be directed to the Vice President of International Development.

English as a Second Language (ESL)

Instruction

US University's English as a Second Language program is designed to teach students who speak languages other than English how to understand, speak, read and write in English.

Non-Degree Students

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

High School Seniors

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

High school seniors are accepted with the following conditions:

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

Audit Students

Individuals who want to take a course for no academic credit must register as an audit student and pay the appropriate tuition and fees. Audited courses do not appear on official transcripts. Each college determines which courses in their programs are eligible for audit. Individuals wishing to audit a course should obtain an Audit Student Application form from the Student Services Department and meet with the appropriate College Dean.

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Veteran Students

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

Transfer Policy

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

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

The University accepts up to 20 percent of the semester credits required to complete the specific master's level program from accredited graduate level institutions provided the transferred course(s) meet the same general content standards as the University course. Courses considered for transfer credit must have a grade of B or better.

All transferred credits must come from an accredited post-secondary institution or from approved non-traditional resources, i.e. ACE, CLEP, DANTES, Excelsior, SMART, EduKan, Straightline, or Prior Learning Assessment.

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

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

Credit Equivalency Calculator

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

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

Non-Transferable Courses

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

Block Transfer

Students, who complete a transfer-oriented associate degree (Associate of Arts or Associate of Science) at an accredited college or university in the United States, may fulfill the University's General Education requirements with the exception of FUN101.

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

International Transfer

Students who attended foreign universities and wish to transfer credit must submit a translated transcript evaluation from an approved Evaluating Agency. These evaluations must be sealed or

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come directly from the evaluating agency in order to be considered official.

(See list of [acceptable agencies](#)).

Credit by Examination

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

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

Advanced Placement

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

College Level Examination Program (CLEP)

CLEP, a national testing program, assesses knowledge an individual already possesses. Undergraduate students may use CLEP tests to increase the number of lower-division transfer units and to fulfill lower-division requirements. Graduate students can fulfill undergraduate prerequisite courses through CLEP. General

examinations in English composition, mathematics, humanities, natural science, social sciences, and history may be accepted to fulfill some lower-division general-education requirements. Subject examinations are also available for college-level courses and credit is allowed as recommended by the American Council on Education (ACE). The amount of credit awarded for a CLEP examination depends upon a number of variables including the number of units and distribution of units previously accepted in transfer, prior courses completed, where prior transfer units were completed, and current status relative to the University's residency policy.

DSST Subject Standardized Tests (DANTES)

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

Credit for Experiential Learning

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

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

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Challenge Credit

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

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

Military Service

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

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Student Services

Student Services Department

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

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

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

Academic Tutoring

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

Smarthinking.com is an online tutoring service that delivers high quality academic support programs with state-of-the-art technology. The wide variety of services includes: Live Online Tutoring; Online Writing Lab; Whiteboard Tutoring Platform. And there are a number of different subject categories, including: Writing, Reading, Mathematics, Science, Business, Nursing, ESL, and Computers. The services are comprehensive and very user-friendly, so USU students will benefit greatly from this resource.

Testing Services

United States University's Testing Center provides testing and assessment services to all of our students that include placement exams, credit by examination, and College Level Examination Program (CLEP) in a welcoming and a secure testing environment.

Registration

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

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

Changes in Registration

All changes in registration must be discussed with and completed by the appropriate College Dean.

Textbooks and Course Materials

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

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Changes of Name or Address

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

Complaint/Grievance Policy

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

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

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

Students with complaints/grievances for all other matters should discuss or submit in writing the issue with the Director of Student Services.

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

If a student does not feel that the University has adequately addressed a complaint or concern, the

student may consider contacting external agencies such as:

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

985 Atlantic Avenue, Suite 100

Alameda, CA 94501

(510) 748-9001

www.wascsenior.org

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

Bureau for Private Postsecondary Education

2535 Capitol Oaks Drive, Suite 400

Sacramento, CA 95833

Telephone: (888) 370-7589

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:

California Board of Registered Nursing (BRN)

1747 North Market Boulevard, Suite 150

Sacramento, CA 95834

(916) 322-3350

www.rn.ca.gov

Students, faculty, staff or administrators who submit or support a filed grievance may not be subjected to retaliation. Incidents of retaliation should be immediately reported to President/CEO, the Provost, or a member of the Senior Leadership Team.

Rehabilitation Act and Americans with Disabilities Act (ADA)

In accordance with Section 504 of the Rehabilitation Act, the Americans with Disabilities

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The University does not discriminate against individuals with a disability. Qualified individuals with a disability may request a reasonable accommodation to allow full participation in academic or student activities, including applications for admission and financial aid. Qualified individuals with a disability who need a reasonable accommodation should use the University's Disability Accommodation Request Form to submit the request. The form must be submitted to the University's Disability Compliance Officer. University faculty or staff who become aware that a student is disabled and wants a reasonable accommodation must direct the student to speak with the University's Disability Compliance Officer.

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

Allison Zolin
619-651-2480 azolin@usuniversity.edu

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

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

Transfer Credit Process

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

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

United States University
Attn: Transcript Evaluator
830 Bay Blvd
Chula Vista, CA 91911

All records submitted to the university become the property of the university and are placed in the students' permanent file. No confidential information will be released without students' authorization. If students do not complete the admission application, the Student Services Department will keep their records as prescribed by state regulations.

Note: Students may be requested to submit course descriptions and/or syllabi to assist in determining course equivalency.

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Upon receipt of all official transcripts the Student Advocate in the student services department will complete the evaluation of all courses and apply transfer credit. **Note:** Students may be requested to submit course descriptions and/or syllabi to assist in determining course equivalency.

1. Notification will be email to students once the evaluation has been completed.
2. Students who wish to appeal the decision of the Student Advocate may do so in writing to the Dean of the College where the course(s) in question resides. I.E. General Education courses fall under the Dean of Arts and Sciences.

Diplomas

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

Commencement Ceremony

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

Transcripts

Requests for official US University transcripts can be made online or in writing and submitted to the Student Services Department. Students must use a Transcript Request Form. Requests must include a student's name, social security number, dates of attendance and a complete address to where the transcript is to be sent. Please see the Fee schedule

for the cost associated with Transcript requests. US University honors official transcript requests only if students are in good financial standing with the College.

Career Services

The university has retained a career consultant to provide online career related services to students. <http://www.usuniversity.edu/career-resources/>

Student Record Retention

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

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

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refund was made, the check number of the refund, and the name and address of the person or entity to which the refund was sent;

- Copies of any official advisory notices or warnings regarding the student's progress; and
- Complaints received from the student, including any correspondence, notes, memoranda, or telephone logs relating to a complaint.
- The University shall maintain records of student attendance.

Family Educational Rights and Privacy Act

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

1. The right to **inspect and review** the student's education records within 45 days after the day United States University receives a request for access. A student should submit to the Student Services Department, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The college official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the college official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to **request the amendment** of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. A student who wishes to ask the college to amend a record should write the college official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed. If the university decides not to amend the record as requested, the university will notify the student in

writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to **provide written consent** before the university discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent. The college discloses education records without a student's prior written consent under the FERPA exception for disclosure to college officials with legitimate educational interests. A college official is a person employed by United States University in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A college official also may include a volunteer or contractor outside of the United States University who performs an institutional service of function for which the college would otherwise use its own employees and who is under the direct control of the college with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another college official in performing his or her tasks. A college official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for United States University.
4. The right to **file a complaint** with the U.S. Department of Education concerning alleged failures by the United States University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

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

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FERPA permits the disclosure of PII from students' education records, without consent of the student, if the disclosure meets certain conditions of the FERPA regulations. Except for disclosures to college officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student –

- To other college officials, including teachers, within the United States University whom the college has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the college has outsourced institutional services or functions.
- To officials of another college where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer.
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university's State-supported education programs. Disclosures under this provision may be made in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf.
- In connection with financial aid for which the

student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.

- To organizations conducting studies for, or on behalf of, the college, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction.
- To accrediting organizations to carry out their accrediting functions.
- To parents of an eligible student if the student is a dependent for IRS tax purposes.
- To comply with a judicial order or lawfully issued subpoena.
- To appropriate officials in connection with a health or safety emergency.
- Information the college has designated as "directory information".

United States University defines Directory Information to include:

- Name
- Address
- Phone Number
- Email address
- Birthday and month
- Enrollment Status/Grade Level (e.g. First Term, Second Term, etc.)
- Date of Graduation
- Degrees and Honors Received
- Photos
- Major Field of Study
- Dates of Attendance
- Participation in officially recognized activities and sports
- Most Recent School Attended
- A student ID or online user ID (as long as it may not be used to access educational records except when in conjunction with a student's personal password or personal PIN)

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

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

- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding.
- To the general public, the final results of a disciplinary proceeding, if the college determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the college's rules or policies with respect to the allegation made against him or her.

To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the college, governing the use or possession of alcohol or a controlled substance if the college determines the student committed a disciplinary violation and the student is under the age of 21.

of the degree or certificate will be posted on the transcript and the student notified.

Petition for Degree or Certificate

Students must file an online Graduation Application requesting a degree audit once they have completed a minimum of 100 credits (includes transfer credits) in an undergraduate programs and after completion of 30 (includes transfer credits) credits in a graduate program. Students will be charged a graduation fee.

Awarding of the Degree or Certificate

When the student is within 12 credits of program completion, the student's records will be audited to verify completion of all requirements. If all requirements have been completed, the awarding

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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 is challenged, the burden will be on the challenger to establish by material evidence that the challenged material is academically inappropriate for the course. The College Dean will be the academic administrator charged with

oversight of this process. Determination as to the appropriateness of the course material in question will be made within 60 calendar days of the date that the College Dean receives written challenge to the academic appropriateness of the material in question.

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

Academic Year

The academic year for undergraduate and graduate (Except MSN-FNP) students at US University is composed of two semesters of 16 weeks duration totaling 32 weeks of instruction and at least 24 credit units. Each semester is composed of two sessions of 8 weeks and at least 12 credit units.

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

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

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

Add/ Drop Period

The Add period occurs within the first week (7 days) of an 8-week session. During this period, students may add individual courses. Students

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may add a course prior to the session and throughout the first week of a session. Students will not be added into the second week of a session without approval from the College Dean. New students may be admitted during this period provided they attend at least one scheduled class during the Add/Drop period. Students will not be admitted after the Add/Drop period without approval from the applicable college Dean.

The drop period occurs within the first two weeks (14 days) of an 8-week session or the first week of a 4-week session. Students may drop courses prior to the first day of the session or up to the end of the drop period by notifying the Student Services Department. Students dropping all classes will be treated as withdrawals.

Dropped courses occurring within this period will not appear on students' transcripts nor will these dropped courses be included in evaluating student maximum allowable time frame specific to satisfactory academic progress.

Maximum Unit Load

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

Non-Registered Students

Persons whose names do not appear on the class list or roster are not registered for the course. Fundamentally, a person who is not registered has no relationship with the University and is not entitled to any services including instruction, testing, evaluation, disability services, or submission of a grade. Persons registered in a course who have not arranged for payment of tuition and fees or are deviating from the curriculum without approval will be administratively withdrawn. The college dean and the instructor(s) will be notified of the withdrawal.

After payment is received, students may be reinstated in the course. Persons who are sitting in class and are not on the class list or roster will be asked to leave the course until they are registered.

Attendance and Participation

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

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

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

Participation criteria for online requires students to:

- Write a brief (one paragraph) biography and post it by midnight (PST) on the first Monday of each course.
- Post or submit substantive academic discussions or assignments at least two separate days of the week (Monday through Sunday).
 - These are the minimum University requirements for attendance. Faculty, at their discretion, may be more specific in their requirements.

Clinical Rotations and Practicum

The number of contact hours required for each clinical course must be met by the end of the session, regardless of holidays within the session.

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

Leave of Absence

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

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

Credit Hour Policy

United States University has used the equivalent of the Carnegie unit for measuring and awarding academic credit representing student work and achievement. The credit hour measure that the university uses is consistent with the requirements

of the accreditor, the Western Association of Schools and Colleges.

Every session is divided into 8 weeks of student work and achievement. The credit hour is defined as the amount of work represented in intended learning outcomes and verified by evidence of student achievement in an equivalency that reasonably approximates:

One credit is awarded for 16 actual hours of classroom or direct faculty instruction and a minimum of 32 hours of out of class student work. Three hours of classroom or direct faculty instruction and a minimum of six hours of out of class student work done twice a week for eight weeks totaling to 48 hours of classroom or direct faculty instruction and a minimum of 96 hours of out of class work;

In courses such as those offered online, in which seat time does not apply, a credit hour may be measured by an equivalent amount of work, as demonstrated by student achievement.

For a laboratory course, the hours per week are considered to be all in class with no out of class student work. Thus one unit is equivalent to four hours per week of laboratory totaling to 32 hours.

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

"NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT USU INSTITUTION:

The transferability of credits you earn at United States University is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the (degree, diploma, or certificate) you earn in your educational program is also at the complete discretion of the institution to which you may seek to transfer. If the (credits or degree,

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

Grading

The grading system that appears in the charts below governs grading symbols and computations for all undergraduate and graduate students of the University. All letter grades carry quality points and are computed in student GPAs. The following marks may be assigned to undergraduate and master's courses and has the same meaning regardless of level. By definition, marks differ from grades in that they do not carry quality points or count in the GPA.

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

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

Additional course designators are:

- AU** Audit- Indicates auditing of course for no credit; not included in computation of grade average.
- CR** Credit-indicates student has passed with a "C" level grade or higher for undergraduate students and a B or better for graduate students; not included in determining grade average but does represent satisfactory progress toward a degree.
- I** Incomplete - indicates special circumstances that delay course completion; not included in determining grade average and does not represent satisfactory progress toward the degree but does count toward credits attempted when determining satisfactory progress.
- NC** No Credit -indicates student has not passed with a "C" level grade or higher; not included in determining grade average but does represent satisfactory progress toward a degree.
- R** Repeat-Indicates a course that has been repeated; only higher grade is used for computing GPA.
- TC** Transfer Credit - denotes transfer credit; not included in determining grade average but does count as attempted and completed credits when determining satisfactory progress.
- W** Withdrawal-indicates withdrawal after an Add/Drop period; not included in determining grade average but does count toward hours attempted when determining satisfactory progress.
- WF** Withdrawal Fail-indicates withdrawal from a course after the midpoint of the session; included in determining grade average and counts toward hours attempted when determining satisfactory progress.

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

Incomplete Grades

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

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

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

The student must initiate the request for an Incomplete (I) to the course faculty before the end of the course. The student will be required to provide documentation of the extenuating circumstance that caused the student to fall behind. If the faculty approves the request for the Incomplete a student may be given a maximum of one session to complete the course. Depending on the circumstance, the faculty may give a shorter deadline. Faculty will send the approval and conditions to the Student Services Department office for processing and the student will be notified by the Student Services Department of the deadline to submit all coursework.

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

An incomplete cannot be granted for the FUN 101 course or a course that is a prerequisite to the next course in their rotation.

Credit/No Credit Grading

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

Independent Study

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

Repeating a Course

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

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

- Courses may be repeated when any grade equivalent to a D or below affects the grade point average that has been earned
- Course Repeat Option may NOT be applied more than two (2) times to the same course for undergraduate students
- Course Repeat Option may NOT be applied more than one (1) time to the same course for graduate students.
- Course Repeat Option may NOT be applied more than one (1) time for the FUN101 course.
- Policy may be more stringent in some courses, refer to course syllabi for more information.
- The letter grade earned in the most recent attempt will be included in cumulative credit totals and grade point average, even if that grade is lower than the previous grade

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- All subsequently repeated courses and grades will be recorded on the transcript and noted that the course has been repeated
- All courses designated with a repeat note will not be included in cumulative credit totals and grade point averages and are not applicable toward graduation requirements
- Only courses for which a letter grade can be earned are covered by Course Repeat Option.
- Students will be charged the current tuition rate for the repeated course at the time the course is repeated.

Grade Changes

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

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

1. A challenge to an assignment grade must be submitted to the instructor of record for the course within 5 days after the student receives the official assignment grade notice.
2. The instructor shall issue a formal response to the grade challenge within 5 days of receipt. If approved by the instructor, a grade change will be reflected in the course record.
3. Grade challenges denied by the instructor may be appealed to the College Dean within 2 days after the student receives the formal response from the instructor.
4. The Dean shall issue a formal response to the assignment grade appeal within 5 days of receipt. This response shall be copied to the instructor. If approved by the Dean, a grade change will be reflected in the course record for the specific assignment.
5. Students choosing to challenge an assignment grade acknowledge and agree that the final grade following a grade appeal might be (1) the same grade as prior to the appeal (2) a higher

grade or (3) a lower grade than that assigned by the instructor.

6. The decision of the Dean may be appealed to the Provost or his/her designee only if and when an assignment grade adversely impacts the course final grade. Otherwise the decision of the Dean on an assignment grade challenge is final.

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

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

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- c) The reason for the challenge and all relevant documentation and facts to allow the Provost (or designee) to make a decision concerning the challenge.
9. The burden of proof for all grade challenges/appeals rests with the student who must clearly demonstrate that the grade being challenged or denial of earlier challenges were the result of error or discrimination, or were otherwise arbitrary or capricious.
10. The Provost (or designee) shall respond to the student, in writing, within 10 days of receipt of the student's written appeal.
11. Students choosing to challenge a course grade acknowledge and agree that the final grade following a grade appeal might be (1) the same grade as prior to the appeal (2) a higher grade or (3) a lower grade than that assigned by the instructor.

Dropping a Course

Courses dropped after the drop period will receive a grade of "W". A grade of W does not affect a student's cumulative GPA, but counts as credit hours attempted toward both pace and maximum timeframe. Courses Dropped after the fourth week of an 8 week session or the second week of a 4 week session will be receive a grade of WF. The grade will count towards the CGPA and as credit hours attempted toward both pace and maximum timeframe.

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

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

1. Complete the Change in Registration form found on the website and send to Student Services Department via scan or fax
2. Complete the LOA request on the USU website.
3. Send an email requesting the LOA and stating the date they intend to leave the university, the session in which they intend to return and prove a reason for the LOA.

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 must speak with their College Dean prior to withdrawing from the university. All requests to withdraw should be submitted in writing. Students who do not provide the required written notification may be administratively withdrawn.

Student has two options to submit a Withdrawal:

1. Complete the Change in Registration form and send to the Student Services Department
2. Send an email to the Student Services Department notifying them of the intent to withdraw, stating the date they intend to leave the university, and providing a reason for the Withdrawal.

Administrative Withdrawal

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

- Failure to comply with the University's attendance policy;
- Failure of FUN101 a second time;
- Failure to maintain satisfactory academic progress;
- Failure to comply with the University's student conduct policy;
- Failure to meet financial obligations to the University;

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- Violation of any of the conditions as set forth and agreed upon in the Enrollment Agreement.

Satisfactory Academic Progress

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

1. Undergraduate students must maintain a minimum cumulative grade point average (CUMULATIVE GPA) of at least 2.0 (on a standard 4.0 scale) at the end of each semester.
2. Graduate students must maintain a minimum cumulative grade point average (Cumulative GPA) of at least 3.0 (on a standard 4.0 scale) at the end of each semester.
3. Progress at a satisfactory rate toward completion of their program. At the end of the evaluation period, the student must have successfully completed at least 66.67% of all coursework that the student has attempted in the program. A description of the calculation is given below.
4. Complete the program within a maximum timeframe of 150% of the published length of the program as calculated in credits attempted. For example: A student enrolled in a 120 semester credit program would have to complete the program in a maximum timeframe of 180 credits attempted (150% of 120).

Calculating the Cumulative Grade Point Average

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

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

The rate of progress toward completion of the program is calculated by dividing the cumulative number of credit hours the student has

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

Maximum Program Completion Timeframe

Students are expected to complete their program within the defined maximum program completion time, which may not exceed 150 % of the normal time frame. The University measures program length based on semester credit units; therefore, a student is not allowed to attempt more than 150% of the number of semester credit units in his/her degree program of study. In addition, if at any point a student cannot mathematically complete his/her program within the maximum timeframe, the student will be found to not be making satisfactory progress and will be dismissed. Students that have been dismissed because they must exceed the maximum timeframe in order to complete the program may appeal the dismissal. If the appeal is approved, the student must return on

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an academic plan with a specific new maximum timeframe completion rate. Failure to progress at a pace to complete at or prior to the specified date or with the required GPA will result in the student's dismissal with no right to appeal. The requirements for rate of progress are to ensure that students are progressing at a rate at which they will complete their programs within the maximum allowable time frame. For example, in a 60 semester unit program, a student may not attempt more 90 semester units (150 %) in order to successfully complete the program. All courses attempted and given a letter grade, including "D", "F", "I", "W", or WF will be included as credits attempted and successfully completed in assessing student progress against the maximum allowable time frame.

Academic and Financial Aid Warning

Students will be placed on academic and financial aid warning when their cumulative grade point average cumulative GPA falls below 2.0 for undergraduate programs and 3.0 for graduate programs, or they fail to complete at least 66.67% of all coursework taken in the program at the end of any semester in which coursework was taken. A student will be notified of warning status in writing. The financial aid warning period will last the duration of one semester, during which time the student will be given the opportunity to raise his or her cumulative GPA to a minimum of 2.0 and/or meet the 66.67% completion requirement. No further aid may be disbursed until the student successfully comes off of probation. If, at the end of the semester on warning, a student raises his or her cumulative GPA and rate of progress to or above the minimum standards for satisfactory academic progress, the student will then be removed from warning and returned to regular status. A determination of academic and financial aid warning status may not be appealed.

Academic Dismissal

If at the end of the semester on academic and financial aid warning the student fails to meet the

minimum cumulative GPA or rate of progress requirements, the student will be dismissed from the University, but may appeal the dismissal.

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

Academic Dismissal Appeal Policy

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

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

1. Details and description of the decision or situation being appealed
2. Reason or basis for appeal (explain the type of circumstances that contributed to the failure to maintain satisfactory academic progress)

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3. Documentation that supports the appeal (for example, documentation related to the extenuating event)
4. Requested remedy being sought

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

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

Reinstatement Process for Students with Approved Appeals

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

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

GPA and rate of completion criteria for each semester for the plan.

- e. The academic plan may also provide expectations related to participation, attendance, remediation, conduct, and other measures intended to lead to academic success.
- f. The College Dean shall be responsible for monitoring student progress for students on academic plans.
- g. Should a student allowed to continue on an academic plan fail to meet any condition of the academic plan, the student will be dismissed with no right to appeal.
- h. Students on academic plans that require the student to audit classes will not be eligible for financial aid on the basis of the audited courses. Financial aid eligibility is based on courses taken for credit. Enrollment status is based on course taken for credit. Students auditing all classes will be considered withdrawn.
- i. Students given an additional semester(s) to return to satisfactory academic progress, or who are allowed to continue under an academic plan are placed on probation for the designated period.

Academic and Financial Aid Probation

1. Students placed on academic and financial aid probation must
2. Achieve at least a session GPA of 2.0 undergraduate, 3.0 graduate
3. Successfully complete the credits attempted during the probationary period, and
4. Increase their cumulative GPA and rate (pace) of progress to the level required for satisfactory academic progress. During the academic and financial aid probationary period, the student will remain eligible for Federal Student Financial Aid. If by the end of any probationary period, a student raises his or her cumulative GPA and rate of progress to or above the minimum standards for

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satisfactory academic progress, the student will be removed from probation and returned to regular status, and be eligible for financial aid. However, if at the end of the probationary period the student fails to meet the minimum cumulative GPA or Academic Plan requirements, or rate of progress requirements, the student will be academically dismissed from the University.

Reinstatement Process for Students with No Appeal or Denied Appeals

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

Exceptions to Satisfactory Academic Progress

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

Satisfactory Academic Progress (SAP) Standards for Veterans

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

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

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

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

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

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

Transfers to a New Program

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

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

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

Residency Requirement

Students must complete a minimum of 30 credits in residency at the University to be eligible for a Bachelor's degree. Students who completed

courses while enrolled as non-degree seeking may petition to transfer these credits into a degree program. Students in this case must meet all admission requirements. These credits will count as residency credits.

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

Graduation Requirements

Undergraduate Degree

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

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

Graduate Degree

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

- Minimum cumulative GPA of 3.00
- Complete a minimum 75% of credits of residency at US University

Recognition of Academic Honors

Undergraduate Students

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

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

Graduate Students

Graduate students do not receive honors based on grade-point average; however, each college selects an outstanding student to honor at commencement.

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Tuition and Fees

Tuition Effective December 1, 2012 United States University Board of Trustees reserves the right to modify tuition and fees at any time. Students will be notified at least 30 days in advance.

Program	1 Credit	3 Credit	Academic Year(A/Y) Cost*
Undergraduate	\$395	\$1,185	\$9,480
Credential	\$425	\$1,275	\$10,200
Graduate	\$475	\$1,425	\$11,400
ELM/ABSN	\$650	\$1,950	\$15,600
MSN-FNP	\$750	\$2,250	\$18,000
Active Military	\$250	\$750	\$6,000

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

The schedule of total charges for a period of attendance and the estimated schedule of total charges for the entire educational program are below:

Program	Tuition¹	Fees²	STRF Fee³	Books⁴	Total
Bachelor of Science in Health Science	\$47,400	\$3,460.00	\$25.50	\$2,000	\$52,885.50
Bachelor of Arts in Management	\$47,400	\$3,160	\$11	\$2000	\$52,571.00
Bachelor of Arts in Nursing, RN to BSN	\$20,145	\$1,435	\$15	\$2,000	\$23,595.00
Accelerated Bachelor of Arts in Nursing (Pre-licensure)	\$26,650	\$2,910	\$15	\$3,400	\$32,975.00
Entry Level Master's Degree in Nursing(Pre-licensure)	\$26,650	\$2,910	\$9	\$3,400	\$32,969.00
Master of Science in Health Science	\$17,100	\$1,060	\$9	\$2,400	\$20,569.00
Master of Arts in Education	\$17,100	\$1,060	\$9	\$2,400	\$20,569.00
Master of Business Administration (MBA)	\$17,100	\$1,060	\$9	\$2,400	\$20,569.00
Master of Science in Nursing (Admin & Education)	\$17,100	\$1,060	\$19.50	\$3,600	\$21,779.50
Master of Science in Nursing (Family Nurse Practitioner)	\$36,750.00	\$2,110	\$11	\$4,800	\$43,671.00
Teacher Credential	\$17,850	\$3,710	\$14.50	\$1,400.00	\$22,974.50
Teacher Credential with Bilingual Authorization	\$24,225	\$4,360	\$25.50	\$1,700.00	\$30,310.50

1. The schedule of total charges for a period of attendance and the estimated schedule of total charges for the entire educational program are listed above. The total charges assume no transfer credits. The total

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charges do not include program prerequisite courses. Total program cost does not include transportation costs to and from clinical sites. This cost is the student's responsibility.

2. Fees include the non-refundable application fee, technology fee per course, graduation fee and program specific fees (See fee schedule). The total fees assume no transfer credits.
3. You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you: 1) You are a student, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition either by cash, guaranteed student loans, or personal loans, and 2) Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party. Payments made to STRF are nonrefundable. You are not eligible for protection from the STRF and you are not required to pay the STRF assessment fee, if either of the following applies: 1) You are not a California resident, or are not enrolled in a residency program, or 2) Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party.

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency program attending certain schools regulated by the Bureau for Private Postsecondary Education (BPPE). You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid the STRF assessment, and suffered an economic loss as a result of any of the following: 1) The school closed before the course of instruction was completed; 2) The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school; 3) The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other cost; 4) There was a material failure to comply with the Act or BPPE within 30 days before the school closed or, if the material failure began earlier than 30 days prior to closure, the period determined by the BPPE; 5) An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.

4. Books charges are estimated. It is the student's responsibility to purchase their own books. USU has an online bookstore available to students to purchase books or the student can find books on their own.

Fees Effective January 1, 2014

Type of Fee	Amount	Frequency
Application Fee	\$60	Per Program (Non-Refundable)
Audit	\$100	Per Credit
Challenge Exam	\$100	Each Occurrence
Clinical Lab (ELM & FNP)	\$400	One-Time
Degree Audit/Graduation Check	\$100	Each Occurrence

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Immunization Tracker (ELM & FNP)	\$50	One-Time
Kaplan Review & NCSB Exam (ELM)	\$550	Each Occurrence
Lab Kit (ELM)	\$200	Each Occurrence
Late Payment Fee	\$25	Each Occurrence
Placement Exam (Accuplacer)	\$20	Per Exam
Replacement Diploma	\$20	Each Occurrence
Replacement Student ID Card	\$10	Each Occurrence
Returned Check	\$30	Each Occurrence
Student Services (FNP Program)	\$300	One-Time
Technology Fee	\$75	Per Course
TPA (Teacher Performance Assessment)	\$100	Each Occurrence
Transcript Fee	\$5	Each Occurrence

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Financial Policies

Payment

Tuition 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 Office or other financial arrangements have been made with US University. Students are responsible for any financial obligation incurred while attending US University regardless of any anticipated financial aid.

Payment Plans

If the student is unable to pay for the full tuition amount at the beginning of the semester, the student will have an opportunity to pay the tuition balance in limited installments. The student will be required to pay all installments on time with the understanding that this is before or on the due dates established.

Late Payment Policy

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

Returned Checks

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

Payments and Release of Records

According to US University policies, all records and services (i.e., degrees and transcripts) are withheld from students who have outstanding financial obligations to the University. If students have made partial payment of their tuition obligation, the University may only withhold that portion of the grades that corresponds on a pro rata basis to the amount of tuition or loan

obligation the student has not paid. If the course of study consists of only one course, the institution may withhold the grade or transcript until the tuition or loan obligation is paid in full.

Cancellation Policy

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

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

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

University Refund Policy

The University expects students to register for classes with the understanding that they will remain in the course for the entire session. However, a student has the right to withdraw from the University at any time. If a student withdraws from the course of instruction, the University will remit a refund (if applicable) less any non-refundable fees, within 30 days following withdrawal in accordance with the University's refund schedule.

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Tuition Refund schedule 8 Week Sessions

Before Week 1.....100% tuition refund
During Week 1..... 100% tuition refund
During Week 2.....75% tuition refund
After Week 2..... No refund

Tuition Refund schedule 4 Week Sessions

Before Week 1.....100% tuition refund
During Week 1..... 100% tuition refund
After Week 1..... No refund

Fee Refund schedule:

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

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

Cancelled Course

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

Financial Services

The Financial Aid office provides assistance in applying for loans, grants, and scholarships. Aid is intended to help students who, because of limited resources, would otherwise be unable to attend college, or who, with the aid, are able to take additional courses and graduate at an earlier date. The philosophy underlying administration of federally funded financial aid places primary responsibility for meeting educational costs on

students and their families. As a result, most financial aid is available only to help fill the gap between students' or families' expected contribution and a student's educational expenses.

Students considering applying for financial aid are urged to contact the financial aid office as eligibility for financial aid programs is very individualized. Several booklets containing detailed information about eligibility, procedures, and the financial aid programs available at the University are available from the Financial Aid office. Enrollment must be in an eligible program. In addition, no prior student loans may be in default status.

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

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

Eligibility

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

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

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How Financial Aid is Determined

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

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

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

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

Federal Financial Aid Programs

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

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

Federal Pell Grant

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

Federal Supplemental Educational Opportunity Grant (FSEOG)

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

Federal Work-Study Grant (FWS)

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

William D. Ford Federal Direct Loan Program

Under the Federal Direct Loan (FDL) program the University originates the Direct Loan. The loan is then sent to the U.S. Department of Education’s Common Origination and Disbursement Center (COD) and disbursed to the University (less origination fees) electronically through the Grant Administration and Payment System (G5); the origination fees vary based on award year. The loans are serviced by the Direct Loan Servicing System. All information will be

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disclosed during the financial aid application process.

Subsidized Direct Loan

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

Unsubsidized Direct Loan

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

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

Application Process

Obtaining a PIN

You'll need a **Federal Student Aid PIN**, a personal identification number that allows you to sign your FAFSA electronically. Your PIN also

can be used to sign loan contracts and to access certain information online. You can get your PIN as you fill out the FAFSA, but you also have the option to get it ahead of time. Go to www.pin.ed.gov and provide a few pieces of information such as your name, date of birth, Social Security number, and address.

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

Completing the FAFSA

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

Entrance Counseling

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

Master Promissory Note

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

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

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

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- You must repay your loan even if you didn't like the education you received.

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

To complete an electronic MPN:

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

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

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

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

Verification

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

If a student's application is selected for verification, the student will not be eligible for federal aid until this process is completed. Therefore, it is important that students submit all required documents completed in full with appropriate signatures within 14 days of the date they are notified that they have been selected.

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

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

Other supporting documents that may be requested:

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

To avoid unnecessary delays, please submit all required documents promptly. Also, be sure you have filled out the Verification Worksheet completely, and that all documents are signed by

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the appropriate parties. Documents with blanks and missing signatures will be returned.

Application Forms and Deadlines

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

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

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

Scholarships

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

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

Return of Title IV Funds

General Policy:

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

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

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

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

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

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

Determination of the Withdrawal Date

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

Date of Determination

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

- The date the student officially notifies the school that they are withdrawing from all credit courses, which may be different than their last date of attendance.
 - The student may provide intent to withdraw for a future date. The date of determination used will be the intended date provided by the student.
- The institutions date of determination for students that unofficially withdraw is the date of the 14th day following the students last date of academic attendance as determined by the attendance records.

Time-Frame in which the R2T4 is calculated

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

Scheduled Breaks

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

R2T4 calculation

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. *Days=calendar days for purposed of this formula, and therefore include weekends and holidays. Only scheduled breaks of 5 days or more and approved leave of absences are excluded.

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

Total Aid to be Disbursed or Returned

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

Post-withdrawal disbursements

The University will disburse available grant funds before available loan funds. No authorization is required to pay for current charges for tuition and

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fees with a Post-withdrawal disbursement. The University must obtain confirmation from the student or the parent (for a PLUS loan) before making a post withdrawal disbursement of any loan funds. Notification will be sent to the Student no later than 30 calendar days after the Date of Determination to include:

- The borrower's repayment options
- A request for permission to credit loan funds to a student's account to cover unpaid institution charges;
- Obtain permission to make a post withdrawal disbursement of grant or loan funds for charges other than institutional charges if applicable; and
- Obtain permission to make a Post-withdrawal disbursement of loan funds directly to a student if applicable.
- Notification will have a deadline of 14 days for the Student and Parent to respond.
- The University will credit the students account with any Post Withdrawal Disbursement no later than 180 day from the date of determination.

Order of Return of Title IV Funds at United States University

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

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

Timeframe for the Return of Title IV Funds

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

possible but no later than 45 days after the date it determines the student withdrew.

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

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

Veterans Benefits

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

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

Additional Eligibility Requirements: Only individuals entitled to the maximum benefit rate (based on service requirements) may receive this

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funding. Therefore, a student may be eligible if he or she:

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

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

Reimbursement to Veterans and Eligible Persons

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

Payment Rates

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

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Student Conduct

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

Student Discipline

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

Student Ethical Behavior

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

Academic Integrity

Academic honesty, integrity, and ethics are required of all members of the University. Students are expected to conduct themselves in a manner reflecting the ideals, values, and educational aims of the University at all times.

Academic integrity and honorable behavior are essential parts of the professionalism that will be required well beyond graduation from the University.

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

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

- Cheating
 - Using unauthorized materials such as books, notes, cell phones, PDA accessories, or “cheat” sheets to answer examination questions.
 - Taking advantage of information considered unauthorized by an instructor regarding examination questions.
 - Copying another student's homework, written assignments, examination answers, electronic media, or other data.
 - Assisting or allowing someone else to cheat.
 - Failure to report cheating to an academic official of the University.
- Plagiarism
 - Representing the ideas, expressions, or materials of another without references providing credit.

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- Paraphrasing or condensing ideas from another person's work without proper citation.
- Failing to document direct quotations and paraphrases with proper citation.
 - Students can check their work for improper citation or potential plagiarism by comparing it against continuously updated databases using the "Turnitin" database. The program also assists students with proper citation methods to help safeguard students' academic integrity.
- Other forms of academic dishonesty
 - Fraud, deception, and the alteration of grades, attendance, or official records.
 - Changing examination solutions after the fact, inventing, changing or falsifying laboratory data or research.
 - Purchasing and submitting written assignments, homework, or examinations.
 - Reproducing or duplicating images, designs, or Web pages without giving credit to the developer, artist, or designer.
 - Submitting work created for another module or course without instructor approval.
 - Misrepresenting oneself or one's circumstance to gain an unfair advantage.
 - Collaborating with another person(s) without instructor approval.
 - Selling or providing term papers, course work, or assignments to other students.

Dress Code

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

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

Drug and Alcohol Policies/Drug Free Campus

United States University complies with the Drug Free Workplace Act of 1990 and the Higher

Education Act Section 120a, 34 CFR 668.46(b) (4) (ii) and 34 CFR 668.46 (b) (8). The University policy regarding the possession, use, and/or sale of alcoholic beverages or illicit drugs on campus is governed by state and municipal law.

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

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

Sexual Harassment

United States University maintains a strict policy that prohibits sexual harassment, which includes harassment based on gender, sexual orientation, pregnancy, childbirth, or related medical condition. This policy applies regardless of the gender or sexual orientation of the complainant or the alleged harasser. It is University policy that all persons should enjoy freedom from unlawful discrimination of any kind, as well as from sexual harassment, or retaliation for reporting a

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complaint. This policy prohibits unlawful discrimination or harassment between members of the University community, which includes interaction between students, between students and University employees or its third parties. Individuals who engage in prohibited conduct will be subject to disciplinary action.

Verbal, Written, and E-mail Communication

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

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

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

Violations of Student Code of Conduct

The following procedures have been approved by the Board of Trustees. Any student on campus may be placed on probation, suspended, expelled,

or given a lesser sanction for one or more of the following:

- Cheating or plagiarism in connection with any academic program
- Forgery, alteration or misuse of campus documents, records, or identification or knowingly furnishing false information
- Misrepresentation of oneself or of an organization to be an agent of the University
- Obstruction or disruption, on or off campus property, of the educational process, administrative process or other function
- Physical abuse of the University, family members, or the threat of physical abuse
- Theft of, or non-accidental damage to, University property, or property in the possession of, or owned by, members of the University
- Unauthorized entry into, unauthorized use of, or misuse of University property
- On University property, the sale of dangerous drugs, restricted dangerous drugs, or narcotics as those terms are used in California statutes, 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

General Information

- 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 College community share the responsibility and authority to challenge and make known acts of apparent academic dishonesty. Students, faculty, and staff are all responsible for understanding and upholding the University's policy.

Disciplinary Hearing

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

Dismissal for Conduct

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

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

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

Policy on Exception to University Policy

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

General Information

using as a basis one of the following reasons/criteria:

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

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

General Education

Undergraduate Studies-General Education

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

Students are required to complete 57 credits of General Education coursework. Students can meet these goals by completing courses at a California community college, and/or by completing the general education at US University, which includes the following areas of study. The same course cannot be used to meet both general education and major program requirements. Credits per area are program specific.

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

- **Communication:** Knowledge and understanding of the form, content, context and effectiveness of communication. Fundamental courses in composition prepare students to use the principles of expository writing to prepare and deliver presentations.
- **Critical Thinking:** Logic and its relation to language; elementary inductive and deductive process, understanding of formal and informal fallacies of language and thought; and the ability to distinguish matters of fact from issues of judgment or opinion.
- **Mathematics:** Explain and apply basic mathematical concepts and will be able to solve problems through quantitative reasoning.
- **Science:** Knowledge of scientific theories, concepts and data about living and non-living systems.
- Understanding and appreciation of scientific principles and scientific method, potential limits of scientific endeavors and the value systems and ethics associated with human inquiry.
- **Arts and Humanities:** Refinement of affective, cognitive and physical faculties through studying the great works of human imagination. Better understanding of the interrelationship between self and the creative arts.
- **Social Sciences:** Understanding of problems and issues from the respective disciplinary perspectives and will examine issues in historical and contemporary settings in various cultural contexts.
- **Cultural Studies:** World civilizations and cultures, the influence of indigenous people, as well as cultures of other nations. Courses focus on the contributions and perspectives of different ethnic cultures and women in society and history. The overall design develops respect and appreciation of other cultures.
- **History:** Historical events and development of the constitution and democratic form of government. Analysis of American institutions and how these apply to everyday life and are affected by global communities.
- **Information Literacy:** Recognition of needed information and ability to locate, evaluate and use it effectively. The authenticity, effectively, validity and reliability of information is given importance.
- **International and Language Studies:** Understanding of languages utilized globally enhancing cultural and linguistic awareness.

Program Learning Outcomes

1. Write and speak fluently and expressively

General Education

2. Identify, analyze, and evaluate arguments as they occur in one's own and others' writing
3. Analyze and interpret data in a scientific or social context
4. Demonstrate a comprehension of one's individual cultural identity in relationship to other cultures and lifestyles
5. Analyze situations based on moral and ethical principles
6. Assess, access and use information responsibly
7. Collaborate with others in diverse group settings
8. Demonstrate knowledge of basic goals, facts, and approaches of a range of disciplines, including physical sciences, mathematics, social sciences, history and the arts and humanities

General Education

US University General Education Courses

	Course		Credits
	Number	Course Name	
Fundamentals	FUN101	Fundamentals of University Success	3
Communication	COM104	Speech	3
	ENG 127	Preparatory College Reading and Composition	4
	ENG130	Composition & Reading	3
Critical Thinking	BHS 362	Research Methods and Statistics	3
	CAEL100	Prior Learning Experience	3
	COM204	Argumentation	3
	PHI101	Introduction to Philosophy	3
	PHI342	Critical Thinking	3
	PHI380	Ethics in Healthcare	3
Mathematics	MAT91	Basic Math/Pre-Algebra	3
	MAT92	Elementary Algebra	4
	MAT103	Plane Geometry	3
	MAT104	Intermediate Algebra	4
	MAT105	College Algebra	3
	MAT 210	Trigonometry	3
	MAT 240	College Algebra	4
	MAT 241	Probability and Statistics	3
	MAT 241 A	Introduction to Statistics	4
	MAT 242	Precalculus	4
	MAT 245	Business Calculus	4
	MAT 248	Calculus I	4
	MAT 249	Calculus II	4
	MAT 250	Calculus III	4
	MAT 340	Discrete Structures	4
	MAT341	Linear Algebra	4
	MAT 343	Number Theory	4
	MAT 346	Abstract Algebra	4
	MAT 348	Real Analysis	4
Sciences	AST101	Astronomy	3
	AST101L	Astronomy Lab	1
	BHE 315 A	Environmental Biology	3
	BIO150	General Biology	3
	BIO150AL	General Biology Lab	1
	BIO251	Microbiology	3
	BIO251L	Microbiology Lab	1
	BIO252	Human Physiology	3
	BIO252L	Human Physiology Lab	1
	BIO261	Anatomy	3
	BIO261L	Anatomy Lab	1
	CHM102	Principles of Chemistry	3
	CHM102L	Principles of Chemistry Lab	1
	CHM331	Organic Chemistry I	3
	CHM331L	Organic Chemistry I Lab	1
	CHM332	Organic Chemistry II	3
	CHM332L	Organic Chemistry II Lab	1
	GEO101	Physical Geography	3

General Education

	SCI220	Survey of Physical Science	3
Arts & Humanities	ART137	Art Appreciation	3
	PHI105	Introduction to Ethics	3
Social Sciences	ANT101	Introduction to Anthropology	3
	ECN101	Principles of Economics	3
	BHS360	Healthcare Administration	3
	PSY101	Introduction to Psychology	3
	SOC101	Introduction to Sociology	3
	SOC305	A Critical Perspective on Society	3
Cultural Studies	ANT450	Culture and Health	3
	COM105	Intercultural Communication	3
History	HIS120	U.S. History I	3
	HIS122	U.S. History II	3
Information/Computer	CIS120	Computer Literacy	3
Literacy	CIS201	Foundations of Information Literacy	3
International Studies	POS120	International Relations	3

College of Arts and Sciences

College of Arts and Sciences

- **Bachelor of Science in Health Sciences (BSHS)**
 - Health Education Concentration
 - Health Services Administration Concentration
 - Gerontology Concentration
- **Master of Science in Health Sciences (MSHS)**
 - Health Education Specialization
 - Health Administration Specialization

The Following Programs in the College of Arts and Sciences are on Hiatus.

No new students are currently being admitted to these programs at this time. Program information on these programs can be found in the 2011/2012 Catalog available online at the unitedstatesuniversity.edu

- Bachelor of Arts in General Studies (BGS)
 - General
 - Degree Completion Track
 - Degree Completion Track – PASANTE
- Bachelor of Arts in Liberal Studies (LBS)
 - History Concentration
 - Spanish Concentration
 - English Concentration
- Bachelor of Arts in Liberal Studies Multiple Subject Credential Track
 - History Concentration
 - Spanish Concentration
- Bachelor of Arts in Liberal Studies Single Subject Credential Track
 - English Concentration
 - Math Concentration
- Bachelor of Arts in Spanish
- Bachelor of Arts in Spanish Single Subject Credential Track
- Bachelor of Science in Sciences (BSc)

College of Arts and Sciences

Bachelor of Science in Health Sciences

120 Credits / 10 Semesters /40 Months

Delivery Mode: On-Ground, Online

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

- Students may transfer in up to 90 credits.

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

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

Health Education Concentration

Health Services Administration Concentration

Gerontology Concentration

Health educators are employed under a range of job titles such as patient educators, health education teachers, trainers, community organizers and health program managers. Community health educators use specific methods, skills and program strategies to help people change to more healthful lifestyles, make more efficient use of health services, adopt self-care practices wherever possible, and participate actively as a member of the multidisciplinary team in the design and implementation of programs that affect health.

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

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

The Health Sciences degree program with a concentration in Gerontology is designed for students seeking to work with older people in a wide variety of settings, including long-term care and retirement facilities, senior centers, government offices on aging at all levels, home Healthcare agencies, adult day care programs, adult protective service agencies, and others.

College of Arts and Sciences

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

Program Learning Outcomes

1. Employ effective written and oral communication appropriate for its intended audience
2. Interpret mathematical information and concepts in verbal, numeric, graphical and symbolic form
3. Develop and justify solutions through critical evaluation and analysis
4. Identify information needs, locate and access relevant information and critically evaluate a diverse array of sources
5. Evaluate ethical issues and propose effective approaches to their resolution
6. Work effectively and appropriately interact in a variety of cultural contexts
7. Participate effectively in team problem-solving and decision-making situations in health sciences.
8. Exhibit appropriate level of subject matter knowledge for the academic discipline

Program Specific Admission Requirements

- None

Degree Requirements

- | | |
|---------------------------------|-------------|
| • General Education Requirement | 57 credits* |
| • Core Requirements | 51 credits |
| • Concentration Requirement | 12 credits |

* Students may transfer in 54 general education credits. These credits must include a minimum of 6 credits in college level communication, 3 credits in critical thinking, 3 credits in college level math, 12 credits in sciences, 3 credits in arts and humanities and 3 credits in social sciences. All students are required to take FUN101 as their first course in the program. If a student fails the FUN101 course they must repeat the course in the following session. Students may only repeat FUN101 one time.

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

College of Arts and Sciences

General Education Requirements

Area	Course Number	Course Name	Credits
Fundamentals	FUN101	Fundamentals of University Success	3
Communication	COM104	Speech	3
	ENG130	Composition & Reading	3
Critical Thinking	COM204	Argumentation	3
Mathematics	MAT105	College Algebra	3
	BIO150	General Biology	3
	BIO150L	General Biology Lab	1
Sciences	CHM102	Principles of Chemistry	3
	CHM102L	Principles of Chemistry Lab	1
	AST101	Astronomy	3
	AST101L	Astronomy Lab	1
Arts & Humanities	ART137	Art Appreciation	3
	PHI105	Introduction to Ethics	3
Social Sciences	PSY101	Introduction to Psychology	3
	SOC101	Introduction to Sociology	3
Cultural Studies	COM105	Intercultural Communication	3
History	HIS120	U.S. History I	3
	HIS122	U.S. History II	3
Information/Computer Literacy	CIS120	Computer Literacy	3
	CIS201	Foundations of Information Literacy	3
International Studies	POS120	International Relations	3
Total			57

College of Arts and Sciences

Core Requirements

BHA 401	Strategic Management in Healthcare	3
BHE 302	Health Promotions and Lifestyle Modification	3
BHE 305	Human Nutrition	3
BHE 308	Cultural Competence in Healthcare	3
BHE 313	Gerontology	3
BHE 315	Environmental Health and Safety	3
BHE 400	Healthcare Delivery System	3
BHE 404	Principles of Epidemiology	3
BHE 499	Capstone*	3
BIO 251	Microbiology	3
BIO 251L	Microbiology Lab	1
BIO 252	Human Physiology	3
BIO 252L	Human Physiology Lab	1
BIO 261	Anatomy	3
BIO 261L	Anatomy Lab	1
HED 310	Health Informatics	3
HES 256	Health and Society	3
MAT 241	Intro to Probability and Statistics	3
PHI 380	Ethics in Healthcare	3
Total		51

* =non-transferable must be taken in last semester

Concentration -Health Education

BHE 300	Introduction to Health Education	3
BHE 304	Principles of Educating and Teaching Individuals and Communities	3
BHE 306	Developing and Working in Teams	3
BHE 406	Development and Evaluation of Health Programs	3
Total		12

Concentration -Health Services Administration

BHA 405	Quality Management in Healthcare	3
BHA 404	Human Resources in Healthcare Administration	3
BHA 406	Financial Management in Healthcare	3
BHA 408	Healthcare Marketing	3
Total		12

Concentration -Gerontology

GER 402	Aging Programs and Services	3
GER 404	Elder Law	3
GER 408	Studies on Aging	3
LTC 406	End of Life Ethics	3
Total		12

College of Arts and Sciences

Master of Science in Health Sciences

36 Semester Credits / 3 Semesters / 12 Months

- **Delivery Mode: On-Ground**
- **Students may transfer in up to 20% of credits**

Specializations

- Health Care Administration
- Health Education

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

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

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

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

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

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

College of Arts and Sciences

Program Learning Outcomes

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

Program Specific Admission Requirements

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

- Prerequisite Requirements* 6 credits

Degree Requirements

- Core Requirements 24 credits
- Specialization Requirements 12 credits

Prerequisites

BHE 400	Healthcare Delivery System	3
BHE 308	Cultural Competence in Healthcare	3
Total		6

Core Requirements

MHS 500	Health Through the Life Span	3
MHS 502	Health Promotions, Program Planning, Design and Evaluation	3
MHS 504	Cultural and Cross-Cultural Perspectives in Health	3
MHS 506	Health Behavior and Change	3
MHS 508	Research in Health Education	3
MHS 510	Mental Health and Society	3
MHS 512	Health Education Program Administration	3
MHS 599	Capstone Integrative Project	3
Total		24

College of Arts and Sciences

Specialization – Health Care Administration

MHS 513	Health Policy Analysis	3
MHS 514	Strategic Management of Healthcare Organizations	3
MHS 515	Information Systems in Healthcare	3
MHS 517	Healthcare Financial Management	3
Total		12

Specialization –Health Education

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

* =non-transferable must be taken in last semester

Courses are offered in a prescribed sequence. All Core courses must be completed before Specialization courses may be pursued.

College of Business and Management

College of Business and Management

- **Bachelor of Arts in Management (BAM) with concentrations in the following areas:**
 - General Management
 - Entrepreneurship Concentration
 - Human Resources Concentration
 - Marketing Concentration
- **Masters of Business Administration (MBA)**
 - General Track

College of Business and Management

Bachelor of Arts in Management

120 Credits / 10 Semesters / 40 Months

Delivery Mode: On-Ground, Online

A student who transfers in previous credits can significantly shorten the length of time to complete the program.

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

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

The program takes a scholar-practitioner approach to business education—providing students with the opportunity to both learn and apply business concepts. Through its online courses, students have the flexibility to continue working, and “attend” a course anytime, and anywhere it is convenient for them. Course materials are available 24/7, and since class participation is required, students have the opportunity to interact with and learn from faculty and one another.

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

- General Management
- Entrepreneurship
- Human Resources
- Marketing

Program Learning Outcomes

1. Accurately and effectively communicate business concepts in written and oral presentations.
2. Utilize quantitative and qualitative research findings to support management decisions.
3. Demonstrate ability to utilize multiple sources of information in addressing business challenges.
4. Utilize critical and analytical skills to synthesize information and create innovative solutions.
5. Describe the ethical obligations of profit and non-profit businesses.
6. Explain how diversity of opinion and perspective impact team processes and outcomes.
7. Demonstrate knowledge of theory and practices of different organizational structures and how they support organizational goals and responsibilities

Program Specific Admission Requirements

- None

College of Business and Management

Degree Requirements

- General Education 57 credits*
- Core Requirements 48 credits
- Concentration Requirements 15 credits

*Students may transfer in up to 54 General Education Credits. To Satisfy the Programs General Education requirements, students must have a minimum of 6 credits in college level communication, 6 credits in critical thinking, 3 credits in college level math, 3 credits in sciences, 3 credits in arts and humanities and 3 credits in social sciences. All students are required to take FUN 101 as their first course in the program. If a student fails the FUN101 course they must repeat the course in the following session. Students may only repeat FUN101 one time.

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

General Education Requirements

Area	Course Number	Course Name	Credits
Fundamentals	FUN101	Fundamentals of University Success	3
Communication	COM104	Speech	3
	ENG130	Composition & Reading	3
Critical Thinking	COM204	Argumentation	3
	PHI101	Introduction to Philosophy	3
Mathematics	MAT105	College Algebra	3
Sciences	GEO101	Physical Geography	3
	SCI220	Survey of Physical Science	3
Arts & Humanities	ART137	Art Appreciation	3
	PHI105	Introduction to Ethics	3
	ECN101	Principles of Economics	3
Social Sciences	PSY101	Introduction to Psychology	3
	SOC101	Introduction to Sociology	3
Cultural Sciences	COM105	Intercultural Communication	3
History	HIS120	U.S. History I	3
	HIS122	U.S. History II	3
Information/Computer	CIS120	Computer Literacy	3
Literacy	CIS201	Foundations of Information Literacy	3
International Studies	POS120	International Relations	3
Total			57

College of Business and Management

Core Requirements

ACT 321	Accounting (Formally MGT 331)	3
BUS 310	Introduction to Business (Formally MGT 340)	3
BUS 312	Business Math (Formally MGT 347)	3
BUS 316	Data Analysis and Communication Tools (Formally MGT 346)	3
BUS 330	Introduction to Business Information System (Formally MGT 304)	3
BUS 331	Business Ethics (Formally MGT302)	3
BUS 332	Business Law (Formally MGT 318)	3
FIN 335	Introduction to Finance (Formerly MGT 312)	3
HRM 321	Human Resources Management (Formerly MGT306)	3
MGT 321	Organizational Behavior and Management (Formerly MGT 310)	3
MGT 330	International Management (Formerly MGT 314)	3
MGT 332	Project Management Essentials (Formerly MGT 307)	3
MGT 333	Leading Organizations (Formerly MGT 320)	3
MGT 334	Organizational Communication (Formerly MGT 345)	3
MKT 321	Principles of Marketing (Formerly MGT 308)	3
MGT 499	Capstone*	3
Total		48

* =non-transferable must be taken in last semester

Concentration – General Management

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

Concentration – Entrepreneurship

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

College of Business and Management

Concentration –Human Resources

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

Concentration – Marketing

BUS 440	Data Analysis & Decision-Making for Managers (Formally MGT 301)	3
MKT 441	Customer Service Management (Formerly MGT 323)	3
MKT 442	Marketing Communications and Advertising (Formerly MGT 341)	3
MKT 443	Marketing Analysis and Research (Formerly MGT 342)	3
MKT 444	Strategic Internet Marketing (Formerly MGT 343)	3
Total		15

College of Business and Management

Master of Business Administration

36 Semester Credits / 3 Semesters / 12 Months

With Specialization- 48 Credits/4 Semesters/16 Months

- Delivery Mode: On-Ground, Online

Students may transfer in up to 20% of credits

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

This program provides working adults the opportunity to learn without interrupting their careers, having to relocate or commute to classes. Online MBA courses give students flexibility to “attend” a course anytime and anywhere it is convenient for them. Course materials are available 24/7, and since class participation is required, students have the opportunity to interact with and learn from faculty and one another. The MBA program offers a flexible course of study designed to maximize the number of transfer credits that will be counted toward the degree, resulting in a shorter time to completion.

Students who have not completed an undergraduate degree in business must complete MGT 301- Data Analysis & Decision- Making for Managers. Students in the Master of Business Administration program are required to complete 12 core courses, including the final Capstone course.

Program Learning Outcomes

1. Accurately and effectively communicate business concepts in written and oral presentations.
2. Demonstrate ability to understand and utilize financial and other quantitative data to support business decisions.
3. Demonstrate ability to access, interpret, and evaluate academic and professional sources of business-related data and information.
4. Utilize critical and analytical skills to synthesize information and create innovative solutions to business challenges.
5. Describe the ethical obligations of profit and non-profit businesses and demonstrate understanding of how to resolve ethical dilemmas in specific business situations.
6. Exhibit awareness of how multiple perspectives and cultural differences influence team dynamics and an understanding of how to leverage these differences in pursuit of optimal team decision-making and performance.
7. Ability to utilize knowledge of business theory and practice to generate multiple strategies to achieve both short-term and long-term business objectives.

*Students who have not completed an undergraduate degree in business must complete MGT 301.

- Prerequisites 3 Credits

Degree Requirements

- Core Requirements 36 credits

College of Business and Management

Prerequisites

BUS 440	Data Analysis and Decision Making for Managers (Formerly MGT 301)	3
Total		3

Core Requirements

ACT 514	Managerial Accounting (Formerly MGT 514)	3
BUS 500	Information Systems and Operations Management (Formerly MGT 500)	3
BUS 502	Business Legal & Ethical Issues (Formerly MGT 502)	3
BUS 544	Managerial Economics (Formerly MGT 544)	3
FIN 510	Financial Management (Formerly MGT 510)	3
MGT 503	Organizational Behavior (Formerly MGT 508)	3
MGT 504	HR Leadership	3
MGT 507	Managing Organizational Change & Innovation	3
MGT 512	Cross-Cultural Management	3
MGT 516	Strategic Management & Analysis	3
MKT 506	Marketing Strategy (Formerly MGT 506)	3
MGT 599	Capstone*	3
Total		36

Courses are scheduled in a prescribed sequence.

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

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College of Education

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.

The USU College of Education offers a Teacher Credentialing Program and a Master of Arts in Education

- **Teacher Credentialing Program**
 - 2042 Single Subject Preliminary Credential
 - 2042 Multiple Subject Preliminary Credential
 - Bilingual Authorization (Spanish/English)
- **Master of Arts in Education (MAED)**
 - Special Education Specialization
 - Early Childhood Education Specialization
 - Administration and Leadership Specialization
 - Higher Education Specialization

College of Education

Teacher Credentialing Program

42 Credits/ 4 Semesters/16 Months

*** Bilingual Authorization 9 Credits/1 additional Semester/4 additional months**

Students may transfer in up to 20% from accredited institutions

The Teacher Credentialing Program at USU is the key step toward a career as a K-6 or 7-12 teacher. Students interested in teaching at the K-6 level in the State of California, must have completed a Bachelor's degree in Education with an Elementary Teaching Track this prepares them to apply to the Multiple Subject Teacher Credentialing Program. Students interested in teaching at the 7-12 school level, must have completed a Bachelor's degree in areas such as math, art, science, geography, music, history and then apply to the Single Subject Teacher Credentialing Program.

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

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

Program Learning Outcomes:

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

- TPE 1: Specific pedagogical skills for subject matter instruction
- TPE 2: Monitoring student learning during instruction
- TPE 3: Interpretation and use of assessments
- TPE 4: Making content accessible
- TPE 5: Student engagement
- TPE 6: Developmentally appropriate teaching practices
- TPE 7: Teaching English learners
- TPE 8: Learning about students
- TPE 9: Instructional planning
- TPE 10: Instructional time
- TPE 11: Social environment
- TPE 12: Professional, legal, and ethical obligations
- TPE 13: Professional growth

Program Specific Admissions Requirements

- Conferred Bachelor's degree
- Completed CBEST and CSET
- Purpose Statement, Letter of Recommendation and Interview with Program Director

College of Education

Student Teaching Requirements *must be provided prior to Clinical Practice coursework/student teaching

- Healthcare Clearance - official copy of the Tuberculin Skin test
- Certification in Cardiopulmonary Resuscitation CPR
- Fingerprint Clearance (Applicants without current fingerprint clearance must obtain clearance using the online direct application process through Live Scan)
- CPR Certification
- Observation Hours: (32 hours of fieldwork must be completed prior to Clinical Practice/Student Teaching, fulfilled by TED 520 and TES 541 in the Single Subject Credential concentration, and TED 520 and TEM535 in the Multiple Subject Teacher Credential concentration.

Program Completion Requirements

- Pass CalTPA tasks 1-4*
- Portfolio
- Exit interview
- A 'B' or better is required in all Teacher Credentialing courses. If a candidate receives below a B it will be considered a Fail 'F' and she/he will be prevented from continuing the program until the course is retaken.

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

The Teacher Education Assessment Fee of \$400 includes all CalTPA Tasks except a fee of \$50.00 for late submission per task and a rescoring fee of \$75.00 for each resubmitted task.

CalTPA Tasks 1 and 2 are completed during designated courses and must be passed prior to placement in the first Clinical Practice experience.

Teacher Credentialing and Licensure

Students are assisted in preparing their documents for submission of credential to CCTC. Scheduling information is available at the University for the Following Tests: California Basic Educational Skills Test (CBEST), California Subject Examination of Teachers (CSET), and the Reading Instruction Competence Assessment (RICA).

College of Education

Requirements Single Subject Credential

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

Core Requirements

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

Single Subject – Core Course Requirements

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

Clinical Practice Requirements

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

Bilingual Authorization – Optional Addition**

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

College of Education

Requirements Multiple Subject Credential

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

Core Requirements

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

Multiple Subject- Core Course –Requirements

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

Multiple Subject -Clinical Practice Requirements

TEM-561	Student Teaching Clinical Practice 1	3
TEM-562	Directed Student Teaching Seminar	3
TEM-563	Student Teaching Clinical Practice 2	3
TEM-564	Directed Student Teaching Seminar	3
Total		12

Bilingual Authorization – Optional Addition**

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

College of Education

Master of Arts in Education

36 Semester Credits / 3 Semesters / 12 Months

- **Delivery Mode: On-Ground, Online**

Students may transfer in up to 20% from accredited institutions

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

Specializations

- K-12 Administration and Leadership (for Credentialed Teachers with 3 – 5 years classroom experience)
- Special Education (for teachers with Special Education Credential)
- Early Childhood Education (Teaching Credential not needed)
- Higher Education Administration (Teaching Credential not needed)

Program Learning Outcomes

1. Write and present scholarly essays and on policy, programs and issues relating to education and education leadership
2. Apply quantitative and qualitative research to practical problems in education.
3. Effectively gather, analyze and integrate information to guide practice
4. Critically analyze the historical, social, economic, and political influences on education institutions and practices.
5. Identify and analyze social, legal and ethical issues that arise in education practices and institutions
6. Analyze research and theories exposing inequities in educational access, opportunities and practices; propose solutions to enhance rather than restrict opportunities
7. Collaborate in a community of practice
8. Develop a range of skills and knowledge that facilitate mastery in the area of education and include 21st century knowledge and skills

Program Specific Admission Requirements

- Have earned the equivalent of a US Bachelor's degree from an accredited institution. Submit official transcripts from the bachelor degree-awarding institution(s), and any post-bachelor degree institution including any master's degrees or credits. Programs with undergraduate prerequisites require official transcripts from the originating institution. (Foreign transcripts must be translated and evaluated by a University acceptable agency)
- Have a Cumulative Undergraduate GPA of 2.5 or higher.
- International students must have a minimum TOEFL score of 500 (paper-based)/173 (computer-based)/61 (online)

Program Requirement

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

College of Education

Degree Requirements

Core Requirements 24 Credits

Specialization Requirements 12 Credits

Core Requirements

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

Specialization in K-12 Administration and Leadership

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

Specialization in Early Childhood Education Requirements

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

Specialization in Higher Education Administration Requirements

MAE 591	Higher Education Administration and Leadership	3
MAE 593	Curriculum Development in Higher Education	3
MAE 595	Assessment of Student Learning in Higher Education	3
MAE 596	Human Resources in Higher Education	3
Total		12

Specialization in Special Education Requirements

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

College of Nursing

College of Nursing

- **LVN + 30 (For information please see College Dean)**
- **RN to BSN (Bachelor of Science in Nursing)**
 - Track 1: RN – BSN (Students with Associates Degree in Nursing)
 - Track 2: RN – BSN (Students with Bachelor's Degree in another field and an Associate's Degree in Nursing)
- **Entry Level Masters of Science in Nursing- Accelerated BSN Pre-Licensure Nursing Program ELM/ABSN**
- **Master of Science in Nursing (MSN)**
 - Specialization in Administration
 - Specialization in Education
 - Specialization in Family Nurse Practitioner

All Pre-licensure Nursing Students and Master of Science Nursing students in the Family Nurse Practitioner track are required to provide acceptable proof of adequate health and malpractice insurance coverage when assigned to clinical training.

College of Nursing

Bachelor of Science in Nursing (RN to BSN)

123 Credits/4 Semesters /16 Months

Delivery Mode: Online

A student who transfers in previous credits can significantly shorten the length of time to complete the program.

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

The **RN to BSN program** is designed for the Associate Degree nurse to build on the leadership and management skills introduced in previous nursing programs while expanding the art and science of nursing into the baccalaureate level. The Institute of Medicine in their 2010 report, *Future of Nursing*, projected the increase of 80% of clinical nurses in Magnet facilities should be baccalaureate prepared by 2020. This goal has been embraced across the United States and is providing the impetus for many practicing nurses to return for a Bachelor of Science in Nursing degree. The program allows the working professional nurse to continue with their career and family responsibilities while obtaining a BSN.

The RN to BSN program is offered online in a minimum of one year with each course session lasting 8 weeks. During the capstone course students complete the clinical experience usually at their place of employment although this might be the opportunity for a nurse to explore another area of interest outside their place of employment. California-licensed RNs may apply for a Public Health Certificate from the BRN upon completion of the RN to BSN program. The capstone allows the student to highlight their leadership and management skills for current or future clinical ladder ascent.

Program Learning Outcomes

1. Model a professional role and employ nursing practices that promote health and wellness of the client, their families, the community and population/global aggregates
2. Assume professional behaviors and attitudes consistent with best practices in nursing and Healthcare
3. Deliver nursing care from a firm foundation incorporating nursing standards, ethics, technological literacy and cultural competence.
4. Integrate critical inquiry and decision making to effect excellence in client care outcomes using evidence based practices
5. Effectively communicate, both orally and in writing, with diverse clients, their families, and other healthcare professionals with attention to their unique cultural qualities
6. Demonstrate collaborative and respectful relationships with clients, their families, and members of the healthcare team from diverse settings
7. Assume a leadership and advocacy role in promoting client/community health and wellness and the advancement of the healthcare system

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Program Specific Admission Requirements

- Have a valid unrestricted, unencumbered RN license from the United States.
- Have a cumulative GPA of 2.0 in earned Associate's degree from an accredited college or university.
 - Have obtained a minimum of a grade of "C" in all nursing courses.
 - Have obtained a minimum of a grade of "C" or better in all transferred general education courses and in math/science courses.
- No associate degree in nursing is required for returning ELM students desiring to complete their BSN.

Degree Requirements

- Requires 123 total credits to complete degree, of which at least 33 credits must be completed at United States University.
 - Up to 72 Credits can be transferred from an Associate Degree in Nursing (ADN)
 - 32 Block Credits
 - 40 credits from the required areas listed below
 - If an area is not fulfilled you will need to take the specified course(s)
 - Up to 18 additional credits may be transferred from additional course work

General Education

Required Areas	USU Course Number	Course Name	Credits
Arts & Humanities-3	ART 137	Art Appreciation	3
	BIO 251	Microbiology	3
Sciences-16	BIO 251L	Microbiology Lab	1
	BIO 252	Human Physiology	3
	BIO 252L	Human Physiology Lab	1
	BIO 261	Anatomy	3
	BIO 261L	Anatomy Lab	1
	CHM 102	Principles of Chemistry	3
	CHM 102L	Principles of Chemistry Lab	1
	CIS 201	Foundations of Info Literacy	3
Information /Computer Literacy-3			
Communication-6	COM 104	Speech	3
	ENG 130	Composition & Reading	3
Critical Thinking-3	COM 204	Argumentation	3
Mathematics-3	MAT 105	College Algebra	3
Social Sciences-6	PSY 101	Introduction to Psychology	3
	SOC 101	Introduction to Sociology	3
Total			40

- Transfer credits, additional course work, and credit for prior learning may be used to meet these requirements.

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Support Courses

FUN 101	Fundamentals of University Success	3
BHE 305	Human Nutrition	3
BHE 308	Cultural Competence in Healthcare	3
BHE 400	Healthcare Delivery System	3
BHE 404	Principles of Epidemiology	3
HED 310	Informatics in Healthcare	3
MAT 241	Intro to Probability and Statistics	3
PHI 380	Ethics in Healthcare	3
PSY 495	Lifespan Cycles	3
HES 256	Health and Society	3
Total		30

All students are required to take FUN 101 as their first course in the program. If a student fails the FUN101 course they must repeat the course in the following session.

Core Courses

NUR 415	Professional Role, Issues, and Trends	3
NUR 425	Holistic Health Assessment	3
NUR 435	Evidence Based Practice Nursing	3
NUR 455	Complex Health Issues in Nursing	3
NUR 445	Global and Community Based Nursing	3
NUR 465	Leadership, Policy, and Informatics in Nursing	3
NUR 499*	Capstone* (<i>Must be taken in last session</i>)	3
Total		21

*=*non-transferable*

Courses are scheduled in a prescribed sequence. All core courses must be completed before the capstone may be taken.

College of Nursing

Entry Level Master Degree in Nursing/Accelerated BSN Pre-Licensure Nursing Program (ABSN)

123 Semester Credits 36 Block Transferred from Bachelor Degree, 31 Prerequisites,

Pre-licensure 56 Semester Credits/4.5 Semesters/18 Months

Delivery Mode: On ground

The Accelerated BSN, post-baccalaureate program embraces a nursing conceptual framework based on the person, health/illness, the environment and professional nursing and is grounded in the biological, psycho-social and nursing sciences. The philosophy of the Program further defines beliefs about the nursing process and teaching/learning and values students who bring their unique learning abilities, life experiences, goals, responsibilities and support systems to the educational experience.

United States University is approved by the Board of Registered Nursing to offer an Accelerated Bachelor of Science in nursing program. The ABSN is designed for students who have a minimum of a previous bachelor's degree in a discipline other than nursing. Graduates are eligible to take the NCLEX-RN in preparation for licensure as a Registered Nurse in the State of California after which they will be eligible to apply for graduate programs of study in nursing. Upon completion of the program students will be awarded a Bachelor of Science in Nursing Degree.

Clinical experiences are a key component of the ABSN program. Nursing faculty and program administrators carefully pre-plan and select a variety of clinical experiences, which result in the following: (a) successful achievement of clinical objectives, (b) integration of basic nursing skills, (c) performance of appropriate assessments on patients of all ages, (d) use of critical thinking skills to understand client diagnoses, and (e) implementation of appropriate plans of care. Students blend nursing knowledge with clinical expertise to produce a complete plan of care for the patient, which enables them to become effective providers of Healthcare.

Program Specific Admissions Requirements

- Nursing Application
- Transcript w/ bachelor's degree conferment from an accredited US college or university, or possess the equivalent of a US Bachelor's degree as documented by an authorized foreign credentialing service
- GPA 2.75 (last 60 semester or 90 quarter credits of the Bachelor's degree and a "C+" or better in all admission prerequisite courses).
- Purpose Statement (between 300 – 500 typed words). Include the following:
 - Career goals and how the Nursing Program relates to these goals
 - Description of health-related experiences
 - Plans for managing the academic load of an accelerated program
 - Special skills and attributes possessed and how they contribute to a career in nursing (second language, leadership, community involvement, etc.)
- Clear criminal background check and drug screen with no red flags through American Databank
- Immunization requirements per San Diego Consortium through American Databank Immunization Tracking System
- Professional liability insurance
- Personal health insurance
- CPR certification for Healthcare providers by the American Heart Association (AHA)

College of Nursing

- Successful Interview with the Dean or Assistant Dean of the College of Nursing
- Social Security Number with U.S. citizenship as required by BRN and clinical sites
- **Student must meet prerequisite requirements before being admitted to the ABSN program. Completing the pre-requisites are not guaranteeing acceptance to the ABSN program at US University.**

Prerequisite Requirements ELM /ABSN Pre-Licensure Nursing Program

BIO 150	General Biology	3
BIO 150	General Biology Lab	1
BIO 251	Microbiology	3
BIO 251L	Microbiology Lab	1
BIO 252	Human Physiology	3
BIO 252L	Human Physiology Lab	1
BIO 261	Anatomy	3
BIO 261L	Anatomy Lab	1
CIS 201	Foundations of Information Literacy	3
COM 104	Speech	3
ENG 130	English Composition and Reading	3
PSY 101	Introduction to Psychology	3
SOC 101	Introduction to Sociology	3
Total		31

While in the program, students are required to possess the following:

- Professional liability insurance
- Personal health insurance
- CPR certification for Healthcare providers by the American Heart Association (AHA)
- Meet the health clearance requirements of the University and assigned clinical agencies
 - Physical exam
 - Immunization Documentation
 - Clear criminal background check and drug screen

Students **must** also meet assigned clinical agency requirements. The majority of San Diego County healthcare agencies require that nursing students have a clear criminal background check and drug screen in order to participate in clinical placement(s) at their respective facilities. **Students will not be admitted to the program without a cleared background check and drug screening, and a Social Security number as required by the BRN to take the NCLEX for licensure.**

Program Learning Outcomes

1. Synthesize theoretical and empirical knowledge derived from the physical and behavioral sciences and humanities as a basis for professional nursing practice.
2. Use the nursing process to meet the health-promotion, illness prevention, restorative, and rehabilitative needs of individuals, families, and population groups.
3. Use effective communication in interacting with patients, families, and the interdisciplinary healthcare team.
4. Provide health teaching through the nursing process to ensure optimum health and wellness.

College of Nursing

5. Demonstrate professionalism in accepting accountability and responsible for personal behavior and ethical practice.
6. Use current research findings, evidence based practices and critical thinking skills in promoting the health and welfare of people.
7. Collaborate with and advocate for consumers and colleagues in the delivery of Healthcare services.
8. Apply information technology to promote quality Healthcare.
9. Identify and influence factors that affect Healthcare delivery.
10. Act as a client advocate in promoting health, minimizing risk, and preventing adverse patient outcomes.
11. Assume responsibility for the delegation of nursing care to members of the Healthcare team based on their scope of practice and ability.
12. Demonstrate competent practice as an entry-level registered nurse generalist in a variety of multicultural settings.

The student satisfactorily completing the pre-licensure ABSN or LVN + 30 programs is eligible to apply for licensure by the California Board of Registered Nursing (BRN). The California Board of Registered Nursing requires that applicants for a nursing license must provide a United States issued social security number. This requirement will prevent anyone from applying for RN licensure in California and being employed as an RN without a United States issued social security number. Furthermore, prospective students who do not meet this requirement will be unable to sit for the Nursing Board Examination (NCLEX) in California, since the California Board of Registered Nursing will not issue an Authorization to Test (ATT) without a valid social security number.

Degree Requirements:

- | | |
|------------------------|------------|
| • Prerequisites | 31 Credits |
| • Support Requirements | 15 Credits |
| • Core Requirements | 41 Credits |
| • Clinical hours | 912 Hours |

Support Courses

BHS 360	Healthcare Administration	3
BHS 362	Research Statistics	3
PHI 342	Critical Thinking	3
PHI 380	Ethics in Healthcare	3
SOC 305	Critical Perspectives in Society	3
Total		15

College of Nursing

Core Requirements

Course Number	Course Title	Credit Hours	Clinical Hours
NUR 310	Foundations of Professional Nursing	3	0
NUR 310L	Foundations of Professional Nursing – Clinical Application	3	144
NUR 320	Nursing Care of Adults and Older Adults	4	0
NUR 320L	Nursing Care of Adults and Older Adults – Clinical Application	4	192
NUR 330	Pharmacology for Nurses	3	0
NUR 340	Nursing Care of Critically Ill Adults and Older Adults	2	0
NUR 340L	Nursing Care of Critically Ill Adults and Older Adults – Clinical Application	2	96
NUR 350	Women’s Health Nursing	2	0
NUR 350L	Women’s Health Nursing – Clinical Application	2	96
NUR 360	Children’s Health Nursing	2	0
NUR 360L	Children’s Health Nursing – Clinical Application	2	96
NUR 400	Mental Health Nursing	2	0
NUR 400L	Mental Health Nursing - Clinical Application	2	96
NUR 460	Nursing Leadership	1	0
NUR 460L	Nursing Leadership – Clinical Application	2	96
NUR 462	Community Health Nursing	3	0
NUR 462L	Community Health Nursing - Clinical Application	2	96
TOTAL		41	912

College of Nursing

Master of Science in Nursing, Administration

36 Semester Credits/4 Semesters/16 Months

Delivery Mode: Online

The Master of Science in Nursing, Administration is an in-depth study of MSN leadership principles and practices for the improvement of MSN practice supported by scholarly inquiry. This administration specialization combines MSN theory with advanced practice concepts necessary to work effectively within the structure of a variety of healthcare organizations. The curriculum consists of 36 semester credit hours; 21 core course credits, and 15 specialization credits. The core courses include theoretical knowledge, which serve as the foundation for advanced MSN with Specialization in Administration in a variety of roles. The courses focus on three major themes which are consistent with the philosophy for the graduate program in critical scholarly inquiry, professional and personal development, and management of information and resources in a healthcare organization. The program culminates with a capstone/integrative project in MSN administration.

Program Specific Admissions Requirements

- Active unencumbered RN License
- Bachelor's Degree in Nursing from an accredited College/University
- Cumulative Undergraduate GPA of 2.5
- Personal Goal Statement

Program Learning Outcomes

1. Demonstrate the ability to effectively engage in collaborative intra and inter-disciplinary relationships in the conduct of advanced nursing practice.
2. Demonstrate leadership and effective management strategies for advanced nursing practice, including proficiency in the use of information technology/technology resources to support practice and to ensure continuity of patient care.
3. Synthesize concepts and theories from nursing and related disciplines to form the basis for developing and integrating new approaches to nursing practice for the whole/healthy human being.
4. Design and implement advocacy strategies that address healthcare policies and issues of social justice and equity in healthcare.
5. Analyze socio-cultural, spiritual, ethical, economic, and political issues that influence and lead to the highest level of advanced nursing practice.
6. Utilize the process of scientific inquiry to validate and refine knowledge relevant to advanced nursing practice.
7. Demonstrate effective patient care, prevention, and population healthcare within the context of socio-economic policies, appropriate scientific data, and exigencies of the individual client.
8. Demonstrate expertise in a defined area of advanced practice and develop and articulate a vision for nursing practice in a selected environment.

Degree Requirements

Core Requirements	21 Credits
Specialization Requirements	15 Credits

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Core Requirements

MSN 500	Advanced Nursing Theories	3
MSN 502	Leadership and Organizational Behavior	3
MSN 504	Nursing Research	3
MSN 506	Quality Measures, Safety, and Effectiveness in Healthcare	3
MSN 508	Diversity and Social Issues in Healthcare	3
MSN 510	Legal and Ethical Issues in Healthcare Management	3
MSN 599	Integrative Pr	3
Total		21

Specialization Requirements

MSN 501	Advanced Community Health in Nursing	3
MSN 503	Nursing Administration and Healthcare Policy	3
MSN 505	Advanced Nursing Research	3
MSN 507	Human Resource Management in Healthcare	3
MSN 509	Strategic Planning and Management in Healthcare	3
Total		15

College of Nursing

Master of Science in Nursing, Education

36 Semester Credits/4 Semesters/16 Months

Delivery Mode: Online

Students may transfer in up to 20% of credits

The Master of Science in Nursing, Education (MSN Education) program is designed to prepare experienced nurses to become educators and enable them to develop skills for teaching positions in colleges of nursing, staff development, and patient education.

The Master of Science in Nursing, Education courses are designed to teach theoretical and evidenced-based practice of nursing. It consists of core MSN courses and specialization courses in instruction and education. Students will learn how to utilize research information, apply nursing theories, design teaching plans, implement effective teaching strategies, design and evaluate curriculum. The program coursework covers teaching and learning strategies, the role of nurse educators, and current issues in nursing. The curriculum consists of a minimum of 36 semester credit hours; 21 core credits and 15 specialization credits. The core courses include theoretical and practical knowledge, which serve as the foundation for advanced nursing education in a variety of roles. The program culminates with a capstone/integrative project in nursing education assignment.

Program Specific Admissions Requirements

- Active unencumbered RN License
- Bachelor's Degree in Nursing from an accredited College/University
- Cumulative Undergraduate GPA of 2.5
- Personal Goal Statement

Program Learning Outcomes

1. Demonstrate the ability to effectively engage in collaborative intra and inter-disciplinary relationships in the conduct of advanced nursing practice.
2. Demonstrate leadership and effective management strategies for advanced nursing practice, including proficiency in the use of information technology/technology resources to support practice and to ensure continuity of patient care.
3. Synthesize concepts and theories from nursing and related disciplines to form the basis for developing and integrating new approaches to nursing practice for the whole/healthy human being.
4. Design and implement advocacy strategies that address healthcare policies and issues of social justice and equity in healthcare.
5. Analyze socio-cultural, spiritual, ethical, economic, and political issues that influence and lead to the highest level of advanced nursing practice.
6. Utilize the process of scientific inquiry to validate and refine knowledge relevant to advanced nursing practice.
7. Demonstrate effective patient care, prevention, and population healthcare within the context of socio-economic policies, appropriate scientific data, and exigencies of the individual client.
8. Demonstrate expertise in a defined area of advanced practice and develop and articulate a vision for nursing practice in a selected environment.

College of Nursing

Degree Requirements

Core Requirements 21 Credits

Specialization Requirements 15 s

Core Requirements

MSN 500	Advanced Nursing Theories	3
MSN 502	Leadership and Organizational Behavior	3
MSN 504	Nursing Research	3
MSN 506	Quality Measures, Safety, and Effectiveness in Healthcare	3
MSN 508	Diversity and Social Issues in Healthcare	3
MSN 510	Legal and Ethical Issues in Healthcare Management	3
MSN 599	Integrative project in Nursing Administration	3
Total		21

Specialization Requirements

MSN 519	Assessment and Evaluation Outcomes	3
MSN 521	Instructional Technology	3
MSN 523	Teaching and Learning Strategies in Nursing	3
MSN 525	Curriculum Design and Development in Nursing	3
MSN 527	Capstone Evaluation of Educational Outcomes in Nursing	3
Total		15

College of Nursing

Master of Science in Nursing/Family Nurse Practitioner MSN–FNP

49 Semester Credits/6 Semesters/ 24 Months

Delivery Mode: On ground/Blended

Students may transfer in up to 20% of credits

The Master of Science in Nursing, Family Nurse Practitioner degree program provides the opportunity for students to attain the knowledge and skills required to be a successful Family Nurse Practitioner. The philosophy of the Program is in concert with the University's mission and values considering both families and communities in their relevance to health and illness, nursing concepts and theories, teaching and learning, the professional nursing environment, and advanced roles of nurses.

The Master of Science in nursing degree program prepares Family Nurse Practitioners for advanced practice roles in the provision of primary care to individuals and families across the age span. Clinical practicum experiences are done as a one to one preceptorship with a practicing nurse practitioner or physician. This allows the student to develop the interrelated roles of a Nurse Practitioner as a clinician, teacher, researcher, advocate, consultant, change agent, collaborator and leader/manager working in concert with other Healthcare professionals. The educational outcome of the Family Nurse Practitioner Program is to prepare graduates for nursing positions in which they provide primary healthcare in a variety of multicultural healthcare settings within the community.

The philosophy of the program also underscores the importance of the uniqueness of USU students from cradle to career in their learning abilities, life experiences, goals, responsibilities, and support systems. The educational outcome of the Family Nurse Practitioner Program is to prepare graduates for nursing positions in which they provide primary Healthcare in a variety of multicultural Healthcare settings within the community.

Requirements for Admission to the MSN-FNP Program

- Active unencumbered RN license
- Graduate Admissions Application
- Transcript w/ bachelor's degree in Nursing conferred from an accredited US college or university, or possess the equivalent of a US Bachelor's degree in Nursing as documented by an authorized foreign credentialing service.
- Cumulative GPA of 2.5 in the last 60 semester or 90 quarter credits of the Bachelor's degree
- Purpose Statement (between 400 – 500 typed words), which describes professional goals and how the MSN, FNP will further career aspirations.
- Letter of Professional Recommendation attesting to character and potential success in the program
- Satisfactory criminal background check and drug screening (Students with a flagged background will not be accepted to the FNP program.)
- Successful Interview with Admissions Committee

College of Nursing

While in the program, students are required to possess the following:

- Professional liability insurance
- Personal health insurance
- CPR certification for Healthcare providers by the American Heart Association (AHA)
- Meet the health clearance requirements of the University and assigned clinical agencies
 - Physical exam
 - Tuberculosis testing
 - MMR immunity
 - Varicella titer
 - Hepatitis-B testing.

Program Learning Outcomes

1. Demonstrate the ability to effectively engage in collaborative intra and inter-disciplinary relationships in the conduct of advanced nursing practice.
2. Demonstrate leadership and effective management strategies for advanced nursing practice, including proficiency in the use of information technology/technology resources to support practice and to ensure continuity of patient care.
3. Synthesize concepts and theories from nursing and related disciplines to form the basis for developing and integrating new approaches to nursing practice for the whole/healthy human being.
4. Design and implement advocacy strategies that address healthcare policies and issues of social justice and equity in healthcare.
5. Analyze socio-cultural, spiritual, ethical, economic, and political issues that influence and lead to the highest level of advanced nursing practice.
6. Utilize the process of scientific inquiry to validate and refine knowledge relevant to advanced nursing practice.
7. Demonstrate effective patient care, prevention, and population healthcare within the context of socio-economic policies, appropriate scientific data, and exigencies of the individual client.
8. Demonstrate expertise in a defined area of advanced practice and develop and articulate a vision for nursing practice in a selected environment.

Degree Requirements:

- FNP Core Requirements 49 Credits 49 Credits
- FNP Skills Lab Hours 87 Hours
- FNP Clinical Hours 681 Hours

Core Requirements MSN-FNP

Course Number	Course Title	Credit Hours	Lab Hours	Clinical Hours
FNP 511	Advanced Role Development, Theory and Leadership	3	0	0
FNP 522	Healthcare Systems: Policy, Change and Informatics	3	0	0
FNP 533	Evidence Based Practice: Theory and Critical Inquiry	3	0	0
FNP 544	Health Promotion, Education and Disease Prevention Across the Lifespan	2	0	0
FNP 551	Advanced Pathophysiology	4	0	0
FNP 552	Advanced Pharmacology	4	0	0
FNP 553	Advanced Health and Physical Assessment Across the Lifespan	3	48	0
FNP 556	Common Illnesses Across the Lifespan	3	0	0
FNP 557	Common Illnesses Across the Lifespan – Clinical Practicum	3	8	136

College of Nursing

FNP 558	Primary Healthcare of Acute Clients/Families Across the Lifespan	3	0	0
FNP 559	Primary Healthcare of Acute Clients/Families Across the Lifespan– Clinical Practicum	3	8	136
FNP 566	Primary Healthcare of Chronic Clients/Families Across the Lifespan	3	0	0
FNP 567	Primary Healthcare of Chronic Clients/Families Across the Lifespan – Clinical Practicum	3	8	136
FNP 577	Nurse Practitioner Practice Management	1	0	0
FNP 578	Clinical Residency	6	15	273
FNP 588	Evidence Based Family Health Project Field Work	2	0	0
Total		49	87	681

Division of Extended Education

Division of Extended Education

The Division of Extended Education is a component of United States University that works with university academic units to create and administer certificate programs for professional development and English classes for non-native speakers of English.

Extended Education offers more than 60 certificate programs. Certificate programs are designed for people who want formal recognition for completing a structured and rigorous course of study for a specific field that is not part of a university degree program. Certificates are awarded when participants complete program requirements. Programs in Extended education are not eligible for Title IV financial aid.

Programs are currently offered in:

Allied Health Certificates

Dietary Manager
Electronic
Medical Office Assistant
Patient Access Specialist

Cyber Security

Graduate Certificate 1
Graduate Certificate 2
Graduate Certificate 3

English Language Certificates

Intensive English Program (Language & Professional Studies)

Paralegal Studies Certificate

I.T. CISCO Certificates

Voice Data Engineer II
Network Associate
Computer Network Architect II
Computer Network Architect III
Computer Network Architect I
Data Center Networker I
Data Center Networker II
Unified Computing Designer
Data Center Administrator I
Data Center Administrator II
Unified Fabric Designer
Unified Computing Administrator I
Unified Computing Administrator II
Firewall Security Specialist
Network Support Technician I

Network Support Technician II
Voice Technologies Administrator
Network Security Associate
Intrusion Prevention Engineer
Computer Network Engineer
IOS Security Specialist
Firewall Security Manager
Computer Network Engineer II
Computer Network Engineer III

I.T. Citrix

Computer Systems Administrator

I.T. Comp TIA

Computer Support Technician
Computer Network Professional
Network Security Technician

I.T. EC-Council

Certified Ethical Hacker

I.T. ISACA

Information Systems Auditor
Information Security Manager

I.T. ISC

Information Security Officer
Systems Security Practitioner

I.T. Microsoft

C# Web Developer II
HTML5 and Javascript Web Developer II
Private Cloud Orchestrator

Division of Extended Education

Software Infrastructure Professional
.NET Programming Developer
Web Services Developer
C# Web Developer I
HTML5 and Javascript Web Developer II
Desktop Infrastructure Manager
Server Infrastructure Manager
Desktop Application Manager
Database Administrator Professional
Network and Desktop OS Administrator
IT Technical Consultant
Data Platform Administrator
Private Cloud Monitor
Programming C# Developer
Programming HTML5 Developer

I.T. VMware

Systems Integrator Professional
Systems Operator Professional

S-BPI

BPI Building Analyst and Envelope Professional
Course

S-GR

Green Recycling Technician Course

S-RE

Solar Heating Advanced Hands-On Installation
Course

Solar Heating Advanced Installer Course

Solar Heating Entry Level Course

Solar PV Advanced Installer Course

Solar PV Entry Level Course

Solar PV Professional

Solar PV Sales and Finance Course

T-CDL

Commercial Driver's License (CDL) Class A
Course

For detailed information on extended education programs, please see the Extended Education Catalog on the USU website.

Course Descriptions

Program Courses

Course Numbering

1-99 Preparatory Level courses

These are designed to prepare students for entry into degree programs. They do not carry credit toward any degree nor fulfill General Education Breadth Requirements. Courses are graded on a Credit/No Credit basis, can be repeated, and are not used in computing a student's GPA.

100-199 Lower Division courses

These courses are open to freshmen and sophomores. They are not acceptable for upper division credit. These numbers usually designate Freshman status courses.

200-299 Lower Division courses

These are open to freshman and sophomores. They are not acceptable for upper division credit. These numbers usually designate sophomore status courses.

300-399 Upper Division courses

These are open to juniors and seniors. Sophomores and freshman may apply for entrance to a class with permission from the faculty. Some courses require prerequisites.

400-499 Upper Division courses

These are open to juniors and seniors. Some courses require prerequisites. The courses are usually in the major field of study.

500+ Post Baccalaureate

Courses designed for students who have earned a Bachelor degree. Most 500 and 600 courses designate post baccalaureate, credential, and/or Master's level courses.

Some courses are offered in specific sequences as described in the catalog. Students who have not taken the prerequisites must ask permission from the faculty to register for the course.

Course Prefixes

ACT Accounting
ANT Anthropology
ART Art
AST Astronomy
BHA Health Care Administration
BHE Health Education
BHS-Health Science
BIO Biology
BUS Business
CAEL
CHM Chemistry
CIS Computer Information Literacy
COM Communications
ECN Economics
ENG English
FIN Finance
FNP Family Nurse Practitioner
GER Gerontology
HED Health Science
HES Health Science
HIS History
HRM Human Resource Management
ILR Information Literacy
LTC Long Term Care
MAE-Education
MAT Mathematics
MGT Management
MHS Master Health Science
MKT Marketing
MSN Master of Science in Nursing
NUR Nursing
PHI Philosophy
POR Capstone
PSY Psychology
SCI Science
SOC Sociology
SPA Spanish
TEB Bilingual Credential
TED Teacher Education
TEM Multiple Subject Credential
TES Single Subject Credential

Course Descriptions

Course Information and Descriptions

ACT 321 Accounting 3 Credits (Formerly MGT 331) This course provides students with a functional knowledge of basic accounting principles to facilitate their interpretation of financial statements and how to use them to understand an organization's financial performance. Students will also be introduced to the methods for summarizing, analyzing and reporting financial data for business decision-making.

ACT 514 Managerial Accounting 3 Credits (Formerly MGT 514) Students will learn how accounting data are used in controlling operations, planning and decision-making.

ANT 101 Introduction to Anthropology 3 Credits This course introduces students to the fundamentals of human social and cultural adaptation. Course topics include social organization, language, types of non-literate and traditional societies, economics, religion, and art. Prerequisites: None

ANT 450 Culture and Health 3 Credits

This course gives students an overview of the effects of culture in health habits of new immigrants to include food, child raising, family dynamics, folk medicines, taboos, acculturation processes, etc. Prerequisites: COM204

ART 137 Art Appreciation 3 Credits

Analysis and interpretation of art. Art in life and society. Emphasis on style, form, and meaning. A survey of works and artists across the visual and performing arts. Prerequisites: None

AST 101 Astronomy 3 Credits

The nature of the universe. Includes solar system, stars, galaxies and remote universe. Prerequisites: None

AST 101L Astronomy Lab 1 Credits

Demonstration of astronomical principles through observation, simulation, and analysis of data. Topics may include the sky, the solar system, stars, nebulae, galaxies, and cosmology. Prerequisites: None

BHA 401 Strategic Management in Healthcare Organizations 3 Credits

This course introduces the principles, methods, theories, and concepts of strategic management as it relates to health care organizations. Topics include: Strategic planning and management, strategic assessment, marketing, macroeconomics, and principles of quality. Prerequisites: None

BHA 404 Human Resources in Health Administration 3 Credits The course is to study the essential role of human resource management within health care organizations. The human problems involved in supervisory leadership, dealing with the human resource planning, development and administration vital to the human resource manager. Prerequisites: HES256

BHA 405 Quality Management in Healthcare 3 Credits This Quality Management in Health Care course is explores administration and organization of quality and patient safety definitions, practices, and processes within the health care system in the United States. It also examines the trends in health care quality and patient safety, measurement development, quality of practices in different health care environments, administrative responsibilities and structures regarding production and service quality, as well as the functions and roles of professional organizations, regulatory agencies and the federal government. Prerequisites: HES256

BHA 406 Financial Management in Healthcare 3 Credits The course will address financial management issues of health care, which include the basic financial infrastructure, cost control, key ethical issues, and financial condition of a health care organization. Prerequisites: HES256

BHA 408 Healthcare Marketing 3 Credits

This course provides analysis, evaluation, and implementation of marketing strategies within health care and managed-care environments. Designed to develop skills in segmenting customer and medical markets, marketing research, market segmentation, target marketing and control marketing. Prerequisites: HES256

BHE 300 Introduction to Health Education 3 Credits This introductory course provides the foundation to the concepts of health education and the typical responsibilities of health educators, including assessing the needs of individuals and communities; planning effective health education programs; implementing health education programs and evaluating their effectiveness; administering services; acting as a resource person; and communicating and advocating for health and health education. Prerequisites: HES256

BHE 302 Health Promotions and Lifestyle Modification 3 Credits The course provides an overview of the history of health promotion and disease prevention. The focus will be on the US

Course Descriptions

Health Indicators described in Healthy People 2010. Healthy People in Healthy Communities will be discussed, and Healthy People 2020 will be framework settings, strategies, and model programs for promoting health. The purpose of the course is to familiarize the student with resources regarding the leading issues facing health educators, including physical activity, overweight and obesity, responsible sexual behavior, mental health, tobacco use, substance abuse, injury and violence, access to health care, immunization, and environment quality. Prerequisites: HES256

BHE 304 Principles of Educating and Teaching 3 Credits The purpose of this course is to introduce the student to educational theories and principles that may be used as a guiding framework in developing and evaluating health education programs for individuals and communities. The student will become familiar with effective health education planning for diverse populations. The course also explores the philosophical and scientific foundations of client-community teaching, including theories and principles that support the design and delivery of effective teaching. Development of teaching plans and evaluation of learning and of teaching are included. Prerequisites: HES256

BHE 305 Human Nutrition 3 Credits

The purpose of the course is to introduce the student to key concepts of human nutrition. Emphasis is placed on macro and micronutrients as methods of assessing nutrient intake in the well client. Additional topics include digestive processes, food additives, safety and sanitation as well as factors that influence nutrient intake. Fundamentals of normal nutrition, carbohydrates, proteins, fats, vitamins, minerals and their roles in human metabolism as well as nutrition and the life cycle are presented and explored. Prerequisites: HES256

BHE 306 Developing and Working in Teams 3 Credits This course builds awareness of interpersonal skills needed when working with individuals and groups. Explores group dynamics/processes and their effects on changes in health behavior within individuals and members of groups. In this course, we will be exploring the steps of team formation and development. We will explore some barriers to effective team development, such as communication issues. Finally, we will be learning about ways to

overcome obstacles to the success of teams and ways to appraise the success of teams. Application to teaching and to working with health care teams is included. Prerequisites: HES256

BHE 308 Cultural Competence in Healthcare

3 Credits This course is designed to enable healthcare professionals to deliver sensitive, humanistic and respectful care to clients and their families living in a global community. Emphasized is the valuing of differences to work effectively in cross-cultural situations. Explored are the changing demographics, awareness and acknowledgement of various cultural beliefs which are vital to delivering quality healthcare. Prerequisites: HES256

BHE 313 Gerontology 3 Credits

The course deals with the foundations, biological, safety and security needs of the aging population. Special issues discussed include healthcare systems, financial stability and end of life decisions. The course is an elective course for the BSHS specialization in Health Education. Prerequisites: HES256

BHE 315 Environmental Health and Safety 3

Credits This course explores the major elements of environmental health. This is a survey course and is intended to introduce the student to the field of environmental health in a manner which brings each topic to life. This course is essentially an assessment of health and safety issues in the home and community from a life cycle perspective. The role of the multi-disciplinary team and the relationship between health, disease and society is explored. Risk and resilience are discussed as they apply to individuals and communities. Implications for family teaching and community health programs are inherent in the course. Environmental health is often thought of as the foundation of public health. You will find that environmental health in a broad sense affects almost every aspect of your life. It helps to control the food you eat and the water you drink; the home you live in and the places you go for recreation and entertainment; the condition of your schools; and of course, the air you breathe. Prerequisites: HES256

BHE 315-A Environmental Biology 3 Credits

Environmental Health and Safety presents a study of environmental issues due to human interaction on local and global scales. Explores problems developed by human scientific, social, political, economic perspectives, ethical interaction with the

Course Descriptions

environment, future impacts and potential solutions. Topics include environmental interrelationships, human population growth, natural resources & preservation, ecosystem operation, pollution, biological conservation, environmental sustainability and other ecological controversies. Prerequisites: None

BHE 400 Healthcare Delivery System 3 Credits Introduction to the health care delivery system in the United States; overview of U.S. health care delivery, health care providers and professionals, technology and its effects, financing, outpatient services and primary care, healthcare delivery institutions, the role of federal government, methods of reimbursement and managed care, implications for the health care provider, professional practice, and for individuals, families and communities included. Emphasis is on access, cost, affordability and quality of care and the future of health services delivery. Prerequisites: HES256

BHE 404 Principles of Epidemiology 3 Credits The course introduces the principles used to assess and study the distribution and determining factors of disease, injuries, and death in human populations. Infectious diseases are studied in terms of transmission and control/prevention. Infectious diseases are presented from a public health perspective. Characteristics, risk and prevention of non-infectious diseases that are important to the public are also discussed. Implications for health education are presented. Prerequisites: HES256

BHE 406 Development and Evaluation of Health Programs 3 Credits The course is designed to help the student in understanding the development and evaluation of health programs, including the establishment of goals, baseline, needs assessment, and program recommendations. Prerequisites: HES256

BHE 499 Capstone 3 Credits

The course is designed to offer students the opportunity to synthesize and integrate knowledge and skills acquired through academic studies and apply that knowledge to a current public health issue. Prerequisites: None

BHS 360 Healthcare Administration 3 Credits This course deals with organizational structures and strategies of health care organizations. The course focuses on optimization of structures to maximize effectiveness and efficiency. The course includes topics of team development, cooperation,

conflict, leadership and power. Prerequisites: None

BHS 362 Research Methods and Statistics 3 Credits The course designed to provide the student an understanding the concepts of research methods and statistical analysis for health care professionals. The approach will be critical thinking and analysis. Among the topics that will be presented and discussed are: how to pose a research question and the basic techniques for data description, presentation and analysis. Literature in health research will be discussed and analyzed. Prerequisites: None

BIO 150 General Biology 3 Credits

Biological concepts and functions of living systems, evolution, physiology, organismal and cellular structure, environmental relationships, heredity, ecology. Prerequisites: none. Recommended for non-majors Prerequisites: None

BIO 150L General Biology Lab 1 Credits

Laboratory activities for BIO 150 Prerequisites: None

BIO150A General Biology (3 credits)

An introduction to the major concepts of biology with emphasis on their relevance to current problems in the world. The course stresses the scientific process, genetics, heredity, cellular structure, cellular chemistry, evolution, reproduction, ecology, behavior, and diversity of plants and animals. Prerequisite: ENG 127 with a grade of C or better

BIO150AL General Biology Laboratory 1 Credit This is the laboratory part of General Biology and is taken in conjunction with the main course. An introduction to common laboratory techniques and the process of science is presented. The laboratory experiments are designed to complement the topics presented in the companion lecture course. Corequisite BIO150

BIO 251 Microbiology 3 Credits

Introduction to the biology of major groups of microorganism including their role in infectious diseases, their role in nature and their relationship to humankind. Prerequisites: BIO 150

BIO 251L Microbiology Lab 1 Credits Laboratory activities for BIO 251 Prerequisites: None

BIO 251A Microbiology (3 credits)

This course is an Introduction to microorganisms as biological entities. Topics include microscopy, cell structures and functions, metabolism,

Course Descriptions

genetics, disease transmission, host response to microbial invasion, control of infectious disease, impact of microbes on the environment and applications of microorganisms to industrial and environmental problems. Prerequisite: BIO 150A or equivalent.

BIO 251AL Microbiology Lab (1 credit)

This is the laboratory part of Microbiology and is taken in conjunction with the main course. An introduction to common laboratory techniques and the process of science is presented. The laboratory experiments are designed to complement the topics presented in the companion lecture course. Corequisite: BIO 251A

BIO 252 Human Physiology 3 Credits

Physiology of nerve and muscle, digestive, circulatory, respiratory, excretory, endocrine and reproductive systems. Prerequisites: BIO 261

BIO 252L Human Physiology Lab 1 Credits

Laboratory activities for BIO 252

BIO 252A Human Physiology (3 credits)

Presents the physiology of human body systems with emphasis upon functions of muscular, cardiovascular, respiratory, nervous, endocrine, lymphatic, digestive, urinary, and reproductive systems. Prerequisite: BIO 261A

BIO 252AL Human Physiology Lab (1 credit)

This is the laboratory part of Human Physiology and is taken in conjunction with the main course. The laboratory experiments are designed to complement the topics presented in the companion lecture course. Topics include the physiology of cell transport mechanisms, skeletal muscle, nerve impulses, endocrine, cardiovascular, respiratory, digestion, renal, acid-base balance, blood analysis and serological testing. Corequisite: BIO 252A

BIO 261 Anatomy 3 Credits

Anatomy and histology of human organ systems including the muscle and skeletal systems, the digestive, circulatory, respiratory, excretory, endocrine and reproductive systems. Prerequisites: BIO 150

BIO 261L Anatomy Lab 1 Credits

Laboratory activities for BIO 261 Prerequisites: None

BIO 261A Human Anatomy (3 credits)

This course provides a study of the anatomical structure of the human body. Emphasis on gross and histological study of the skeletal, muscular,

cardiovascular, respiratory, nervous, endocrine, lymphatic, digestive, urinary, and reproductive systems. Prerequisite: BIO 150A or equivalent.

BIO 261AL Human Anatomy Lab (1 credit)

This is the laboratory part of Human Anatomy and is taken in conjunction with the main course. An introduction to common laboratory techniques and the process of science is presented. The laboratory experiments are designed to complement the topics presented in the companion lecture course. Topics include human cadaver, anatomical models, histology slides, cat dissections, fetal pig dissections. Corequisite: BIO 261A

BUS 310 Intro to Business 3 Credits (Formally MGT 340)

This is the first in the BAM program, and it provides a solid business foundation for more detailed and higher-level study in subsequent courses. It includes an overview of business terminology, concepts, environments, systems, strategies, and current issues, and examines Topics include business ethics, entrepreneurship, global business, management, marketing, production, information systems, and accounting and finance.

BUS 312 Business Math 3 Credits (Formally MGT 347) Topics include a basic math review, business statistics, profit calculations, payroll, banking, interest calculations, insurance, taxes, and mathematical calculations.

BUS 316 Data Analysis & Communication Tools 3 Credits (Formally MGT 346) This course is a basic introduction to Microsoft Excel and PowerPoint, as well as other data analysis programs. It is intended to expand students' skills and competencies using Excel for decision-making and modeling, as well as creating and delivering presentations. Exercises will allow students to practice and apply these skills through analyzing business challenges and opportunities, and determining how to communicate information, findings, and recommendations.

BUS 330 Introduction to Business

Information System 3 Credits (Formally MGT 304)

This course introduces undergraduate business students to information systems (IS). The course includes important topics related to IS, such as the drivers of IS, database concepts, IS development, and the types of systems used in organizations.

BUS 331 Business Ethics 3 Credits (Formally MGT302) This course provides students with the

Course Descriptions

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. Prerequisites: None

BUS 332 Business Law 3 Credits (Formerly MGT 318) 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 440 Data Analysis & Decision-Making for Managers 3 Credits (Formerly MGT 301) 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. Prerequisites: None

BUS 441 Small Business Management 3 Credits (Formerly MGT 325) In this course, students acquire a basic understanding of how to plan and start a new business, as well as improve an existing business. Students will work in groups and utilize a case based approach to develop a business plan that includes financial, operations, staffing, and marketing and sales.

BUS 442 Sales & Marketing 3 Credits (Formerly MGT 329) This course is designed to cover basic sales and marketing management topics. Emphasis is on the total marketing process that includes programs as well as strategies to address: customer loyalty and relationship management, pricing, distribution, marketing communications, advertising, and sales management.

BUS 443 Business Opportunity Analysis 3 Credits (Formerly MGT 337) This course assesses the feasibility of a new business idea by

applying a solid business analysis framework. Students will explore the factors that influence an entrepreneur's opportunity to be successful and obtain long-term growth. Analyses will include accessing the competitive strengths and viability of a business "idea", the entrepreneurs' skills and experience, and its financial requirements and funding sources.

BUS 444 New Ventures and E-Business 3 Credits (Formerly MGT 339) This course examines the process, experience, and requirements for creating a new on line business. Students will also study production, marketing, sales, advertising, cost/revenue models and strategies. The course will cover strategies for maintaining and monitoring an online visibility and results.

BUS 500 Information Systems & Operations Management 3 Credits (Formerly MGT500) This course provides an overview of the decision support systems and the important role they play in supporting business decision-making. The course focuses on approaches to decision-making management information systems (MIS), and precepts from management science and operations management.

BUS 502 Business Legal & Ethical Issues-3 Credits (Formerly MGT 502) This course examines both theoretical and practical approaches to addressing and resolving conflicts that arise within organizations. Students will examine the role negotiation plays in conflict management, and learn how to apply various negotiation strategies.

BUS 544 Managerial Economics 3 Credits (Formerly MGT 544) This course is an introductory economics course. Students will learn how to apply micro and macroeconomics to managerial decision-making.

CAEL 100 Prior Learning Experience 3 Credits

CHM 102 Principles of Chemistry 3 Credits

This course covers the applications of chemistry for science majors. Topics included are the composition of matter, atomic structure, periodic relations and nomenclature. Includes qualitative and quantitative experiments. Prerequisites: None

CHM 102L Principles of Chemistry Lab 1 Credit Laboratory activities for CHM 102

CHM 102A Principles of Chemistry (3 credits) Presents an introduction to chemistry and chemical laboratory techniques covering the basic

Course Descriptions

principles and applications of chemistry. Designed for general education and students in programs that require a chemistry background. Topics include metric and English conversions, atomic theory, solution preparation and their properties, chemical reactions, inorganic chemical nomenclature, bonding, periodic table, mass relationships and acid/base theory. Prerequisite: Math 104 or equivalent with a grade of C or better.

CHM 102AL Principles of Chemistry Lab (1 credit) This is the laboratory part of Introductory Chemistry and is taken in conjunction with the main course. An introduction to common laboratory techniques and the process of science is presented. The laboratory experiments are designed to complement the topics presented in the companion lecture course. Topics include density, filtration systems, chemical nomenclature, determining chemical change, synthesis, quantitative analysis and acid/base theory. Corequisite: CHM 102A

CHM 331 Organic Chemistry I 3 credits

A study of the aliphatic and aromatic compounds of carbon. Emphasis on functional groups and their reaction to and representative compounds of interest in biology and medicine. Prerequisites: CHEM 102

CHM 331L Organic Chemistry I Lab

Laboratory activities for CHM 331

CHM 332 Organic Chemistry II 3 Credits

Continuation of CHM 331

CHM 332L Organic Chemistry II Lab 1 Credit

Laboratory activities for CHM 332

CIS120

CIS 201 Foundations of Information Literacy 3 Credits Introduction to information literacy, including the recognition of a need for information, the location and evaluation of information, the appropriate use and communication of information, and an understanding of the ethical issues concerning information retrieval and use. Prerequisites: ENG130

COM 104 Speech 3 Credits

Concepts of communication. Includes audience analysis, selection of topic, reasoning, mapping, material organization, visual aids, public speaking, verbal and non-verbal cues. Prerequisites: None

COM 105 Intercultural Communication 3 Credits Definition and strategies of cross cultural communication. Principles related to the

communication skills both overt and covert within a diverse society. Includes verbal and non-verbal strategies. Prerequisites: None

COM 204 Argumentation 3 Credits

Basic principles and skills involved in understanding, analyzing, evaluating, and constructing arguments. Writing intensive. Prerequisites: ENG130

ECN 101 Principles of Economics 3 Credits

Principles of economic analysis, economic institutions, and issues of public policy. Emphasis on production, allocation of resources, and distribution of income. Comparison between micro analysis and macro analysis. Prerequisites: None

ENG 127 Preparatory College Reading and Composition 4 credits Provides a basic course in college reading and writing. Emphasis on sentence structure, paragraph and essay structure, grammar, and critical thinking skills. The goal of this course is to prepare students for English Composition. Prerequisites: None

ENG 130 English Composition & Reading 3 Credits Expressing ideas and conveying information in writing. Includes reasoning, factual support, clarity of purpose, organization, and language. Instruction and practice in reading and writing of expository and argumentative essays. Prerequisites: ENG 127 or Placement exam

ENG 132 English Composition 4 Credits

Provides a study of and practice in the use of language and writing of argumentative, analytical essays and research papers. Emphasis is on college-level expository essay construction, communication, and research methods. Prerequisites: ENG127

ENG 142 English Composition Introduction to Literature/Critical Thinking 4 Credits

This course is an advanced composition course that presents a study of literature and emphasized critical thinking, including reasoning, rhetoric, inductive and deductive reasoning, literacy and argumentative skills necessary for constructing a well-supported, creditable, persuasive argument. The course teaches students how to read and write analytically about diverse subjects using various sources. Prerequisites: ENG132

FIN 335 Introduction to Finance 3 Credits (Formerly MGT 312) The purpose of this course is to introduce basic financial principles preparing

Course Descriptions

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

FIN 510 Financial Management 3 Credits (Formerly MGT 510) The financial management of an organization is critical to its long-term viability. In this course students are introduced to financial management concepts. They will develop basic math skills and learn how financial analysis is used to make decisions. Topics covered include: ratio analysis, risk assessment, ROI, cost of capital, and the time value of money.

FNP 511 Advanced Role Development, Theory and Leadership 3 Credits This course focuses on the role and accountabilities of advanced practice nurses. Emphasis is on historical and contemporary contexts, major themes and theories crucial to successful development, execution of and leadership in advance practice nursing. Focus is also on the impact and evolution, certification, legal issues, ethics, best practices, standards, standardized procedures, furnishing numbers, and professional activities inclusive of the nurse practitioner and its specialties, the clinical nurse leader, and other advanced practice roles. Prerequisites: None

FNP 522 Healthcare Systems: Policy, Change and Informatics 3 Credits This course addresses the multi-faceted dimensions of policy, organizational and financial structures of the US health care delivery system. Emphasis is on critical analyses of historical, social, cultural, political, economic, legal and ethical dimensions of public and private policy formation, implementation and evaluation. Focus is also on the theories, principles, and research related to organizational systems, change requirements to achieve best practice, and the integration and use of informatics within health care organizations. Prerequisites: Entry into Masters in Science in Nursing program.

FNP 533 Evidence Based Practice: Theory and Critical Inquiry 3 Credits This course builds a foundation and framework in evidence based research and the knowledge and skills necessary to understand, critique and utilize

research from nursing and interdisciplinary fields. Emphasis is on the relationship between theory, research and practice. Scientific thinking through the study of typical models of qualitative and quantitative research is examined along with methodological congruence and design strengths and limitations. This is the preparatory course for FNP 588, Evidence Based Project Field Work.

Prerequisites: None

FNP 544 Health Promotion, Education and Disease Prevention Across the Lifespan 2 Credits This course examines health promotion, social issues, and disease prevention strategies for families and communities in diverse settings. Principles of family theory, established models of family development, epidemiology, demography and health and wellness education are explored. An opportunity is given to design and develop intervention plans to improve wellness. Focus is also on risk assessment and gaining knowledge of national and local preventive resources and services. Prerequisites: None

FNP 551 Advanced Pathophysiology 4 Credits Pathophysiology is the study of how diseases and disorders cause are caused by alteration in bodily functions. This course builds on a basic understanding of pathophysiology and uses a bodily system approach to explore the pathophysiologic sequela of common disorders and diseases of adults and children.

A solid understanding of the disease processes is essential for the advanced practice nurse for clinical decision making in assessment and in planning and implementing nursing actions. The content is approached conceptually; only selected diseases/disorders are addressed.

The student must have a sound understanding of normal anatomy and physiology in order to understand pathophysiology. Students are required to review normal anatomy and physiology before each lecture. At the graduate level, students must synthesis and integrate concepts from previous lectures and apply them. Although it is impossible to address every organ system alteration, presentation of content in a conceptual manor with practical discussion of case presentations will help the student integrate knowledge and apply it to advanced nursing care activities in clinical settings. Prerequisites: None

FNP 552 Advanced Pharmacology 4 Credits This course is designed for advanced nurse practitioners. The focus is to encourage synthesis

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of pharmacology, pharmacodynamics, and pharmacokinetics across the lifespan. Classifications of pharmaceuticals will be examined in relation to indication for use and evidence of efficacy. Side effects, idiosyncratic effects, interactions and allergic reactions will be described. Specific problems related to nutritional, developmental, and health status will be explored. Client teaching and counseling will be addressed with attention to elements promoting adherence, cost-effectiveness, and a positive therapeutic response. Legalities and regulations around prescription-writing privileges will be addressed, including standardized procedures and furnishing numbers. The course is also designed to meet the BRN pharmacology course requirements for the NP to furnish drugs or devices pursuant to the business and professions code, Section 2836.1. Prerequisites: None

FNP 553 Advanced Health and Physical Assessment Across the Lifespan 3 Credits

This course emphasizes focused assessments for a chief complaint that includes physical, psychosocial and spiritual health assessment, risk and functional assessment, and physical examination in diverse populations. A systematic method of diagnostic reasoning and clinical decision-making is used to establish clinical diagnoses. An overview of appropriate protocols for performing health screening, ordering, performing, and interpreting laboratory, radiographic, and other diagnostic data, as well as documentation and record keeping is included. Prerequisites: FNP 511, FNP 522, FNP 533, FNP 544, FNP 551, FNP 552

FNP 556 Common Illnesses Across the Lifespan 3 Credits This course concentrates on the levels of prevention and beginning primary care management of common health care problems of individuals and their families. Patients across the life spectrum are managed within a culturally, and spirituality diverse environment using the clinical decision making process. Advanced health assessment, advanced pharmacology, ethical reasoning, spirituality and advanced physiology and pathophysiology principles are integrated. Evidence-based research is examined as the framework for developing comprehensive, cost effective, least invasive, quality health care for chronic health care problems. The guidelines are to include health

promotion counselling, screening, and client education to optimize the clients health. Emphasis is placed on critical thinking, diagnostic reasoning, implementing appropriate diagnostic tests, prescribing pharmacologic and non-pharmacologic integrative healthing therapies, professional interpersonal relationships, the caring professional role and teaching/coaching techniques. Prerequisites: FNP 553, Corequisites: FNP 557

FNP 557 Common Illnesses Across the Lifespan – Clinical Practicum 3 Credits

Clinical Practicum
The 144 hours of precepted clinical practice time required this semester will afford the student beginning clinical decision making opportunities in the primary health care of diverse clients with common health care problems across the life span. Health care includes assessment of health needs, diagnostic testing, development of diagnoses using diagnostic reasoning and clinical decision-making, the planning, implementation and management of care, and the evaluation of outcomes using the SOAP format for documentation. Evaluation is to include revision of the plan, consultation and referrals as needed. Clinical evaluations will be performed using the College Practicum evaluation Rubric. Prerequisites: FNP 553, Corequisites: FNP 556

FNP 558 Primary Healthcare of Acute Clients/Families Across the Lifespan 3 Credits

This course focuses on advanced practice with a focus on acute illness in setting delivering care to a varied patient population, including pediatric, maternity, adult and geriatric all that may have numerous diagnoses and co-morbidities. Knowledge gained in Pathophysiology, pharmacology and previous clinical courses form the foundation of this course. Assessment is critical, as the diagnosis, plan, implementation and evaluation all depend on a correct assessment. Students are expected to advance from the novice level as the course nears completion. Laboratory practice possibly including a review of basic radiology interpretation, 12 lead EKG reading, suturing, and trigger point injection techniques. Standardized procedures will be discussed and reviewed throughout the class.

FNP 559 Primary Healthcare of Acute Clients/Families Across the Lifespan– Clinical Practicum 3 Credits In this clinical practice preceptor course, Nurse Practitioner

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students are exposed to acute care clinical situations, strategies and a variety of treatment modalities. Students will be expected to do their clinical practicum hours with either an Emergency Room practitioner or an urgent care practitioner. The use of Standardized Procedures in these settings will be reviewed. Prerequisites: Students will be expected to do their clinical practicum hours with either an Emergency Room practitioner or an urgent care practitioner. The use of Standardized Procedures in these settings will be reviewed

FNP 566 Primary Healthcare of Chronic Clients/Families Across the Lifespan 3 Credits

This course prepares nurse practitioner students with an understanding in continuous comprehensive care that includes strategies to manage chronic health problems, consulting, and the referral process. 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 on critical thinking, diagnostic reasoning, and clinical decision making in the provision of culturally congruent care of patients with chronic conditions. Issues related to systemic interrelationships are incorporated. Laboratory includes interpretation of lab results, mental status exams, wound care and dermatological conditions across the lifespan. Prerequisites: none

FNP 567 Primary Healthcare of Chronic Clients/Families Across the Lifespan – Clinical Practicum 3 Credits

In this clinical practice preceptor course, Nurse Practitioner students refine problem focused assessment techniques and diagnostic reasoning to establish differential diagnosis of the chronically ill patients across the lifespan. Emphasis is also on strengthening communication and counseling techniques. The use of Standardized Procedures is reviewed along with the legal implications of not using the Standardized Procedures. Students demonstrate effective documentation of a focused history and physical using SOAP format and coding using the E/M Evaluation and Management coding system as well as the ICD-9 medical codes. Standardized procedures will be used to care for chronically ill clients. Refer to the Student Clinical Handbook for detailed information specific to this track. Prerequisites: FNP 511, FNP 522, FNP533, FNP 544, FNP

551, FNP 552, FNP 553, FNP 556, FNP 558, FNP 559. Corequisites: FNP 566

FNP 577 Nurse Practitioner Practice Management

1 Credit (3 weeks) This course focuses on the role and function of the nurse practitioner in practice. Emphasis is on the development of skills needed for employment working in independent practice, in clinics and/or organizations. Regulations, prescriptive authority, certification, standards and reimbursement are included. Also emphasized is resume/CV writing, interviewing, contract negotiation, hospital privileges, practice start-up and ownership, office management, insurance, malpractice and liability, risk management, ethics and collaborating with other health care providers. Students are responsible in reading the materials on the required text and recommended articles as assigned for class discussion and written examination. Pre-requisites: FNP 511, FNP 522, FNP 533, FNP 544, FNP 551, FNP 552, FNP 553, FNP 556, FNP 557, and currently enrolled in FNP 558

FNP 578 Clinical Residency 6 Credits

During the precepted clinical course students will advance from beginner to intermediate to advanced levels. Each stage will build upon the previous until the student is ready to move to the entry role of the professional nurse practitioner. Preceptors will supervise clinical skills and assist students in the critical analysis of interview and physical assessment data to develop differential diagnoses and a working diagnosis. In this final clinical rotation, the advanced student is expected to perform all role functions for an increasingly complex caseload. At this stage the student's work is expected to be thorough, efficient, organized, skillful, and independent. The student integrates theoretical information with the individual client situation to formulate diagnosis and plan of care. This clinical experience should incorporate the learned theory with clinical applications focusing on management of normal and common pathological conditions in the primary care of adult women, men, geriatric and children populations both as individuals and with in the family of varied diverse cultural and socioeconomic backgrounds. Theory and clinical experiences emphasize assessment, prevention, and management utilizing the nursing model. Identification and application of pharmacological therapies is incorporated. Emphasis is placed on various roles for the individual, aging theories, and on the effects of culture on these roles. This Residency includes a required 288 hours of documented clock hours of clinical practice. Clinical evaluations will be performed using the

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College Practicum evaluation Rubric. Pre-requisites: FNP 511, FNP 522, FNP 533, FNP 544, FNP 551, FNP 552, FNP 553, FNP 556, FNP 557, FNP 558, FNP 559, FNP 566, FNP 567, FNP 577, FNP 578, FNP 588

FNP 588 Evidence Based Family Health Project Field Work 2 Credits This course gives students an opportunity to apply the knowledge gained in MSN 590 Evidence Based Practice: Theory and Critical Inquiry. With guidance the research design, methodological framework, and data collection parameters are completed as preparation for conducting the Family Health Project. In this course, the Family Health Project is completed and is developed as a publishable document. Students are expected to present their Projects at the IAC Graduate Student Research Forum. Pre-requisites: FNP 511, FNP 522, FNP 533, FNP 544, FNP 551, FNP 552, FNP 553, FNP 556, FNP 557, FNP 558, FNP 559, FNP 566, FNP 567, FNP 577

FUN 101 Fundamentals of University Success 3 credits Introduces students to a range of skills, tools and services necessary to student success at the university level, including study skills; computer literacy tools; communication tools, guidelines, and expectations; research tools and applications; and web-based student service platforms. Prerequisites: None.

GED 101 Preparation for the GED N/C Preparation for the GED exam. Academic topics include language arts, math, sciences, and social studies. Course designed to encourage discussion, reflection, and application of content to reinforce learning and encourage confidence. Prerequisites: None

GEO 101 Physical Geography 3 Credits Study of the physical forces of the environment that help shape the landscape. Topics to be included are map reading and interpretation, development of the Earth's interior and exterior character. Prerequisites: None

GER 402 Aging Programs and Services 3 Credits This course will present a survey of the major contemporary services and programs focusing on the needs of older adults. Through a comprehensive assessment and review, students will gain a thorough introduction to the variations, strengths, and limitations that reflect these resources. Emphasis will be placed upon the governmental organizations, modalities of care, legislative initiatives, and supportive networks that

typify the growing needs and interests of this vulnerable population. Prerequisites: HES256

GER 404 Elder Law 3 Credits

The impact of the aging society on healthcare mandates discussions on home health, assisted living and nursing homes for seniors. Financial, end of life planning, trust wills, advance directives and powers of attorney are included. Prerequisites: HES256

GER 408 Studies on Aging 3 Credits

Course provides an overview of studies in aging through the perceptions of the life cycle, health care systems, family and interpersonal relationships and aging in diverse communities at large. Emphasis is on theory, methods and research in aging, and future trends in aging in various cultures. Prerequisites: HES256

HED 310 Health Informatics 3 Credits

This course provides a multi-disciplinary approach to health informatics. The course explores the informatics in health care delivery and focuses on the clinical applications. The focus is on information technology including hardware, software, systems, and conceptual models of information. Different data types and data models are explored across various functional aspects of health care disciplines. Prerequisites: None

HES 256 Health and Society 3 Credits

Analysis of major health problems affecting the life of the individual, the family and community at large. Evaluation, planning and implementation of approaches to meeting personal and societal health needs. Prerequisites: None

HIS 120 U.S. History I 3 Credits

Political and social development of the United States, with emphasis on colonial period, the Constitution, and American institutions, up to the Civil War. Prerequisites: None

HIS 122 U.S. History II 3 Credits

Political and social development of the United States after the Civil War to the present time. Emphasis on the diversity of its people, the Industrial Revolution, the role of the U.S. in world politics and relations. Prerequisites: None

HRM 321 Human Resources Management 3 Credits (Formerly MGT306)

This introductory course to human resource management examines the role and functions of both members and leaders within an organization. Exposure to areas critical to modern day leadership includes

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counseling, training and development, recruiting, retention, compensation, and diversity in the workplace. Role-playing and class discussion is encouraged to stimulate intellectual growth and human resource management awareness.

HRM 441 Learning and Development 3 Credits (Formerly MGT 303) This is an introductory course that develops understanding of training and development from both the individual and organizational perspectives. Students will receive theory and practical knowledge regarding individual and employee training and development in the business environment.

HRM 442 Workforce Planning & Performance Management 3 Credits (Formerly MGT 315) In this course, students are exposed to the fundamentals and best practices of performance management in various organizations. The importance of leadership and interpersonal skills will be explored as students learn the dynamics of individual performance and its contributions to a successful organization.

HRM 443 Legal Environment of HR Management 3 Credits (Formerly MGT 335) This course examines the laws and regulations that directly influence human resource management functions and decisions. Students will address the foundations of the United States legal system, employment law, the challenges of operating in multiple countries (i.e., having different legal systems and customs), and the use of legal consultants to support the HR function.

HRM 444 Compensation and Benefits 3 Credits (Formerly MGT 349) The objective of this course is to develop knowledge of the philosophies, decisions, and mechanics behind structuring employee compensation and benefit policies and packages. Topics include: job structuring and evaluation, performance management/ assessment, and benefits.

LTC 406 End of Life Ethics 3 Credits

Ethical issues such as suffering, death and dying, futility of treatment, withholding and withdrawing treatment, artificial food and nutrition, palliative care, euthanasia, and compassion are the main focus of this course. The course provides an analysis of the major moral traditions as well as the philosophical debate on the goals of health care. Prerequisites: HES256

MAE 500 Psychology of Education 3 Credits

This course provides an overview of education and learning theories. Classical paradigms and current pedagogical theory and research will be discussed. Current pedagogical research and learning theories will be presented. Students will be able to discuss and criticize different teaching practices. Prerequisites: None

MAE 502 Concepts in Educational Inquiry 3 Credits This course is designed to provide students a foundation to inquiry and research in education. The goal of the course is to provide students the tools to understand research and publications in the field of education, and provide basic tools for developing research and advance the profession of the field of education. Prerequisites: None

MAE 504 Legal Aspects of Education 3 Credits This course will explore topics in education law and ethics with a focus on legislative enactments and cases which had a major impact on the education profession. Topics including: Elementary and Secondary Education Act, students with disabilities, sexual harassment and violence on campus. The course will also survey legislative. Prerequisites: None

MAE 506 Cultural Perspectives in Education 3 Credits This course provides an understanding of current issues and foundations of cultural perspectives in America. Multicultural topics, including race, gender, and other constructs of difference are explored. The foundations of multicultural education are examined and practical aspects of implementing multicultural education are addressed with the focus remaining on the theoretical and conceptual aspects of multicultural education. Prerequisites: None

MAE 508 Teaching Subject Matter with Technology 3 Credits This course will examine the use of technology in the teaching of subject matter: Students will be introduced to teaching and learning in traditional school settings using technology across the curriculum. Topics to be covered in this course are: the exploration of gender issues and technology, how technology can be used to support students learning, digital media, the internet, educational software including productivity tools and web based resources in education. Further areas of discussion will include an overview of the challenges and possibilities of using these technologies. Prerequisites: None

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MAE 510 Theories of and Approaches to Literacy 3 Credits

The focus of this course is to explore effective literacy procedures, strategies and materials to accommodate different literacy learners. The relationship between literacy theory and practice will also be investigated enactments and cases having a major impact on professional practice of teachers and education leaders in the United States. Prerequisites: none

MAE 512 Assessment in Education 3 Credits

This course is a critical overview of the history and role of assessment in education and an appraisal assessment practices and strategies. Prerequisites: None

MAE 515 Literacy Instruction for Students with Mild Disabilities 3 Credits

The course focuses on language development and the relationship between language and reading acquisition for students with mild disabilities. Students will learn concepts central to typical and atypical language development; language achievements at different ages; concepts of emergent literacy, models of reading acquisition and skilled reading. Prerequisites: None

MAE 519 Classroom & Behavior Management in the Inclusive Classroom 3 Credits

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. Prerequisites: None

MAE 521 Content Area Instruction for Students with Mild Disabilities 3 Credits

This course focuses on expanding the understanding of development and cognition in and academic and functional performance of students with disabilities, how these are similar to and different from all developing students, and how this understanding informs the teaching of students with disabilities in the primary and middle school environments. Another area of exploration is the ways in which these differences need to be addressed within a standard aligned system that demands high expectations of

students with disabilities so that they have true access to the general education curriculum. This course will enhance the development of a range of instructional supports and use of validated practices in prospective teachers for inclusive settings, especially in content area subjects, but also the supporting skills of reading, written language and math, that are necessary for success in today's classrooms. Prerequisites: None

MAE 523 Autism Spectrum Disorders: Characteristics and Educational Implications 3 Credits

This course is designed to prepare teachers to work in a variety of environments serving children and young adults with Autism Spectrum Disorder (ASD) including the general education classroom, inclusive settings and specialized settings. Evidence-based practice, philosophical approaches, and specific intervention techniques are examined. These practices are considered within the continuum of services and collaborative models utilized in designing effective instructional environments for students with ASD. Attention is given to current and evolving research related to etiology, brain function, and early intervention as well as Applied Behavior Analysis, PECS and TEACHH practices. Prerequisites: None

MAE 535 Curriculum across Content Areas for Diverse Young Learners 3 Credits

This course focuses on the design and implementation of individualized and culturally responsive learning opportunities and curriculum for young children with and without disabilities in inclusive early childhood environments (i.e., child care centers, preschool, Head Start, 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. Curricula and materials will be examined and evaluated as related to state standards. Prerequisites: None

MAE 537 Developing Language, Literature & Communication of Diverse Young Learners 3 Credits

This course examines strategies to develop language, literacy, and communication in young children with varying abilities. It explores the importance of adult-child interaction and the effect of bilingualism, cultural diversity, cognitive ability, and language disorders. Prerequisites: None

MAE 539 Methods of Teaching Early Childhood 3 Credits

This course provides a

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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. Prerequisites: None

MAE 541 Maintaining an Effective Learning Climate 3 Credits This course examines developmentally effective strategies used in managing a positive learning environment within the framework of today's diverse early childhood population. Topics include models of discipline, establishing expectations and procedures, motivating children, family communication, managing disruptive children, technology integration, and materials management and record keeping. Prerequisites: None

MAE 551 Managing Organizational Culture: Elementary, Middle and Secondary School Organization 3 Credits In this course the modern U.S. K-12 School is thoroughly examined as is the role of the principal in fostering a school culture and ethic supportive of continuously improving curriculum, instruction, and student achievement. Students are also introduced to theoretical administrative organizational foundations of management and leadership of educational programs and institutions. Prerequisites: None

MAE 555 Leading for Assessment & Accountability 3 Credits In this course students will examine research-based models for ensuring school effectiveness, accountability, and continuous quality improvement. Considered are norm-referenced and criterion-referenced testing, standardized test score interpretation, data mining, data analysis, data reporting, and using data-based decision making to improve student achievement. California's system of school accountability and grading is studied. Prerequisites: None

MAE 557 Leading School Communities in a Pluralistic Society 3 Credits In this course strategies to promote school and community cooperation and partnering are examined, as are methods of effectively communicating with multiethnic students, parents, teachers, and other staff. Best practices for managing and effectively using school advisory committees will be examined and leadership and advocacy skills will be developed. Prerequisites: None

MAE 561 Leading for Learning and Development of the School Community 3 Credits 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. Prerequisites: None

MAE 591 Higher Education Administration and Leadership 3 Credits The course focuses on strategic leadership and decision making, specifically in the context of the higher educational setting. The course examines contemporary leadership theories, with emphasis on transformational and transactional leadership styles. Application of principles of organizational change, team dynamics, strategic planning and other topics that a leader of higher education need to know to successfully lead organizations of higher learning. Prerequisites: None

MAE 593 Curriculum Development in Higher Education 3 Credits This course focuses on issues that shape curriculum development in higher education, such as institutional/program missions and philosophies, (b) accreditation and other regulatory agencies policy, and pedagogical trends. Prerequisites: None

MAE 595 Assessment of Student Learning in Higher Education 3 Credits The course focus is on methodologies and approaches to plan, assess and implement changes accordingly of Higher Educational programs. Special emphasis will be on student learning outcomes measurements. Prerequisites: None

MAE 596 Human Resources in Higher Education 3 Credits The course examines the Human Resources function in higher education and explores how Human Resources can become a transformative department. Prerequisites: None

MAE 599 Capstone 3 Credits This capstone course provides students with the opportunity to integrate and apply learning from their Masters of Arts in Education. Students will also assess the impact of their educational experiences on their

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ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, and the impact of these elements on their future.

MAT 91 Basic Math/Pre-Algebra 3 Credits

This course is designed for students who need to build skills in Basic Math and Pre Algebra. The course covers all the essential topics needed to be successful in future Algebra courses. Topics include: basic operations with real numbers, fractions, decimals, exponents, order of operation, conversion of units, percent's, radicals, basic operations of Prealgebra, linear equations, mathematical modeling, data interpretation and area, perimeter and volume of geometric figures. Prerequisites: None

MAT 92 Elementary Algebra 4 Credits

This course is designed for students without any algebraic background. The course covers all the essential topics needed to be successful in Intermediate Algebra. Topics include real numbers and algebraic expressions, linear equations, inequalities, exponents, order of operation, polynomial expressions, factoring, quadratic equations, graphing linear equations, radical expressions and equations, linear systems and mathematical modeling. Prerequisites: None

MAT103 Plane Geometry 3 credits

This course is designed to prepare students in the understanding of properties and applications in Euclidean geometry. Extensive use of definitions, postulates and theorems are used throughout this course to write proofs using deductive reasoning. Critical thinking skills are used in solving real world applications. Topics include congruence, similar and other properties of triangles, introduction to trigonometry, transformations, three dimensional space and conics, angles, parallel and perpendicular lines, polygons, circles, area, perimeter, surface area and volume.

This course is equivalent to one year of High School Plane Geometry or one semester of college level Geometry. This course meets Common Core standards as well as the California state requirements. Prerequisites: MAT 92 with a grade of C or better

MAT 104 Intermediate Algebra 4 Credits

Intermediate Algebra is designed to broaden the

concepts from Elementary Algebra. This course covers all the essential topics needed to be successful in College Algebra or Precalculus. Topics include: algebraic techniques with polynomials, rational expressions, exponents, radical expressions and equations, factoring, linear and quadratic equations, inequalities, logarithmic and exponential functions, solving systems of two or more linear equations, mathematical modeling, complex numbers, probability, functions and their graphs. Prerequisites: MAT 92 with a grade of C or better

MAT 105 College Algebra 3 Credits Algebraic concepts and methods. Includes real numbers, graphs, linear and quadratic equations, systems of equation, polynomials, sinusoidal equations, theory of functions. Prerequisites: MAT 104 or Placement exam

MAT 210 Trigonometry 3 Credits

The study of the relationships between the angles and sides of triangles, relationships between central angles and coordinate points on a circle, right triangles, circular functions, degree/radian measures of angles, trigonometric functions of angles, inverse functions, identities, graphic representations of trigonometric functions, solutions of right and oblique triangles equations, vectors, complex numbers, and polar coordinates. This course is designed to prepare students' for further study in mathematics required in the sciences and other technical fields. Prerequisites: MAT 104 with a grade of C or better

MAT 240 College Algebra 4 Credits

Presents a study of College Algebra and analytic Geometry with an emphasis on mathematical modeling. Covers topics such as algebraic equations and inequalities, polynomial functions, functions and graphs, zero of functions, rational functions, exponential and logarithmic functions, conic sections, systems of equations and inequalities, matrices and determinants, sequences and series, and probability. This course is designed to prepare students for Calculus. Prerequisites: MAT 104 with a grade of C or better

MAT 241 Intro to Probability and Statistics 3 Credits Basic concepts of probability and statistics. Includes sets and probability, random variables and probability distribution, sampling,

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estimation theories, tests of hypotheses.

Prerequisites: Passing Math Assessment test

MAT 241A Introduction to Statistics 4 Credits

A study of descriptive and inferential statistics and its applications to the fields of economics, business, ecology, psychology, education, mathematics, and applied science. Topics are inclusive of, but not limited to, the analysis and classification of data, numerical summary measures, probability, discrete and continuous probability distributions, statistics and their sampling distribution, the Central Limit Theorem, point estimation, confidence intervals, hypothesis testing with one and two samples, correlation and regression, Chi-Test and the F-Distribution, Analysis of Variance, and Nonparametric Tests. Prerequisites: MAT 104 with a grade of C or better

MAT 242 Precalculus 4 Credits

This course is primarily designed to emphasize topics which are fundamental to the study of calculus. The student will analyze functions in depth including transformations, inverses and compositions; paying particular attention to quadratic, polynomial, rational, exponential and logarithmic functions and their graphs. Other topics include right triangle trigonometry, trigonometric identities and equations, vectors, complex numbers, laws of Sines and Cosines, the binomial theorem, arithmetic and geometric sequences and series, systems, partial fractions, matrices and determinants, conic sections and probability. The student will solve applications and modeling problems related to the above topics. Upon completion, students should be able to solve practical problems and use appropriate models for analysis. MAT 104 with a grade of C or better

MAT 245 Business Calculus 4 Credits

A study of Calculus with emphasis placed on the application of these concepts to business and management related problems. The course explores mathematical concepts, methods and applications from life issues, science, business, finance and environmental issues. Derivatives and integrals of functions including polynomials, rational, exponential and logarithmic functions are covered. Prerequisites: MAT 210 and MAT 240 or MAT 242 with a grade of C or better

MAT 248 Calculus I 4 Credits

Presents a study of analytic geometry, limits, continuity, the calculus of algebraic, trigonometric,

exponential and logarithmic functions as well as applications of the derivative and integral. Each topic is taught geometrically, numerically, and algebraically. The course explores mathematical concepts, methods and applications from life issues, science, business, finance and environmental issues. Prerequisites: MAT 210 and MAT 240 or MAT 242 with a grade of C or better

MAT 249 Calculus II 4 Credits

Presents a continuing study of integration techniques, applications to physics and engineering, improper integrals, transcendental functions, first order differential equations, series and sequences, parametric equations and polar coordinates. Each topic is taught geometrically, numerically, and algebraically. Prerequisites: MAT 248 with a grade of C or better

MAT250 Calculus III 4 Credits

Presents a study of differentiation and integration of functions of several variables, parametric curves and surfaces, and the calculus of vector fields. Topics are inclusive of, but not limited to, multivariable vector functions, partial derivatives, directional derivatives, surfaces and hyper surfaces, parametric equations, multiple integrals using several different coordinate systems, line integrals, Green's Theorem, the Divergence Theorem and Stokes Theorem. Prerequisites: MAT 249 with a grade of C or better

MAT 340 Discrete Structures 4 Credits

This course is designed for students in math and computer science. Logic is emphasized in this course, and topics include: proof and theory including inductive and deductive proofs, propositional and predicate logic & calculus, set theory, algorithms including recursion, trees, relations and functions, counting & probability, elements of the theory of directed and undirected graphs including Dijkstra's shortest path algorithm. Additionally, an introduction to complexity of algorithms and recurrence relations are included. The student will solve applications and modeling problems related to the above topics. Prerequisites: MAT 240 or MAT 242 with a grade of C or better

MAT 341 Linear Algebra 4 Credits

This course includes the study of vectors in the plane and space, systems of linear equations, matrices, determinants, vector spaces, linear transformations, inner products, eigenvalues, eigenvectors, diagonalization, matrix decomposition, and the Spectral Decomposition

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theorem. Prerequisites: MAT 248 with a grade of C or better Advisory MAT 340

MAT 343 Number Theory 4 Credits

Topics include: distribution of primes, representations of integers, Fibonacci numbers, divisibility, Euclidean algorithm, fundamental theorem of arithmetic, number-theoretic functions, Diophantine equations, congruence, primitive roots, the Chinese remainder theorem, quadratic residues, and elementary partition theory. Prerequisites: MAT 240 with a grade of C or better

MAT 346 Abstract Algebra 4 Credits An introduction to the principles and concepts of modern Abstract Algebra. Topics include groups, rings, and fields, isomorphisms, and homeomorphisms with applications to number theory, the theory of equations and geometry. Prerequisites: MAT 340 and MAT 341 or MAT 343 with a grade of C or better

MAT 348 Real Analysis 4 Credits

Introduction to concepts and methods basic to real analysis. Topics such as the real numbers, uniform convergence and functions of several variables. Prerequisites: MAT 250 and MAT 340 with a grade of C or better

MGT 321 Organizational Behavior and Management 3 Credits (Formerly MGT 310)

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

MGT 330 International Management 3 Credits (Formerly MGT 314)

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

MGT 332 Project Management Essentials 3 Credits (Formerly MGT 307) This course introduces students to best practices in project

management—Topics include definitions of project management and the environment, writing proposals to include: project deliverables, work breakdown structure (WSB), emergency procedures, risk management, and project budgets. Group collaboration is emphasized to assist in understanding the effects of team/group dynamics in project management

MGT 333 Leading Organizations 3 Credits (Formerly MGT 320)

This course focuses on management skills 21st century leaders need to be successful. Emphasis is on the difference between managing and leading. Topics include: leadership skills, diversity, communication, organizational culture and change management.

MGT 334 Organizational Communication 3 Credits (Formerly MGT 345)

This course provides an overview of the mechanics and politics of organizational communications. Students will learn theories of organizational communication and have practice in applying these theories to business situations. The course will cover both external and internal communications, as well as leadership and cross-functional communications.

MGT 441 Negotiation & Conflict in Management 3 Credits (Formerly MGT 350)

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

MGT 442 Leading Diverse and Dispersed Teams 3 Credits (Formerly MGT 351)

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

MGT 443 Supply Chain Management 3 Credits (Formerly MGT 353)

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

Course Descriptions

MGT 444 Strategic Management 3 Credits (Formerly MGT 316) This course is an examination of strategic management concepts. Students will study the strategic planning process, which includes creating goals, making decisions, taking actions, and analyzing results. The benefits of strategic planning will be identified and distinguished from operational planning. Through discussions, exercises and assignments, students will practice using analytical tools to critically assess an organization's internal and external environments, competitive opportunities, and threats. Students will be expected to recommend an appropriate organizational strategy, while at the same time critically analyzing other strategic approaches.

MGT 499 Capstone 3 Credits In this course students design, develop, and complete a comprehensive capstone project that integrates all courses in the BAM program. The purpose of this project is to demonstrate the ability to evaluate, assess, and synthesize the topics covered in the program.

MGT 503 Organizational Behavior 3 Credits (Formerly MGT 508) This course examines the theories and concepts used to analyze and understand organizational behavior at both the individual and group levels. Other topics covered in the course include power and conflict management.

MGT 504 HR Leadership 3 Credits In this course, students will study the changing role of the Human Resources function, and the impact this change is having on organizations. In addition, students will analyze current trends students will analyze current trends and issues facing the HR professional, and the skills that will be required to be successful.

MGT 507 Managing Organizational Change & Innovation 3 Credits Students will be introduced to the principles and practices for understanding, analyzing and implementing organizational change. They will also learn the strategies and "mindset" necessary to foster innovation within organizations.

MGT 512 Cross-Cultural Management 3 Credits In this course, students will analyze the opportunities and challenges facing organizations as they operate in international markets. They will also examine how to lead organizations in other countries and the challenges faced in working with different languages, societal norms, business

practices, and legal, political and economic systems.

MGT 516 Strategic Management & Analysis 3 Credits This course is an introduction to different approaches, theories and methods of strategic management. Students will learn how to perform competitive analysis of the environment (social, technological, economic, and global), industry and competition.

MGT 599 Capstone 3 Credits This is the final course in the MBA program. It is designed to have students demonstrate their understanding and synthesis of business concepts and theories from all of their coursework.

MHS 500 Health Through the Life Span 3 Credits The course provides an overview of human development and aging as normal part of the life cycle. Demographic and epidemiological trends with respect to aging will be examined. Common diseases of aging and their impact upon caregivers will be explored. Health behavior theory and health education planning models will be introduced and applied in the context of chronic disease prevention.

MHS 501 Aging and Health Education 3 Credits The course informs the students with physical, social, psychological, and economic changes related to aging and the impacts of an aging population on the delivery of health care services. Overall the socioeconomic/demographic trends, public policies, long-term care, Alzheimer's disease, and family care giving will be discussed. Prerequisites: None

MHS 502 Health Promotions, Program Planning, Design and Evaluation 3 Credits The course provides the students the capacity to plan, implement, and evaluate health promotion programs in various community and health care settings. Needs assessment methods, planning models, goals and objectives setting, strategy selection, data collection, and quality and evaluation issues will be addressed.

MHS 503 Perspectives in Community Health Education 3 Credits This course is an introduction to the theory and practice of public and community health. Models, theories and policy analysis are included. It also provides an introduction to the nature of community health services and resources. Prerequisites: None

MHS 504 Cultural and Cross-Cultural Perspectives in Health 3 Credits

Course Descriptions

The course provides an overview of essential concepts related to culture and cross-cultural perspectives in health. The relationship between theory and practice in multicultural education are emphasized. The overarching goal of this course is designed to develop culture awareness, and promote intercultural understanding in order to function effectively in a multicultural educational setting as a health educator. Prerequisites: None

MHS 506 Health Behavior and Change 3 Credits

The course provides the student with an overview of the health education/health promotion field and an opportunity to develop skills in needs assessment and program planning. The student will learn why health behavior is such an important contributor to current public health problems and how health education and promotion programs can be used to address the problems. The student will be introduced to a hands-on experience using the PRECEDE/PROCEED planning framework to conduct a needs assessment and design a health promotion program. Prerequisites: None

MHS 507 Ethical Issues in Public Health 3 Credits

The course examines the legal and ethical issues involved in the use of health related information in public health. Issues of autonomy, individual rights, fairness, the private and the public goods are important to public health policy. Prerequisites: None

MHS 508 Research in Health Education 3 Credits

The course is designed to provide students the capability to evaluate research findings in the field of health education, and in addition to identify the relationship of conceptual models and theories to research (knowledge building). Quantitative reasoning, and statistical analysis and will be introduced as they are applied to performing scientific investigations. Prerequisites: None

MHS 510 Mental Health and Society 3 Credits

This course is an overview of mental disorder in our society. Topics include: biological, psychological, medical, legal, and social issues related to mental health and the treatment of people. Major legal cases, legislation, and governmental issued reports relevant to these topics will be covered. Prerequisites: None

MHS 512 Health Education Program Administration 3 Credits

The course provides a full introduction to health education program administration and an overview of the skills and models commonly utilized by members of the profession.

Prerequisites: None

MHS 513 Health Policy Analysis 3 Credits

This course introduces students to policy analysis by examining issues in the health sector with a problem focused and multi-disciplinary approach that builds on political science, public administration, epidemiology, biostatistics, public policy and political theory. It explores the complexity of health policy and provides the basic tools used in policy design, implementation and evaluation. Prerequisites: None

MHS 514 Strategic Management of Health Care Organizations 3 Credits

Mission, vision and goal setting are defined in most healthcare organizations. Both internal and external stakeholders should implement a process to actively monitor growth and continuous improvement. This course puts emphasis on empowering and making stakeholders accountable for the overall management of the organization. Prerequisites: None

MHS 515 Information Systems in Health Care 3 Credits

This course provides students an overview of Health Information Technology (HIT), Health Electronic Records (HER), and Health Information Exchange (HIE), as well as human factor considerations important to health information systems in health care. Special topics include the current practices, trends, and issues in health information systems management, and privacy and security of health information and data. Prerequisites: None

MHS 517 Healthcare Financial Management 3 Credits

Operational knowledge of financial management theory and concepts adhering to Government Accounting Standards Board or the Financial Accounting Standards Board are presented. Understanding basic principles is vital for the economic well-being of the healthcare organization. Prerequisites: None

MHS519 Health Communication 3 Credits

Communication strategies inform and influence individuals, their families, and the community in accessing information and adopting health behaviors and policy directions. Includes current challenges to the healthcare system and potential

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health communication strategies to address them.

Prerequisites: None

MHS 599 Capstone Integrative Project 3 Credits This course is intended as the integrative Capstone course for students completing their studies in Health Sciences. Materials include: the formulation and implementation of strategies in health care organizations, theories of strategic management, and the role of health care professionals in the health care management process. Reviews specific analytical tools used in decision-making and policy implementation, with an emphasis on real-world health care applications.

MKT 321 Principles of Marketing 3 Credits (Formerly MGT 308) This course provides a familiarization with the field of marketing with an emphasis on the elements of marketing and associated strategies (analyses of customer, company, and competitor).

MKT 441 Customer Service Management 3 Credits (Formerly MGT 323) In this course, students examine the characteristics of “excellent” customer service, strategies for gaining and retaining customers and how these can lead to competitive advantages. Emphasis is on an integrative approach to customer service management, involving different areas of companies (i.e., operations, information technology, production, etc.) to provide a seamless approach to providing excellent customer service.

MKT 442 Marketing Communications & Advertising 3 Credits (Formerly MGT 341) The purpose of this course is to provide students basic skills to develop an understanding of the requirements for designing and executing marketing and advertising plans. Topics include media selection, types of advertising, personal selling, sales promotion, public relations, and demand creation

MKT 443 Marketing Analysis and Research 3 Credits (Formerly MGT 342) This course is an introduction to marketing research and data analysis critical to the firm’s success. Students will learn how to apply research results to make strategic marketing decisions. Some of the topics addressed in the course are: forecasting demand, pricing, assessing customer satisfaction, testing and creating strategic marketing/advertising strategies.

MKT 444 Strategic Internet Marketing 3 Credits (Formerly MGT 343) This course examines interactive technologies used for Internet marketing. The following topics will be covered in the course: e-Business strategies, online consumer behavior, the website and blog design and creation, selection of the correct domain name, and marketing mix.

MKT 506 Marketing Strategy 3 Credits (Formerly MGT 506) This course builds on the fundamentals of marketing. Topics covered include: pricing decisions, managing/developing/utilizing marketing data bases (data mining), managing existing products/services, assessing demand for and creating new products/services, creating supply chain/distribution strategies, analyzing strategic competencies and competitiveness, creating and executing strategic marketing plans, and managing sales.

MSN 500 Nursing Management Theories 3 Credits This course will analyze the major nursing theories and the application of theory to evidence-based practice, 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. Prerequisites: None

MSN 501 Advanced Community Health in Nursing 3 Credits

This course will focus on evidence-based approach to community health systems Nursing, which includes integration and application of theories and content related to assessment and appraisal of communities and populations. This course emphasizes the development of advanced practice and leadership. Prerequisites: None

MSN 502 Leadership and Organizational Behavior 3 Credits The course will explore application of concepts from behavioral sciences to understanding organizations and influence behaviors. Students will learn the concepts of motivation, leadership, and application techniques for individuals and groups and how they affect performance. Prerequisites: None

MSN 503 Nursing Administration and Healthcare Policy 3 Credits

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Students will learn theories, concepts, and principles from Nursing and related disciplines as a foundation for Nursing administration. They will learn theories of change, role, adaptation, need, and leadership as a related to Nursing management, professional practices and healthcare policy. Prerequisites: None

MSN 504 Nursing Research 3 Credits

This course will explore in-depth study of research processes, various research designs, and the development of testable hypothesis applicable to advanced nursing practice. Students will learn to critique and design Nursing studies. Prerequisites: None

MSN 505 Advanced Nursing Research 3 Credits

This course will explore Nursing research and explore scientific modes of inquiry for theory development and Nursing practice. Students will learn how to use research findings and information regarding patient outcomes and evaluation and organizational development. The course will emphasize the research process and statistical analysis leading to the systematic evaluation and application of evidence-based Nursing research. Prerequisites: None

MSN 506 Quality Measures, Safety, and Effectiveness in Health Care 3 Credits

This course focuses on the key drivers affecting healthcare delivery such as the Quality and Safety movement. Students will learn methods of assessing quality and techniques for improving quality. They will learn how to develop a patient safety, and quality assurance program in healthcare. Prerequisites: None

MSN 507 Human Resource Management in Healthcare 3 Credits

This course teaches students about the recruitment and selection of employees, benefits and compensation management, credentialing of health professionals, performance evaluation, staffing plans, labor relations and labor law. Prerequisites: None

MSN 508 Diversity and Social Issues in Healthcare 3 Credits

This course will provide students with a strong understanding of cultural differences regarding health status of patients, population based care principles of epidemiology of information gathering. The course will examine how to perform an in depth community assessment that promotes a multidiscipline approach for maintaining maximum functional wellness for a given client populations. It will also

examine the issues relating to cultural competence of health care workers, basic epidemiology principles, gender race and sexism. Prerequisites: None

MSN 509 Strategic Planning and Management in Healthcare 3 Credits

This course examines a variety of strategic planning methodologies and the theoretical perspectives behind each. It will review strategic planning process and resources allocation, and students will participate in the exploration of national health care delivery policy, financing structures, and review a development of marketing plans in health care. Prerequisites: None

MSN 510 Legal and Ethical Issues in Healthcare Management 3 Credits

This course analyses the major legal and ethical issues of the healthcare systems as they relate to the patient, provider, and the health care institution. It also examines corporate liability, medical malpractice, patient admission and discharge process, medical staff bylaws, informed consent, Nursing, patients' rights, and records and governmental regulations of personnel and health institutions. This also focuses on the manager's moral and ethical responsibility to the society to create systems that promotes and make available a cost effective healthcare. The course will also examine the general impact of health care cost and higher costs associated with chronic illness, and increased longevity due to improved medical care on society. This program also teaches students the internal and external legal environment faced by healthcare providers, and review of malpractice, risk management, tort law and OSHA regulations, organizational charter, bylaws, rules and regulations, and legal constraints of organizational management, and other types of laws. Prerequisites: None

MSN 519 Assessment and Evaluation Outcomes 3 Credits

This course will examine the principles and practices in assessment and evaluation methods. It will also explore concepts related to assessment and measurement and evaluation in nursing education. This will include the evaluation of educational resources and measurement of educational outcomes. Prerequisites: None

MSN 521 Instructional Technology 3 Credits

This course will introduce students to educational technologies and effective instructional methods,

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which include hardware, multimedia, interactive media, and internet resources for the classroom in both on ground online delivery modalities. Students will learn about ethical issues related to technology and teaching which will include copyright issues. Prerequisites: None

MSN 523 Teaching and Learning Strategies in Nursing 3 Credits Students will learn about theories relating to teaching and learning strategies, and will include the factors which can affect the learning environment for staff professional development, patient and nursing education. The course will clarify the nurse educator's role as it relates to nurse education in different settings. Prerequisites: None

MSN525 Curriculum Design and Development in Nursing 3 Credits

Students will learn how to design and develop curriculum in nursing education. They will also learn the process of creating program learning outcomes, student learning outcomes, syllabus construction, content delivery and various platforms for delivery, different instructional technologies, and program assessment and course evaluations. Prerequisites: None

MSN 527 Evaluation of Educational Outcomes in Nursing 3 Credits

This course examines testing and evaluation of students in the classrooms, skills labs, and clinical practice settings. Students will learn about test construction and design, performance base assessment, assessment of critical thinking and standardized testing. Prerequisites: None

MSN 599 Portfolio/Integrative Project in Nursing Administration 3 Credits This culminating integrative course provides the opportunity for students to apply administrative management theory in the health care educational setting. The seminar integrate content from the core courses and the elective courses in the MSN in Administration.. An electronic capstone will be submitted as a culminating project. This course will be taken as the last course in the program.

NUR 310 Foundations of Professional Nursing 3 Credits The concept of health assessment, nursing process, physiological and psychosocial integrity, safety and effective care environment are introduced in this course. Health promotion/ maintenance is examined, as it pertains to the adult client with acute and chronic illnesses. The normal aging process, cultural influences, communication, patient assessment

and nursing process are incorporated in that development. Professional nursing roles of provider and manager of care and members within the discipline are explored. In addition, the focus will be on the theoretical basis of basic nursing competencies required for safe and proficient nursing care of adult and older adult clients with acute and chronic health care needs across a variety of practice settings.

NUR 310L Foundations of Professional Nursing – Clinical Application 3 Credits

Under supervision of a Registered Nurse faculty the acquisition of nursing skills are practiced in a simulated clinical setting. After evaluating the students' competencies, the skills are performed for proficiency in actual clinical settings. Within the scope of health emphasis the core concepts of provider and manager of care and member within the discipline are stressed, utilizing, the nursing process as a tool to organize nursing care. Included are: technology proficiency, cultural assessment, interpersonal communication, safety, and selected nursing interventions. The student begins to explore and develop the role of the professional nurse in providing and managing nursing care for adult and older adult clients with acute and chronic medical-surgical health care needs in a variety of healthcare settings.

NUR 320 Nursing Care of Adults and Older Adults 4 Credits

This course builds on previous learning, incorporating nursing theory and process for the adult and older adult clients with intermediate health care needs. Integrating health assessment, promotion, and maintenance in greater depth to include, decision-making, diagnostic studies and nursing interventions considered for this level of care. The course emphasizes the role of the professional nurse as provider, manager of care, member within the discipline, communicator, advocate, teacher, and researcher in the care of clients with intermediate adult and older adult client with acute and chronic medical/surgical health care needs.

NUR 320L Nursing Care of Adults and Older Adults – Clinical Application 4 Credits

More advanced clinical nursing skills are acquired in simulated and actual clinical settings under the direct supervision of a Registered Nurse faculty. Clinical experiences will take place in the campus simulated clinical setting, ambulatory services and acute care facilities. With the emphasis on health promotion the student continues to explore and

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develop the role of the professional nurse in providing and coordinating nursing care for adult and older adult clients with intermediate acute and chronic medical-surgical health care needs.

NUR 330 Pharmacology for Nurses 3 Credits

This course provides an in-depth understanding of the various classifications of drugs, the physiological and chemical basis of therapeutic benefits and breakdown of drugs in the human body. Drug tolerance and addictive properties of specific drugs will be examined. Strict monitoring of drug side effects, drug interactions and effectiveness is stressed. Utilizing the nursing process, the role of the nurse as provider and manager of care, communicator, teacher, advocate, professional, and researcher in administering pharmacological agents is studied.

NUR 340 Nursing Care of Critically Ill Adults and Older Adults 2 Credits

This course builds on previous learning and focuses on the nursing management of adult and older adult clients with more complex health care needs than those studied previously. The client's drug therapy, diagnostic profile, therapeutic nursing interventions and other relevant studies are discussed and included. Nursing theory and related theories pertaining to clients with multi-system compromises are analyzed and considered. The emphasis will be on critical thinking; communication, advocacy, teaching and researching the role of the nurse as a provider and manager of care, and member within the discipline.

NUR 340L Nursing Care of Critically Ill Adults and Older Adults – Clinical Application 2 Credits Clinical experiences of advanced nursing skills and care are in simulated and clinical settings. These practices are in critical care and high acuity settings and provide opportunities to design and coordinate advanced medical-surgical nursing care for adult and older adult clients with complex health care needs. Utilizing the nursing process, application concepts of advanced medical-surgical and critical care nursing, critical thinking, organization, leadership, and time management skills are emphasized.

NUR 350 Women's Health Nursing 2 Credits Using the application of theory from nursing and related fields and building on knowledge and skills of previous semesters, the student learns about the physical, emotional and psychological demands of women, neonates and

family of diverse and multicultural origin. The professional nurse as a provider and manager of care and member within the discipline are integrated. Standards of clinical practice, evidence-based practice, communication, and critical thinking are promoted utilizing the nursing process as a tool to provide care.

NUR 350L Women's Health Nursing – Clinical Application 2 Credits Focuses on integration and application of the nursing process in providing care for multicultural women, neonates, and their families. Exploration of childbirth in a multicultural environment will be observed and practiced. The role of the Registered Nurse during the ante-partum, childbirth, and post-partum birth process will be discussed. Emphasis will continue on development of the role of the nurse as a provider and manager of care and as a member within the discipline, of care for women and families across the lifespan.

NUR 360 Children's Health Nursing 2 Credits Child nursing addresses the nursing management of children and the family with health care needs, many of which have resulted in chronic problems. Environmental factors such as physical, psychological, social, spiritual and cultural elements are discussed in the way they impact the pediatric client and family unit. Utilizing the nursing process, critical thinking skills, clinical decision-making, and a focus on growth and development are emphasized. Client/family teaching is an important part aspect of this course.

NUR 360L Children's Health Nursing – Clinical Application 2 Credits The child health nursing clinical course incorporates all newly learned pediatric theoretical concepts in addition to previously learned nursing and other theories. The nursing process is utilized as a basis to deliver nursing care to infants, children, adolescents and families. The focus is on health promotion, risk reduction, and disease prevention. Clinical experiences occur in a pediatric clinical setting as well as in ambulatory care health care delivery systems. The role of the registered nurse as a provider and manager of care and a member within the discipline is emphasized.

NUR 400 Mental Health Nursing 2 Credits This course scrutinizes theories from nursing, psychology, communication, and critical thinking as opportunities to learn about mental illness. Core concepts of care for diverse client populations including adolescents, adults, families,

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and groups where mental health and illness is explored. Focus is on the person and their state of mental illness on the health-illness continuum. The roles of the nurse as a provider and manager of care, advocate, communicator, teacher, professional and researcher to promote mental health and adaptation to mental illness are integrated as core concepts.

NUR 400L Mental Health Nursing - Clinical Application 2 Credits The clinical experiences of clients with mental healthcare needs will be provided in ambulatory clinics and acute clinical settings. This will provide the student with opportunities for practicing interpersonal communication skills. Addictive behaviors as a mental health disorder are identified and interventions planned. Additional emphasis will be on role development of the Registered Nurse as provider and manager of care and member within the discipline. This diverse client population includes adolescents, adults, families and groups with mental health care needs.

NUR 415 Professional Role, Issues, and Trends 2 Credits This course explores the theories, concepts, values, and behaviors required to transition to the professional nursing role. Included are historical, ethical, legal, legislative, and political processes that impact the practice of professional nursing in the contemporary healthcare system. Introduced is the impact of culture on delivering nursing care to diverse clients, their families and communities.

NUR 425 Holistic Health Assessment 3 Credits This course focuses on the skills needed to holistically assess the health status and the experience of health and illness across the lifespan including functional abilities of the client. Included are the knowledge and skills needed to identify pertinent data related to physical, physiological, developmental, psychological, sociocultural, spiritual and developmental variables as well as factors that influence the behavioral responses to health and illness. Attention is placed on the range of normal to abnormal findings and the identification of appropriate nursing interventions. The culture and belief systems used by clients, families and communities to construct personal meanings of health or illness are also examined.

NUR 435 Evidence Based Practice Nursing 3 Credits The course of Evidence based nursing (EBN), provides students the application of

research to clinical practice. The approach to clinical practice that relies on research findings to manage the health problems of a patient will be discussed and applied. The student will be able to learn several processes that can contribute to a better understanding of a patient's condition as well as the effectiveness of a certain treatment method. The relevancy of the research will be discussed as one that has to be proven and alternative forms of nursing care will be considered before evidence based practice is implemented.

NUR 445 Global and Community Based Nursing 3 Credits This course presents foundational concepts pivotal to delivering nursing care in the community setting, with specific attention to nursing competencies for community-based nursing care. The discussion includes a variety of settings and situations in which the community-based nurse provides care, highlighting cultural diversities, and emphasizing interactions between the individual and the family.

NUR 455 Complex Health Issues in Nursing 3 Credits This course includes concepts, theories, principles and roles of complex care nursing with the population of adult clients and families with complex health care needs.

NUR 460 Nursing Leadership 3 Credits

This course provides an opportunity for the nurse intern, to incorporate all previous learning and clinical experiences and apply those in selected clinical settings. The focus is on the Registered Nurse in the leadership role as manager, teacher, advocate, and coordinator of care for multiple clients in a health care setting.

NUR 460L Nursing Leadership – Clinical Internship 2 Credits The nurse intern works the assignment of Registered Nurse preceptor to begin the process of providing client care independently on selected patients, consistent with the student's level of clinical experience and abilities. Health teaching will be emphasized throughout.

NUR 462 Community Health Nursing 3 Credits Community health nursing as the backbone of health promotion, restoration and palliation at the individual, family and community level is emphasized. The course is designed for community assessment of wellness and illness across the lifespan. Problem solving and critical thinking skills as a basis for sound nursing care in

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an ever-changing environment and widely-diverse culture is utilized.

NUR 462L Community Health Nursing - Clinical Application 2 Credits There are a great many factors that affect the health of a community. As a result, the health status of each community is different. These factors may be physical, social, and /or cultural. The clinical experiences will explore the different factors affecting community health and promote strategies that can be utilized by the nurse to address these factors. Students have an opportunity to apply problem solving and critical thinking skills as a basis for sound nursing care in an every-changing environment and widely-diverse culture.

NUR 465 Leadership, Policy, and Informatics in Nursing 3 Credits

This course focuses on leadership theories, management and motivation, principles of quality improvement, risk management and patient safety; this course will also include topics on trends, issues and policies related to the changes within the health care system, as well as nursing informatics/ethics.

NUR 470 Geriatrics 3 Credits

The world population is getting older. Projections by the United Nations show that by 2050, more people will be older than 60 years than younger than 15. Geriatrics focuses on health promotion and the prevention and treatment of disease and disability in later life. This course is designed to promote wellness and a healthier lifestyle in the elderly. Problem solving and critical thinking skills as a basis for sound nursing care in providing care to the elderly will be addressed, diseases prevalent in the elderly will be reviewed and strategies for delivering age specific care will be explored.

NUR 499 Capstone (Must be taken in last session) 3 Credits In this course students will research, develop, and complete a comprehensive portfolio project which integrates their studies in the BSN curriculum. The purpose of this project will be to demonstrate the ability to evaluate, assess, and synthesize the undergraduate-level learning obtained in the Bachelors of Nursing program. The course focuses on integrating knowledge, skills, and abilities in leadership, critical inquiry, communication, and secondary research acquired during the program and applying them to an organizational analysis.

PHI 101 Introduction to Philosophy 3 Credits Various traditions of philosophical thought. Includes concepts of knowledge, reality, skepticism, dogmatism, common sense, materialism, mind-body duality, existence of God, and free will. Selected philosophers from Classic Era to the 20th century. Prerequisites: None

PHI 105 Introduction to Ethics 3 Credits Survey of theoretical approaches to ethics. Covers such topics as ethical relativism, egoism, utilitarianism, justice and moral responsibility. Prerequisites: None

PHI 342 Critical Thinking 3 Credits This is an exploration of the process of thinking more clearly, insightfully, effectively, and creatively. It helps students to develop the ability to analyze and solve problems, and make well-reasoned decisions through sophisticated thinking. This course includes exposure to the disciplines of inductive and deductive logic, fallacious reasoning, and problem-solving techniques. Student will also learn about the management of perception process, use of assumptions, emotional influences, thinking distortions, argumentation, and language in various settings.

PHI 380 Ethics in Healthcare 3 Credits Examines the principles of ethics and how personal and professional values relate to ethics in Nursing. Recognize and analyze ethical principles in daily practice. Prerequisites: ENG130

POS 120 International Relations 3 Credits Introduces the basic concepts of and approaches to the study of international relations, focusing on the two fields of international conflict and security and international political economy (IPE). Topics discussed will include regional conflict, foreign policy-making, international organizations, human rights, globalization, and environmental protection. The purpose of the course is to develop the analytical skills necessary to understand developments in the contemporary global community.

PSY 101 Introduction to Psychology 3 Credits A survey of the principles and concepts basic to understanding of human behavior. Includes history and development of basic theories. Prerequisites: None

PSY 495 Lifespan Cycles 3 Credits This course provides an understanding of the psychological aspects of human development from birth to death. Exploration of the patterns

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and sequences of physical, cognitive, social and psychological development and how individuals fulfill their potential at each stage of the life cycle. Also emphasized are the norms and variations that occur during the life cycle with the impact that heredity, environment and social factors play in creating human development.

Prerequisites: None

SCI 220 Survey of Physical Science 3 Credits Introduction to the basic principles and general concepts of physical sciences. Selected topics from chemistry and physics. Prerequisites: None

SOC 101 Introduction to Sociology 3 Credits Study of human behavior. Includes sociological perspective, culture, socialization, social organization and stratification, deviant behavior and the family. Prerequisites: None

SOC 305 Critical Perspectives in Society 3 Credits Study of human society from diverse perspectives. Analysis of the nature of social organizations and cultures developed by human need. Prerequisites: PSY 101

TEB 580 Latinos in the United States Education 3 Credits The course will explore the historical, cultural, and social characteristics of major Latino groups in the United States. This will include Latino contributions, cultural conflicts, demographics, migration and immigration patterns. It analyzes the legal, political, and social contexts that have shaped the status and educational experiences of Latinos in the U.S.

TEB 581 Desarrollo del Lenguaje y Lectura 3 Credits The focus of the course will be strategies and methodologies in Spanish language development, reading readiness, and beginning reading in the primary language. Special emphasis will be on the current trends and social issues affecting bilingual programs including program models, instructional approaches, bilingualism and illiteracy and selection and use of primary language materials. Prerequisites: Spanish Proficiency

TED 501 Affirming and Valuing Diversity in the Classroom 3 Credits

The course addresses the preparation of teachers for the wide diversity of students they are certain to meet in their classrooms, schools, and communities. The course provides a broad treatment of the various forms of human diversity found in today's schools; including nationality, ethnicity, race, religion, gender, class, language,

sexual orientation, and ability levels. The students will examine research-based cross-cultural psychological emphasis on how people learn about culture. The course content is based on the assumption that it is at the level of the individual teacher where the change that must occur with regard to diversity in schools begins. It assumes that teachers must learn to incorporate issues of diversity in all their teaching, not simply teaching about members of minority groups.

TED 503 Foundations of Education 3 Credits The course is designed to give students an overview of the historical, cultural, philosophical and political history of the American Educational System. Theories and research and the relationship to pedagogical strategies and student performance will be examined. The aim of the course is to provide critical perspectives on education and educational settings.

TED 504 Educational Psychology 3 Credits This course is the study of learning environments, the evaluation of learning and the teaching/learning process. There will be an analysis of the physical, intellectual, emotional, cultural and ethnic factors affecting development, learning and behavior. Emphasis is placed on implications for teaching and learning in the primary, elementary and secondary schools. Prerequisites: Admission to preliminary credential program

TED 506 Introduction to Special Education 3 Credits This course is an in depth review of the history and evolution of special education in the American school system. Special focus is placed on providing an overview of issues confronting educators of students with exceptional needs. Emphasis will be on the understanding of psychological, legal and educational implications for instruction and program planning. All exceptionalities and implications of current legislation will also be covered. Prerequisites: ENG 310

TED 508 Integrating Educational Technology into Teaching 3 Credits

This course will examine the use of technology in the teaching of subject matter. Students will be introduced to teaching and learning pedagogies in traditional and non-traditional school setting using technology across the curriculum. Topics to be covered in this course are mobile computing, the use of tablets in education, social media, the exploration of how technology can be used to

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support students learning, digital media, the Internet, educational software including productivity tools for teachers and students, and web-based resources in education. Further areas of discussion will include an overview of the challenges, advantages, cultural issues in technology, and of using and information literacy and fair use.

TED 520 Introduction to Classroom Instruction 3 Credits This course is a prerequisite for the preliminary credential program. Students must complete the course prior to student teaching (clinical practice) as an orientation to teaching in culturally and linguistically diverse classrooms. Candidates participate in 45 hours of classroom observations with emphasis on school systems, administrative policies, teacher expectations, classroom management systems and other aspects of classroom and school environments. Documentation of visits is required. Prerequisites: Senior Level

TED 522 First and Second Language Acquisition 3 Credits This course will study the historical, political, socio-cultural and pedagogical factors related to the acquisition of first and second language. Theoretical frameworks will be examined with emphasis on identification, assessment, performance and placement of English Language Learners. Other topics covered will be the laws, legislation and litigation related to English Language Learners. Prerequisites: Admission to preliminary credential program

TED 525 English Language Developmental Strategies for English Language Learners 3 Credits This course explores instructional models, strategies, approaches, assessment and placement of students in English as a second language and content based second language teaching. Teaching strategies, techniques and methods for teaching English to speakers of other languages will be explored including instructional planning for the development of aural and oral language proficiency. (*SDAIE and Sheltered Instruction*) Prerequisites: Admission to preliminary credential program

TEM 534 Curriculum & Instruction I 3 Credits Teacher candidates will learn how to use and develop curriculum embedded in California State Standards and Frameworks. They will learn a variety of instructional methods and strategies in delivery of curriculum strategies. The Focus of

the course will be the integration of content in all subject areas and in cross-cultural contexts.

TEM 535 Curriculum & Instruction II 3 Credits Continuation of TEM 534. Teacher candidates will learn how to use and develop curriculum embedded in California State Standards and Frameworks. They will learn variety of instructional methods and strategies in delivery of curriculum strategies. The focus of the course will be the integration of content in all subject areas and cross-cultural contexts.

TEM 536 Language Arts and Reading K-3 3 Credits

An analysis and study of theories related to language and literacy. Approaches, methods and techniques for teaching literacy skills will be explored. Opportunities for understanding and ability to teach reading/language arts to all students will be provided. Special consideration will be given to the procedures, instructional materials and to AN integrated approach to teaching reading. The course meets the requirements of the California Education Code and will offer students support in preparation for the Reading Instruction Competency exam.

TEM 561 Student Teaching - Clinical Practice I 3 Credits This course is a full time 8 week supervised placement in a public elementary school. The clinical practice courses are intended to guide candidates through their daily classroom instructional practice as student teachers. The sequence of clinical practice experiences includes multiple opportunities for interaction with diverse populations and communities such as English Language Learners and Special Needs students. All students are provided with experiences which are age and grade appropriate and are required and authorized by the credential they are seeking. Clinical practice is a critical component of the Teacher Preparation Program which combines theory to practice and is rooted in the United States University Mission and informed by the California Commission on Teacher Credentialing requirements.

TEM 562 Directed Student Teaching Seminar 3 Credits

This course is designed to provide students with academic and professional support during their student teaching assignment. The courses are offered in a seminar format consisting of reflective discussions that evolve around events in content classes, field experiences, supervised

Course Descriptions

teaching, and collaboration between the candidates, university personnel, and the on-site support provider.

TEM 563 Student Teaching - Clinical Practice 3 Credits This course is a full time 8 week supervised placement in a public elementary school. The clinical practice courses are intended to guide candidates through their daily classroom instructional practice as student teachers. The sequence of clinical practice experiences includes multiple opportunities for interaction with diverse populations and communities such as English Language Learners and Special Needs students. All students are provided with experiences which are age and grade appropriate and are required and authorized by the credential they are seeking. Clinical practice is a critical component of the Teacher Preparation Program which combines theory to practice and is rooted in the United States University Mission and informed by the California Commission on Teacher Credentialing requirements.

TEM 564 Directed Student Teaching Seminar 3 Credits This course is designed to provide students with academic and professional support during their student teaching assignment. The courses are offered in a seminar format consisting of reflective discussions that evolve around events in content classes, field experiences, supervised teaching, and collaboration between the candidates, university personnel, and the on-site support provider.

TES 540 Secondary Teaching Strategies I 3 Credits The course is an overview of curriculum and California State Frameworks and Subject Specific Standards, and district performance standards. It includes classroom procedures, instructional planning, lesson plan delivery skills, English Language Development (ELD), and Specially Designed Academic Instruction in English techniques for grades 6-12 with/and diverse student populations. Prerequisites: Admission to credential program

TES 541 Secondary Teaching Strategies II 3 Credits This course is designed to provide opportunities for prospective teachers to observe, develop, and practice a variety of methods to create positive learning environments, effective discipline, and traditional and alternative assessments. Emphasis is placed on strategies used for students with widely ranging linguistic and academic abilities, diverse learning styles and

varying cultural backgrounds. Methods and content are aligned with California State Framework for grades 6-12 with/and diverse student populations. Prerequisites: Admission to credential program

TES 542 Reading in the Content Area 3 Credits This course will focus on the theoretical basis of literacy and approaches to teaching reading across content areas. It will cover methods and techniques for teaching literacy skills in diverse urban school settings with linguistically diverse students. The course also explores literacy processes and assessment in secondary school curricula. Methods and content are aligned with California State Framework for grades 6-12 with/and diverse student populations. Prerequisites: Admission to credential program

TES 565 Student Teaching - Clinical Practice I 3 Credits This course is a full time 8 week supervised placement in a public secondary school. The clinical practice courses are intended to guide candidates through their daily classroom instructional practice as student teachers. The sequence of clinical practice experiences includes multiple opportunities for interaction with diverse populations and communities such as English Language Learners and Special Needs students. All students are provided with experiences which are age and grade appropriate and are required and authorized by the credential they are seeking. Clinical practice is a critical component of the Teacher Preparation Program which combines theory to practice and is rooted in the United States University Mission and informed by the California Commission on Teacher Credentialing requirements.

TES 566 Directed Student Teaching Seminar 3 Credits This course is designed to provide students with academic and professional support during their student teaching assignment. The courses are offered in a seminar format consisting of reflective discussions that evolve around events in content classes, field experiences, supervised teaching, and collaboration between the candidates, university personnel, and the on-site support provider.

TES 567 Student Teaching - Clinical Practice-II 3 Credits This course is a full time 8 week supervised placement in a public secondary school. The clinical practice courses are intended to guide candidates through their daily classroom instructional practice as student teachers. The

Course Descriptions

sequence of clinical practice experiences includes multiple opportunities for interaction with diverse populations and communities such as English Language Learners and Special Needs students. All students are provided with experiences which are age and grade appropriate and are required and authorized by the credential they are seeking. Clinical practice is a critical component of the Teacher Preparation Program which combines theory to practice and is rooted in the United States University Mission and informed by the California Commission on Teacher Credentialing requirements.

TES 568 Directed Student Teaching Seminar 5 Credits This course is designed to provide students with academic and professional support during their student teaching assignment. The courses are offered in a seminar format consisting of reflective discussions that evolve around events in content classes, field experiences, supervised teaching, and collaboration between the candidates, university personnel, and the on-site support provider.

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