

# **United States University 2011-2012 Catalog**

**United States University  
Campuses**

**830 Bay Boulevard  
Chula Vista, CA 91911**

**6251 Katella Avenue  
Cypress, CA 90630**

**(619) 477-6310**



# Table of Contents

<b>INTRODUCTION .....</b>	<b>10</b>
History of the University .....	10
<b>ACCREDITATION .....</b>	<b>11</b>
Western Association of Schools and Colleges (WASC).....	11
California Commission on Teacher Credentialing (CCTC).....	11
Board of Registered Nursing (BRN).....	11
<b>STUDENTS CATALOG RIGHTS .....</b>	<b>12</b>
<b>ACADEMIC CALENDAR 2011-2012.....</b>	<b>13</b>
<b>MISSION.....</b>	<b>14</b>
<b>VISION.....</b>	<b>14</b>
<b>CORE VALUES.....</b>	<b>14</b>
<b>UNIVERSITY EDUCATIONAL GOALS .....</b>	<b>14</b>
<b>INSTITUTIONAL LEARNING OUTCOMES (ILO) .....</b>	<b>15</b>
<b>APPLICATION AND ADMISSION .....</b>	<b>16</b>
Application to the University .....	16
Admission Requirements .....	17
General Education Development (GED) Test .....	17
Placement Exam.....	18
Placement Test for Bilingual Classes.....	18
Selection of Candidates .....	18
International Student English Proficiency Requirements.....	18
<b>INTERNATIONAL STUDENTS .....</b>	<b>19</b>
Maintaining Student Status .....	20
Academic Changes.....	20
Transferring Between Institutions.....	20
Changing Status .....	21
Travel and Re-entry .....	21
Working during the Academic Term.....	21
Working after You Have Completed Your Studies .....	22
Notice of Address.....	22
<b>REGISTERING FOR CLASSES.....</b>	<b>23</b>
Seat Time Requirement .....	23
Add and Drop of Classes .....	23

TRANSFERRING CREDIT .....	24
<b>Degree Roadmaps: The path to graduation! .....</b>	<b>24</b>
Purpose .....	24
<i>Undergraduate Programs</i> .....	24
International Baccalaureate (IB) Policy .....	24
<i>Graduate Programs</i> .....	24
<i>Transfer Credit Policy</i> .....	24
<i>Non-Traditional Credit Transfer</i> .....	25
Foreign Earned Academic Credit Transfer .....	26
<b>TUITION &amp; FEES .....</b>	<b>29</b>
Tuition .....	29
General Fees .....	29
Payments and Release of Records .....	30
Refund Policy .....	30
Withdrawal and Date of Determination .....	30
Cancelled Course .....	31
<b>FEDERAL FINANCIAL AID .....</b>	<b>32</b>
Financial Aid Refund Policy.....	32
Re-Entry to the Institution.....	33
Leave of Absence.....	34
<b>SATISFACTORY ACADEMIC PROGRESS .....</b>	<b>34</b>
<b>Veterans Administration Policies.....</b>	<b>35</b>
<b>Reimbursement to Military Personnel, Veterans and Eligible Dependents .....</b>	<b>36</b>
VA Benefits Chapter 1606.....	36
VA Benefits Chapter 1607.....	38
VA Benefits Chapter 30.....	40
VA Benefits Chapter 31.....	43
VA Benefits Chapter 32.....	45
VA Benefits Chapter 33.....	48
VA Benefits Chapter 35.....	51
Helpful Links and Phone Numbers.....	53
<b>ACADEMIC POLICIES.....</b>	<b>54</b>
Academic Freedom .....	54
Grading .....	54

Incomplete Grades.....	54
Dropping a Course.....	55
Repeating a Course.....	55
Directed Study.....	55
Minimum Grade Point Average (GPA).....	56
Academic Probation.....	56
Academic Probation Process.....	56
Attendance and Performance.....	57
Unauthorized Withdrawal from Institution.....	57
Leave of Absence (LOA).....	57
General Graduation Requirements.....	59
Residency Requirement.....	59
Honors.....	59
President's List.....	59
<b>STUDENT GRIEVANCE.....</b>	<b>61</b>
Student Grievance Procedure.....	61
Dismissal.....	62
Grade Challenges.....	62
<b>STUDENT CONDUCT.....</b>	<b>64</b>
Student Ethical Behavior.....	64
Academic Honesty.....	64
Plagiarism.....	64
Drug and Alcohol Policies/Drug Free Campus.....	66
Violations of Student Code of Conduct.....	66
Disciplinary Hearing.....	67
Interim Suspension.....	67
<b>STUDENT RIGHTS.....</b>	<b>69</b>
Diversity.....	69
Student Privacy Rights.....	69
Directory Information.....	69
Retention of Student Records.....	70
Discrimination on the Basis of Gender.....	71
Discrimination on the Basis of Race, Color, or National Origin.....	71
Discrimination on the Basis of Age.....	71

Discrimination on the Basis of Disability .....	71
Discrimination on the Basis of Marital Status, Religion, or Sexual Orientation .....	71
<b>STUDENT RESPONSIBILITIES.....</b>	<b>72</b>
E-Mail Communication .....	72
Racial and Sexual Harassment .....	72
Sexual Assault and Acquaintance Rape .....	72
Campus Security .....	73
Campus Emergency.....	73
Smoking .....	73
Parking .....	73
<b>STUDENT SERVICES AND RESOURCES .....</b>	<b>74</b>
Academic Tutoring .....	74
Academic Resources .....	74
Marin Library.....	74
Office of Admissions and Records .....	74
Financial Aid .....	75
Testing Services .....	75
Teacher Credentialing and Licensure .....	75
Student ID.....	75
Student Success Center.....	76
Enrollment Advisors .....	76
Educational Advisors .....	76
New Student Orientation.....	76
Career Center .....	77
ADA Services.....	77
<b>ACADEMIC PROGRAMS .....</b>	<b>78</b>
<b>Undergraduate Studies .....</b>	<b>80</b>
<b>General Education.....</b>	<b>80</b>
US University General Education Courses.....	81
<b>Bachelor of Arts in General Studies .....</b>	<b>84</b>
Degree Completion Track .....	90
Degree Completion- PASANTE Track.....	95
<b>Bachelor of Arts in Liberal Studies .....</b>	<b>97</b>
Bachelor of Liberal Studies English Concentration.....	97

Bachelor of Liberal Studies History Concentration .....	100
Bachelor of Liberal Studies Spanish Concentration .....	103
BA in LBS Multiple Subjects Credential Track - History Concentration .....	107
BA in LBS Multiple Studies Credential Track - Spanish Concentration .....	109
BA in LBS Single Subject Credential Track - English Concentration.....	111
BA in LBS Single Subject Credential Track - Math Concentration.....	113
<b>Bachelor of Arts in Management.....</b>	<b>115</b>
<b>Bachelor of Arts in Spanish.....</b>	<b>118</b>
Bachelor of Arts in Spanish Required General Education Requirements .....	119
Bachelor of Arts in Spanish Credential Track .....	120
<b>Bachelor of Science .....</b>	<b>123</b>
BS in Science General Education Requirements .....	123
<b>Bachelor of Science in Health Sciences .....</b>	<b>126</b>
Bachelor of Science in Health Sciences –Health Education .....	127
Bachelor of Science in Health Sciences –Health Services Administration Concentration .....	130
Bachelor of Science in Health Sciences –Long Term Care Administration Concentration .....	134
<b>Bachelor of Science in Nursing (RN to BSN) .....</b>	<b>138</b>
RN – BSN (Bachelor’s Degree in a Different Field) .....	138
RN – BSN (With Associates Degree in Nursing) .....	139
RN – BSN (With Diploma in Nursing) .....	140
<b>TEACHING CREDENTIAL PROGRAM .....</b>	<b>142</b>
Single Subject Credential .....	142
Single Subject Credential (Bilingual Emphasis) .....	144
Multiple Subject Credential.....	146
Multiple Subject Credential (Bilingual Emphasis).....	148
<b>Post-Baccalaureate .....</b>	<b>151</b>
<b>Entry Level Master’s (Pre-Licensure) Nursing Program (ELM).....</b>	<b>151</b>
<b>LVN to RN (30 credit option).....</b>	<b>155</b>
<b>GRADUATE PROGRAMS .....</b>	<b>157</b>
General Graduate Level Graduation Requirements .....	157
<b>Master of Business Administration.....</b>	<b>158</b>
<b>Master of Science in Nursing .....</b>	<b>160</b>
<b>Family Nurse Practitioner Program (MSN/FNP) .....</b>	<b>160</b>
<b>Master of Science in Nursing –Specialization in Administration .....</b>	<b>163</b>
<b>Master of Science in Nursing -Specialization in Education .....</b>	<b>165</b>

<b>Master of Arts in Education .....</b>	<b>167</b>
MAED – Specialization in Special Education.....	168
<b>MASTER OF SCIENCE IN HEALTH SCIENCES .....</b>	<b>170</b>
MSHS – Specialization in Health Education .....	171
<b>Office of Lifelong Learning .....</b>	<b>172</b>
<b>Certificate Programs .....</b>	<b>174</b>
Non-Profit Studies Certificate .....	174
Medical Case Management.....	174
Criminal Justice Certificate.....	174
<b>Course Information &amp; Descriptions .....</b>	<b>177</b>
ANTHROPOLOGY.....	178
ASTRONOMY .....	178
ART .....	179
HEALTH EDUCATION .....	179
BIOLOGY .....	179
CHEMISTRY .....	181
COMMUNICATION .....	182
COMPUTER LITERACY .....	182
CRIMINAL JUSTICE .....	183
ECONOMICS .....	183
EDUCATION .....	184
ENGLISH .....	187
FAMILY NURSE PRACTITIONER.....	189
GEOLOGY & GEOGRAPHY.....	192
HEALTH SCIENCES.....	193
HISTORY .....	196
LINGUISTICS.....	198
MANAGEMENT.....	198
MATHEMATICS .....	202
MUSIC.....	203
MASTER OF SCIENCE IN HEALTH SCIENCE .....	203
MASTER OF SCIENCE IN NURSING .....	204
NURSING.....	207
PHILOSOPHY .....	210

POLITICAL SCIENCE .....	210
PORTFOLIO .....	211
PSYCHOLOGY .....	211
SCIENCE .....	212
SOCIOLOGY .....	213
SPECIAL TOPICS.....	215
<b>Faculty .....</b>	<b>217</b>
<b>Administration .....</b>	<b>220</b>
<b>School Directors .....</b>	<b>221</b>
<b>Administrative Staff.....</b>	<b>222</b>

*The University maintains and promotes a policy of non-discrimination and non-harassment on the basis of race, religion, color, gender, sexual orientation, disability and national origin.  
US University is an Equal Opportunity Employer.*

# INTRODUCTION

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](http://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 towards their future. 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 is made up of the School of Nursing, School of Health and Sciences, School of Liberal Arts, School of Business Administration, and School of Education.

The University offers undergraduate and graduate degree programs in Nursing, Health Sciences, Science, Business Administration and Management, and General Studies. In addition, United States University offers Teaching Credentials (Single Subject and Multiple Subject), and various certificates.

The University is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC), and is based in Chula Vista, California and in Cypress, California.

## History of the University

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 its original name to United States University.

President and CEO, Dr. Yoram Neumann joined United States University (formerly InterAmerican College) together with Dr. Edith Neumann as Provost and Chief Academic Officer (both highly regarded academic and educational leaders and scholars), and a team of highly qualified administrators. Their mission is to continue the dream of the founders and offer a wider range of degree options to students. "We are all excited about the fact that we can help individuals improve their lives and achieve their educational, professional, and financial dreams by providing high quality regionally accredited degrees. We are proud of United States University's mission of meeting the professional higher education needs of working adults from underserved groups, primarily those from the Hispanic communities, through high quality, very affordable, and career oriented undergraduate and graduate degree programs and certificates based on student-centered learning."

The University moved to a state of the art facility in Chula Vista in May 2011, has added an off-campus site in Cypress (CA) to serve to professional higher education needs of the underserved in the Los Angeles Metropolitan Area, to offer degree programs on site and online, and add professionally relevant degree programs to ably serve its target population.

# ACCREDITATION

## **Western Association of Schools and Colleges (WASC)**

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

## **California Commission on Teacher Credentialing (CCTC)**

In June 2000, CCTC awarded initial accreditation. In June 2001, it approved the Liberal Studies and Credential programs. In May 2003, the Commission on Accreditation approved the 2002 Multiple and Single Subject Credential with Spanish Emphasis. In June 2003, it approved the Liberal Studies Program for Elementary Teachers, the Fifth Year of Study and Clear Credential Program and CLAD Certificate.

## **Board of Registered Nursing (BRN)**

The Board of Registered Nursing on June 13, 2008 issued accreditation to United States University to conduct a School of Nursing in the State of California in accordance with the Provisions of Division 2, Chapter 6, Business and Professions Code and Title 16, Division 14, of the California Code of Regulations.

The Board approved the ELM (Entry Level Nursing Program) in 2008. The RN to BSN program and the FNP program were approved by the Board in 2010.

# STUDENTS CATALOG RIGHTS

**This catalog is in effect from July 2011 to June 2012.** 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 that the catalog requirements may change. However, students' degree plans will not change and will adhere to the catalog which was in effect at the time the student began his/her studies at US University.

US University will authorize substitutions for discontinued courses where appropriate. Students declaring or changing degree program will be subject to the requirements in effect at the time of the requested change.

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

# ACADEMIC CALENDAR 2011-2012

## Fall 2011 Session I

Fall Session I First Day of Classes .....	August 29
Fall Session I Final Exams .....	October 17-23
Fall Session I Grades due .....	October 28

## Fall 2011 Session II

Fall Session II First Day of Classes .....	October 24
Veteran's Day Holiday .....	November 11-13
Thanksgiving Holiday.....	November 24-27
Fall Session II Final Exams .....	December 12-18
Fall Session II Grades due .....	December 23
Winter Break.....	December 19 – Jan 1

## Spring 2012 Session I

Spring Session I First Day of Classes.....	January 2
Martin Luther King Jr. Holiday.....	January 14-16
President's Day Holiday.....	February 18-20
Spring Session I Final Exams .....	February 27 – March 4
Spring Session I Grades Due .....	March 9

## Spring 2012 Session II

Spring Session II First Day of Classes.....	March 5
Break .....	April 6-8
Spring Session II Final Exams .....	April 23-29
Spring Session II Grades due.....	May 4
Spring Break .....	April 30-May 6

## Summer 2012 Session I

Summer Session I First Day of Classes .....	May 7
Memorial Day Holiday.....	May 28
Summer Session I Final Exams .....	June 25-July 1
Summer Session I Grades Due .....	July 6

## Summer 2012 Session II

Summer Session II First Day of Classes .....	July 2
Independence Day Holiday.....	July 4
Summer II Final Exams .....	August 20-26
Final Grades due .....	August 31

## MISSION

The University strives to become the premier institution of higher learning aimed at addressing the professional higher education needs of underserved groups with a special emphasis on Hispanic and immigrant communities in Southern California by offering high quality, very affordable, learner-centered, and career oriented undergraduate and graduate degree programs and certificates with a strong student-supported environment derived from the “La Familia” approach.

## VISION

United States University is a student centered institution for working adults, providing excellence through innovative programs based on the “La Familia Model,” which fosters a nurturing environment that prepares students to be independent life-long learners and pioneers of the future.

US University serves students and the community at large:

- The campus strives to be the academic and technological center of the community.
- US University students, faculty, staff, and administrators are committed to teaching and service.
- US University cooperates and collaborates with other colleges/universities and federal and local agencies, as well as the regulatory and accrediting bodies of the University.

## CORE VALUES

### Life Long Learning

Teaching  
Discovering  
Learning

### Integrity/Ethics

Responsibility  
Accountability  
Honesty  
Fairness  
Academic Freedom

### Inclusiveness

Diversity  
Bilingualism  
Multiculturalism  
Egalitarianism

### Dynamism

Ingenuity  
Flexibility  
Innovation  
Creativity

### La Familia

Nurturing  
Supportive  
Committed  
Student –Centered

## UNIVERSITY EDUCATIONAL GOALS

**US University’s educational goals for the achievement of the mission:**

- Offer high quality liberal arts and professional degree programs
- Support learning and teaching as its primary mission and goals
- Focus on student centered principles
- Provide flexible scheduling to ensure access to education to working adult students
- Commit to ensure integrity and ethical conduct
- Develop students' skills in communication and critical thinking, communication, technological literacy, and quantitative and qualitative reasoning methodology.
- Use state of the art technology to strengthen instruction, student services, and administration

- Foster diverse perspectives and participation in a pluralistic society
- Provide opportunities for evidence based support for assessment and continuous improvements in all University areas of operation
- Commit to quality and lifelong learning
- Recruit and retain high quality and culturally diverse faculty, staff and administration
- Provide evidence of fiscal and physical accountability
- Provide evidence of student's educational goal attainment
- Provide programs that support the admission, retention, and education of under-represented groups that have had limited access to education
- Preserve and transmit the pluralistic, multi-lingual and multi-cultural heritage of the nation

## **INSTITUTIONAL LEARNING OUTCOMES (ILO)**

**United States University is dedicated to the following Institutional Learning Outcomes. Upon completion of their chosen program at US University, students will be able to:**

1. Demonstrate the ability to communicate effectively through listening, speaking, reading, writing and use of technology.
2. Apply information literacy skills to support lifelong learning.
3. Display mastery of knowledge and skills in a discipline.
4. Demonstrate cultural and global awareness to be responsible citizens in a diverse society.
5. Demonstrate professional ethics and practice academic integrity.
6. Exhibit the ability to think critically and utilize research and critical thinking to solve problems.
7. Demonstrate the ability to exercise problem-solving skills, such as problem identification and analysis, and solution formulation, implementation, and assessment-using an integrated approach.
8. Use collaboration and group processes to achieve a common goal.

# APPLICATION AND ADMISSION

## Application to the University

The University accepts applications on a continuous basis. Individuals interested in enrolling at United States University should make an appointment to speak with an enrollment advisor about program offerings at the University. Applicants must complete application requirements and submit all necessary documentation before consideration of full admittance. Applicants who have not received an Associate or Baccalaureate degree must present a copy of their high school diploma or other college attendance transferable credits or credit by examination such as CLEP, DSST or military training (including AARTS, SMART). Applicants are solely responsible for providing these official documents to the University.

The University will accept unofficial transcripts to complete an unofficial transfer evaluation while waiting for official transcripts to arrive. Official transcripts must be sent to the University directly from the issuing institution. Unsealed official transcripts will not be accepted from students. Failure to file complete and authentic documents may result in denial of admission or cancellation of academic credits.

A non-refundable application fee is required when applying. Checks or money orders must be made payable to "United States University."

The University will confirm receipt of the application within 24 business hours during the work week and provide information if the application is incomplete.

## 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

## Home Schooled Students

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.

There are several options for home schooled students to fulfill University entry requirements:

- GED (General Educational Development Test). Some states require that a home school student take the GED. (If your state requires a GED, then you must request the GED scores sent to the University directly).
- Student Transcript (provided by outside source). If affiliated with a home school program, academy, or consortium, the student should request that the outside source provide a copy of the official transcript to the University.

If the student is affiliated with an organization that does not provide transcripts, the students' parent(s) and or guardian(s) will be responsible for providing a transcript as instructed below:

- Student Transcript (provided by parent and or guardian).
  - If the program has been customized by the parent(s) and or guardian(s), a transcript is required with all course hours and grades.
- The parent(s) and or guardian(s) responsible for the home school program verify the official transcript.
- An accurate transcript needs the following:
  1. Name of Class
  2. Grade for Each Class
  3. Program Used for Each Class
    - If students have used an external curriculum, this must be indicated next to the course. Example: MAT I (Name of the curriculum or company)
    - If the student used the same curriculum for all classes except certain classes, please state so on the transcripts.
    - If textbooks were used for certain classes, the names of the textbooks must be provided.
  4. Signature - Provide name and signature of the person(s) in charge of the home school
  5. Date of Graduation on the final transcript

## **Admission Requirements**

Students seeking admission to United States University must meet ONE (1) of the following criteria:

1. Be a high school graduate
2. Successfully complete the General Educational Development (GED) test
3. Be a transfer student from another accredited college or university in good academic standing with an earned Associate's degree, and obtained a minimum grade of "C-" (GPA of 1.75) or better in all general education courses.

Students must submit proof that they have met one of the above criteria to be accepted to the University. Students who meet Criteria 3 (transfer students) are not required to submit proof of having met Criteria 1 or 2.

Students who meet the admission criteria and wish to enroll at the University must:

1. Pay the non-refundable enrollment fee.
2. Complete required placement exams.
3. Submit official transcripts from all institutions attended.
  - Transcripts must come directly from the issuing institution to the Office of the Registrar.
  - Students who completed college coursework outside the United States must submit transcripts that have been translated and evaluated. (See Foreign Credit for additional information.)

Students will be Conditionally Accepted, pending receipt of all required official documentation.

### **General Education Development (GED) Test**

Students who have not graduated from high school can demonstrate high school equivalency through successful completion of the GED test. Students must submit official GED test scores along with their admission applicant. Students who are neither a high school graduate, nor have successfully completed the GED test, must provide documentation that they have earned an Associate's Degree from a regionally accredited institution before being admitted to the University.

## **Placement Exam**

Students who have not completed basic Math or English courses at any other institution will be registered for appropriate courses based on Accuplacer test scores taken at US University. US University will transfer English composition credit upon verification that the student completed the course credits in an accredited institution. Students declaring Education as a career goal who are unable to provide passing scores in the CBEST Math and Reading exam are required to retake basic math and composition courses.

## **Placement Test for Bilingual Classes**

Students who wish to attend bilingual classes must pass the Spanish Language proficiency exam and attain a minimum level of 75% on the grammar and reading comprehension of the Aprenda exam. Students who do not meet the minimum requirements can request permission from the faculty to attend the class. Classroom textbooks are in English, but discussions may be conducted in English and/or Spanish. Bilingual courses are identified by a (b) in the schedule.

## **Selection of Candidates**

Admission to the University is based on evidence of a student's ability to benefit from the University's educational programs. Evidence may include one or a combination of the following: interviews, professional experience, motivation, educational objectives, academic record, transcripts, and/or test scores.

## **International Student English Proficiency Requirements**

The University uses the TOEFL (Test of English as a Foreign Language) for its assessment of English Proficiency. Students who have TOEFL scores reported to US University should reference TOEFL code number 6076. Students applying for Undergraduate or Graduate programs must present a minimum TOEFL score of 500 (paper based)/173 (computer based)/61 (online version). TOEFL scores are valid for up to three years prior to the date of application to United States University.

The University will also accept IELTS (International English Language Testing System) for assessment of English proficiency. A minimum score of 6.5 is required from students applying for Undergraduate or Graduate programs. IELTS scores are valid for up to three years prior to the date of application to the University.

Students whose first language is other than English but have the equivalent of at least one year of secondary or post-secondary education in English are considered to have met the English proficiency requirement.

# INTERNATIONAL STUDENTS

United States University accepts international students on a regular basis. This is done to provide a genuine, cross-cultural educational experience for both international and domestic students and to provide opportunities to students who desire an educational experience in the United States. While deserving respect for their own cultural backgrounds, international students must also be willing to participate in national and local cultures of the United States. United States University is authorized by law to enroll non-immigrant students.

International Students who wish to apply must submit:

1. Admission application to the University along with non-refundable application fee
2. Written essay on how studying at United States University will help to reach future goals.
3. Translated and evaluated transcripts (see list of acceptable agencies under the Foreign Credit section). Evaluation reports must be detailed course-by-course evaluations with equivalent US credits and grades. The evaluation agency must send the evaluation report directly to the Registrar's Office.
4. Financial Certification for International Students
5. Proof of English Proficiency
  - a. International applicants whose first language is English or whose secondary or collegiate instruction was in English
    - i. Must submit official SAT I scores
  - b. International applicants whose first language is English or whose secondary or collegiate instruction was NOT in English
    - i. Must submit evidence of English proficiency in one of the following ways
      1. Test of English as a Foreign Language (TOEFL) with a score of 173 (computer-based), 61 (online version), 500 (paper-based) or higher.
      2. International English Language Testing System (IELTS) with a minimum score of 6.5
      3. ELS Language Centers (ELS) Proficiency Report certifying completion of Level 107 or higher.
      4. Completion through advanced intermediate level at any other accredited Language program, to be assessed on a case-by-case basis.
      5. One semester of freshman composition with grade B or higher at an accredited U.S. college or university.
6. A copy of a current valid passport.

International Students must comply with U.S. Government regulations. This section presents a brief introduction to the regulations, primarily as they apply to students in F-1 status, but it cannot replace the advice and assistance of the international student advisor. Many individuals will offer you information, but before making a decision to change your course of study, transfer to another institution, travel outside the US, or accept employment; international students should seek advice from the international student advisor. *Ultimately, it is the student's responsibility to know and abide by the regulations.*

**Issues covered below include:**

- Student status
- Academic changes and transfers
- Changing status
- Travel and reentry
- Employment during studies
- Employment after completion of studies

- Regulations of the U.S. Citizenship and Immigration Services (USCIS), a branch of the Department of Homeland Security that governs students classified in F-1 status.

## Maintaining Student Status

An international student's eligibility for opportunities such as employment, school transfers, and program changes depend on maintaining lawful status. Each visa classification has a set of requirements that the visa holder must follow and maintain. Those who follow the requirements maintain their status and ensure their ability to remain in the United States. Those who do not follow the requirements violate their status and are considered "out of status."

Failure to maintain status can result in arrest, and violators may be required to leave the United States. Violation of status also can affect the prospect of readmission to the United States for a period of time. Most people who violate the terms of their status are barred from lawfully returning to the United States for years. By violating the requirements that govern your immigration status, you may jeopardize your ability to remain in the United States as a student or exchange visitor.

To maintain student status, students must:

- Remain enrolled full-time at the institution authorized to attend
- Hold a valid, current I-20 form
- Maintain a passport that is valid for at least six months into the future (passport agreements between the US and several countries allow for exceptions to this rule).
- Have appropriate authorization for any work and not be employed for more than 20 hours per week on campus while classes are in session.

F-1 students must possess an I-20 form from the institution they are attending. The I-20 form is the form used by F-1 students to enter the US and to notify the USCIS of a transfer to a new institution or program. Students must complete their course of study by the end date shown on the I-20 form or request a program extension from the international student advisor.

Students who are maintaining status are permitted an annual vacation period during the year if they intend to enroll the following term.

## Academic Changes

International students, like domestic students, sometimes find themselves in unusual situations or develop new interests that require a change of major, degree program, or university. Students who are maintaining status may be approved to make such changes as long as they follow USCIS procedures. Students who are unsure of those procedures should consult with the international student advisor well in advance of any change. Those who do not will be considered out of status.

## Transferring Between Institutions

Students who have maintained status may transfer to another college or university as long as they follow the proper procedures and the new institution is permitted by the USCIS to enroll F-1 students. Students must plan ahead and speak with the international student advisor at the new institution to learn what information and documentation may be required from their current institution. Students must inform their current international student advisor that they are planning on transferring. Students must report to their new international student advisor as soon as they arrive on

their new campus. The new international student advisor will notify USCIS of the transfer. If students plan to leave the US during the transfer, they must consult their international student advisor.

## **Changing Status**

What happens if plans change radically and a student no longer wishes to be a full-time student? Under US law, students cannot remain in the US on a student visa unless they are a student. Before quitting school, students should learn about changing to another immigration status. Students who violate their current status will not be allowed to change to any other status. Changing to another immigration status usually takes many months. To initiate the process, students must file a petition with the USCIS to which they may not receive a response to for several months or over a year. Students seeking to change to a status in which employment is permitted must not begin employment until receiving approval notice from USCIS.

Students who change their status while in the US and then leave the country will have to obtain a new entry visa under the new status before returning to the US. Students should not reenter using their F-1 visa unless they plan to be a full-time student.

## **Travel and Re-entry**

Students who leave the US must ensure they have all the documents needed to reenter. Students must notify the University's international student advisor and have the I-20 form endorsed by the international student advisor. Students should verify that the information on the I-20 form is still accurate.

Students must check their US entry visa (which is stamped in the passport) to ensure that it is still valid for additional entries. If it is not, students will need to get a new entry visa from a US embassy or consulate while abroad. (Special circumstances apply if you are traveling to Canada, Mexico, or the Caribbean and will not be gone for more than 31 days. Consult the international student advisor.)

When students apply for a new entry visa, the visa officer at the US Consulate will ask to see updated financial documentation. Contact the consulate in advance to find out how long it will take to obtain a visa. Students traveling to a country other than their home country may need an entry visa and should contact that country's nearest embassy or consulate for information.

## **Working during the Academic Term**

Employment opportunities for international students are limited by USCIS regulations and are available only to students who have maintained their immigration status and academic status. F-1 students may work on campus without permission from USCIS. F-1 students may only work up to 20 hours per week while school is in session. Speak to the international student advisor prior to seeking on-campus employment.

Off-campus employment is limited to students who are faced with severe economic hardship due to unforeseen circumstances. To work off campus, F-1 students must obtain approval from USCIS. Eligible students are those who have been in F-1 status for one full academic year and in good academic standing. Do not work without authorization.

International students may not be "self-employed," that is, they may not provide professional services for a fee or work as "independent contractors."

The USCIS changes its regulations periodically therefore check with the international student advisor before seeking or accepting any employment, including employment at the University.

## **Working after You Have Completed Your Studies**

Through an arrangement known as optional practical training (OPT), students who have completed their course of study may be employed full time for one year in their field of study. The year of full-time optional practical training may be reduced if the student has previously been authorized for optional practical training or has spent more than one year in full-time curricular practical training. Students in F-1 status may work in the US for an international organization before or after studies are complete. Students who are offered a position with such an organization must apply for work authorization from USCIS. Optional practical training and employment with an international organization both require consultation with the international student advisor and work authorization from the USCIS. Be sure to complete the application process at least three months before you intend to begin working. Students may not be employed until after receiving the authorization.

## **Notice of Address**

Students must submit a notice within 10 days of a change of address to USCIS. Form AR-11 is available at any USCIS office. All F-1 students have a 60-day grace period to apply for any immigration status change including transfer of institutions.

# REGISTERING FOR CLASSES

The academic year is divided into three (3) semesters as shown in the table below

Semester	Session	Year	Months
Semester 1	Fall Session I	2011	September - October
	Fall Session II	2011	November - December
Semester 2	Spring Session I	2012	January - February
	Spring Session II	2012	March - April
Semester 3	Summer Session I	2012	May – June
	Summer Session II	2012	July – August

Students register at the beginning of each session. Courses are eight (8) weeks in length. Most courses at United States University carry a three (3) semester credit value unless specified otherwise in the course description section of the catalog.

## Seat Time Requirement

One credit hour of lecture is equal to 15 contact hours per semester. A contact hour (or seat hour) is defined as a 50 minute class session (as opposed to a clock hour of 60 minutes). For a 3 credit course a student must be in class for a minimum of 45 hours per semester. (Classes routinely require two (2) to three (3) hours of outside preparation for every hour spent in class). Lab time is calculated as every 1 lab credit equal to 3 hours in the lab.

Undergraduate students are expected to enroll in two (2) courses (6 semester credits) each session in order to maintain full time enrollment status.

Full-time enrollment status for graduate students is 9 credits per academic semester.

## Add and Drop of Classes

US University students are expected to complete admission requirements prior to attending their first course. Students who have been conditionally accepted are required to have all admission requirements submitted prior to completing their first 8 week session.

Continuing students (students who have completed at least one semester at US University) are registered by the Registrar's Office for each semester based on their desired program of study and academic plan completed with their Educational Advisor.

Both new and continuing students should be registered by the first course meeting. If a course has already had scheduled class meetings, students may still register with faculty approval.

It is the student's responsibility to inform the University immediately of their intent to drop from a course. Students who wish to drop from the course must submit the Change in Registration form to their educational advisor after obtaining authorization for the drop from the Bursar, Financial Aid Department, and Registrar's Office. Students must submit the form to be eligible for a pro-rated refund, if applicable. Students who verbally notify a University staff member of their intent to drop a course, but do not submit written notification will not be eligible for a refund. It is the student's responsibility to ensure that the form is received and processed by the Registrar's Office.

Students not in attendance the first day of class will be contacted by the Educational Advisor to determine the reason for non-attendance. If there is no response from the student and/or if the student fails to show for the second class

meeting, s/he may be administratively dropped. If the student has not submitted a Change in Registration form, the student may still be required to pay tuition for the course.

## **TRANSFERRING CREDIT**

### **Degree Roadmaps: The path to graduation!**

#### **Purpose**

US University developed Degree Roadmaps that are available to serve as a guide for students' academic planning and advisement. Students are able to access the roadmap at any time and any place online.

#### ***Undergraduate Programs***

The University will accept transfer of **90-94 semester credits to the BS and BA programs. No more than 94 semester credits maximum can be transferred toward an undergraduate degree; and no less than 30 semester credits must be completed at US University to be able to graduate from the University with an undergraduate degree.** All transferred credits must be from accredited college/university, ACE, CLEP, DANTES, Excelsior, etc.

The transferred course(s) must meet the same general content standards as the University course the transferred course is replacing.

A total of 30 semester credits must be earned at United States University (USU Residency Requirement).

#### **International Baccalaureate (IB) Policy**

The University will accept the IB diploma for students who have earned 30 points or more and grant a maximum of 33 semester credit hours of transfer credit towards the undergraduate degree program. Students who do not successfully achieve the IB diploma will have their subjects individually evaluated as listed on their certificate. The University will award 3 semester credit hours for each subject in which a score of 4 or greater was earned up to a maximum of 24 semester credit hours.

#### ***Graduate Programs***

The University accepts up to 30% of the semester credits required to complete a specific Master's level program in transfer from accredited graduate level institutions provided the transferred course(s) meets the same general content standards as the University course.

#### ***Transfer Credit Policy***

US University has adopted the following policy on transfer of credits.

The student notifies the educational advisor of his/her desire to transfer credits. The student provides:

- A list of courses to be transferred and the US University degree requirements for which the courses are to be transferred.
- An official transcript from the transferring institution showing the name and address of the institution, the name of the student, the name and number of the course to be transferred, and the semester in which the course was completed. (The request for official transcripts should be done immediately to save time.)

- A catalog description of the course to be transferred.
- If requested by the advising team, a syllabus of the course to be transferred.

To determine whether courses taken at other institutions are transferable to the University, official transcripts must be sent directly from the issuing institution to the University's Registrar's office. Official transcripts will be accepted from students only in an original sealed envelope. Final evaluation to determine equivalency of courses will be completed once all official transcripts are received. Initial transfer will be applied when unofficial transcripts are received. Once a decision on the transfer of the course(s) has been made, the Registrar will update the student's record accordingly.

In all cases, courses transferred must be from an accredited institution and/or the credits must be ACE approved. The University will not accept courses from institutions that are not accredited (or in the case of international institutions, institutions that are not approved by the relevant Minister of Education).

The University accepts credits earned by challenge examination; standardized tests such as ACE, CLEP, DANTES, Excelsior, etc. or from other institutions provided those credits otherwise meet University transfer policies.

## ***Non-Traditional Credit Transfer***

### **Military Training and/or Experience**

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 Form 214 and/or DD Form 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.

### **Credit by Examination**

Credit by examination allows students to earn college credits in courses with established college level competence. Students must be in good academic standing (cumulative GPA must be at least 2.00) with the institution and currently enrolled in courses to be eligible to receive credit by examination. Prior to taking any credit by exam, students must verify with their educational advisor 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 Registrar's Office at the time of examination. Credits will not be posted until official results are received.

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 (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 Registrar's Office.
- **College Level Examination Program (CLEP):** Students who receive a passing score on a CLEP examination will receive credits for the course if the course is directly applicable to the student's program of study. Students may petition to have CLEP credits used to meet elective requirements if CLEP credits earned are not directly applicable to program requirements. Official test results must be sent directly to the Registrar's office and can be obtained by writing to:

CLEP Transcripts Box 6600  
Princeton, New Jersey 08541-6600

[www.collegeboard.com/student/testing/clep/contact.html](http://www.collegeboard.com/student/testing/clep/contact.html)

- DSST: 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/>.

## Foreign Earned Academic Credit Transfer

Students who attended foreign universities and wish to transfer credit earned must submit official translated and evaluated transcripts. These evaluations must be submitted to the Registrar's Office and should come directly from the agency conducting the translation and evaluation. The University will only accept translated evaluated foreign transcripts from foreign universities and colleges that are approved by the respective Minister of Education of the country.

The following agencies are acceptable:

*US University hereby disclaims all warranties. US University is providing the sites/ search engines on an "as is" and "as available" basis without warranty of any kind. You assume the risk of any and all damage or loss from use of, or inability to use, the sites or the service. To the maximum extent permitted by law, US University expressly disclaims any and all warranties, express or implied, regarding the sites and the service, including, but not limited to, any implied warranties of merchantability, fitness for a particular purpose, or non-infringement. US University does not warrant (i) that the sites or the services they provide will meet your requirements, (ii) that the operation of the sites or the services they provide will be uninterrupted or error-free, (iii) the results which may be obtained from the use of any of the sites or (iv) the accuracy or reliability of any information obtained through the sites. US University disclaims any warranty that the sites and the services are free from viruses, worms, Trojan horses or any other code that may manifest contaminating or destructive properties. US University assumes no responsibility for the deletion or failure to store or transmit any data or other information provided by the student in connection with the sites or services they may provide.*

AACRAO International Education Services  
One Dupont Circle, NW, Suite 520  
Washington, DC 20036-1135  
Phone: (202) 293-9161 ext. 4600  
email: [oies@aacrao.org](mailto:oies@aacrao.org)  
<http://www.aacrao.org>

Center for Applied Research, Evaluations,  
& Education, Inc.  
P.O. Box 18358  
Anaheim, CA 92817  
Phone: (714) 237-9272  
Fax: (714) 237-9279  
email: [eval\\_caree@yahoo.com](mailto:eval_caree@yahoo.com)  
<http://www.iescaree.com>

Education Evaluators International, Inc.  
11 South Angell Street #348  
Providence, R.I. 02906

Phone: (401) 521-5340  
Fax: (401) 437-6474  
email: [gary@educei.com](mailto:gary@educei.com)  
<http://www.educei.com>

Education International, Inc.  
29 Denton Road  
Wellesley, MA 02482  
Phone: (781) 235-7425  
Fax: (781) 235-6831  
email: [edint@gis.net](mailto:edint@gis.net)  
<http://www.educationinternational.org>

Educational Credential Evaluators, Inc.  
P.O. Box 514070  
Milwaukee, WI 53203-3470  
Phone: (414) 289-3400  
Fax: (414) 289-3411  
email: [eval@ece.org](mailto:eval@ece.org)  
<http://www.ece.org>

Educational Perspectives, nfp.  
P.O. Box 618056  
Chicago, IL 60661-8056  
Phone: (312) 421-9300  
Fax: (312) 421-9353  
email: [info@edperspective.org](mailto:info@edperspective.org)  
<http://www.edperspective.org>

Educational Records Evaluation Service, Inc.  
601 University Avenue, Suite 127  
Sacramento, CA 95825  
Phone: (916) 921-0790  
Fax: (916) 921-0793  
email: [edu@eres.com](mailto:edu@eres.com)  
<http://www.eres.com>

Evaluation Service, Inc.  
P.O. Box 85  
Hopewell Jct., NY 12533  
Phone: (845) 223-6455  
Fax: (845) 223-6454  
email: [esi2@frontiernet.net](mailto:esi2@frontiernet.net)  
<http://www.evaluationservice.net>

Foreign Academic Credential Service, Inc.  
P.O. Box 400  
Glen Carbon, IL 62034  
Phone: (618) 656-5291  
Fax: (618) 656-5292  
<http://www.facsusa.com>

Foreign Educational Document Service  
P.O. Box 4091  
Stockton, CA 95204  
Phone: (209) 948-6589

Foundation for International Services, Inc.  
14926 - 35th Avenue West  
Suite 210  
Lynnwood, Washington 98087  
Phone: (425) 248-2255  
Fax: (425) 248-2262  
email: [info@fis-web.com](mailto:info@fis-web.com)  
<http://www.fis-web.com>

Global Credential Evaluators, Inc.  
P.O. Box 9203  
College Station, TX 77842-9203  
Phone: (512) 528-0908  
Fax: (512) 528-9293

email: [gce@gceus.com](mailto:gce@gceus.com)  
<http://www.gceus.com> or  
<http://www.gcevaluators.com>

Global Services Associates, Inc.  
2554 Lincoln Boulevard, # 445  
Marina del Rey, CA 90291  
Phone: (310) 828-5709  
Fax: (310) 828-5709  
email: [info@globaleval.org](mailto:info@globaleval.org)  
<http://www.globaleval.org>

Span Tran Educational Services, Inc.  
7211 Regency Square Blvd., Suite 205  
Houston, TX 77036-3197  
Phone: (713) 266-8805  
Fax: (713) 789-6022  
email: [info@spantran-edu.org](mailto:info@spantran-edu.org)  
<http://www.spantran-edu.org>

International Academic Credential Evaluators, Inc.  
P.O. Box 2465  
Denton, TX 76202-2465  
Phone: (940) 383-7498  
Fax: (940) 382.4874  
email: [staff@iacei.net](mailto:staff@iacei.net)  
<http://www.iacei.net>

International Consultants of Delaware, Inc.  
P.O. Box 8629  
Philadelphia, PA 19101-8629  
Phone: (215) 222-8454 ext. 510  
Fax: (215) 349-0026  
email: [icd@icdel.com](mailto:icd@icdel.com)  
<http://icdel.com>

International Education Research Foundation, Inc.  
P.O. Box 3665  
Culver City, CA 90231-3665  
Phone: (310) 258-9451  
Fax: (310) 342-7086  
email: [information@ierf.org](mailto:information@ierf.org)  
<http://www.ierf.org>

Josef Silny & Associates, Inc.  
International Education Consultants  
7101 S.W. 102 Avenue  
Miami, FL 33173  
Phone: (305) 273-1616  
Fax: (305) 273-1338  
Fax: (305) 273-1984 (Translations)

email: [info@jsilny.com](mailto:info@jsilny.com)  
<http://www.jsilny.com>

World Education Services, Inc.  
P.O. Box 5087  
Bowling Green Station  
New York, NY 10274-5087

Phone: (212) 966-6311  
Fax: (212) 739-6100  
email: [info@wes.org](mailto:info@wes.org)  
<http://www.wes.org>

## TUITION & FEES

Students are required to pay tuition and fees at the time of registration. Checks will be accepted only for the amount of tuition and fees due. **Tuition is due and payable prior to the session start date.** If students cannot pay by the start date of the session, a written payment agreement must be completed with the Bursar's Office. If a check is returned due to insufficient funds or any other reason, US University reserves the right to drop the student from class. Students will be notified of this action and assessed a returned check fee. Students who have written multiple insufficient fund checks may be required to make all future payments by money order.

The University Board reserves the right to modify tuition and fees at any time. Students will be notified before the next registration cycle.

### Tuition

	1 credit	3 credits	Cost*
Undergraduate	\$250	\$750	\$6,000
Credential	\$275	\$825	\$6,600
Graduate	\$300	\$900	\$10,800
Pre-Licensure	\$550	\$1,650	\$13,200
Master of Science	\$650	\$1,950	\$15,600

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

### General Fees

Type	Amount	Frequency
Application	\$60	One-time*
Audit	\$100	Per credit
Clinical Lab (Nursing Program)	\$500	One-time
Student Services (Nursing Program)	\$300	One-time
ATI Testing (Nursing Program)	\$450	One-time
Technology	\$100	Annually (pro-rated by semester)
Library	\$100	Annually (pro-rated by semester)
Degree Audit/Graduation Check	\$100	Each occurrence
Challenge Exam	\$100	Each occurrence
TPA (Teacher Performance Assessment)	\$100	Each occurrence
Placement exam	\$40	Each occurrence
Student ID card	\$20	Once
Replacement diploma	\$20	Each occurrence
Replacement Student ID card	\$10	Each occurrence
Returned check	\$30	Each occurrence
Transcript	\$5	Each occurrence

\* Fees are non-refundable

## Payments and Release of Records

According to 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.

## 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 drop a course or withdraw from the University at any time. If student drops from the course of instruction, the University will remit a refund (if applicable) less a registration fee, not to exceed \$100, within 30 days following withdrawal in accordance with the University's refund schedule.

- 100% Refund - Drop requests submitted prior to the start date of the session
- 75% Refund – Drop requests submitted during the first four (4) days of the session
- 50% Refund – Drop requests submitted between the 5<sup>th</sup> and 8<sup>th</sup> day of the session
- 25% Refund – Drop requests submitted between the 9<sup>th</sup> and 12<sup>th</sup> day of the session
- 0% Refund – Drop requests submitted after the Friday of the second week of the session

Refunds due to students are not automatically disbursed. Students must request a refund by submitting the Refund Form to the Controller. Refunds will be processed and mailed within 30 business days of receipt of form. 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 Registrar's Office.

## Withdrawal and Date of Determination

It is the student's responsibility to inform their educational advisor immediately of their intent to drop from a course by completing the "Change in Registration" form.

*For official drops, a student's effective date is the latter of the following dates:*

- (a) Date the school received notice from the student they are dropping or
- (b) Last day of class recorded on the faculty's roster.
- (c) The determination date is considered to be the date the University received notice.

*For unofficial withdrawals, a student's withdrawal date is the latter of:*

- (a) The last day of attendance at an academically related activity or
- (b) 50% point in the payment period.

The University's date of determination for unofficial withdrawals is no later than 30 days after the earliest to occur following:

1. End of the payment period (term)
2. End of the academic year, or
3. End of the program.

Refund procedures are in accordance with federal and state guidelines and are subject to change depending on federal and state regulations.

## **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.

# FEDERAL FINANCIAL AID

United States University is able to provide financial assistance to the greatest number of eligible students through coordination with and full use of all governmental, community, and on-campus resources. Financial aid is available to students through grants, loans, and scholarships.

## Withdrawal Status

For the purposes of Federal Student Aid awarding, processing and reporting, students will be reported as withdrawn if they are not in attendance for 14 consecutive calendar days.

## Effects of Withdrawal Status

Recipients of Pell, Campus Based and/or State Aid: All future aid will be canceled. If you resume your coursework during the school year, you will be asked to complete an appeal for reinstatement of aid. Funds will be reinstated if your appeal is approved and funds are available. If you are a State Aid (APLE) recipient, you will also need to receive approval from the California Student Aid Commission to continue receiving funding.

Recipients of Direct Loan: If a Direct Loan disbursement arrives after or during a period you are considered withdrawn, the University will return the funds to the Direct Lending- Department of Education. All future scheduled disbursements will also be canceled. Your last date of attendance will be reported which will initiate the repayment process on any outstanding federal student loans. The grace period or the actual payments will begin on your last date of attendance.

## Financial Aid Refund Policy

As part of the Higher Education Amendment of 1998, Congress passed provisions regarding refund policies and procedures for students who have received federal student aid and are considered withdrawn from school. Based on United States University policies, which are made in accordance with federal regulation, a student is considered "Withdrawn" if not in attendance for 14 consecutive calendar days.

The date of Withdrawal will be determined to be either:

- The effective date of withdrawal from the last course attempted, or
- The last date of attendance at an academically related activity, as documented by the University

Federal regulation assumes that awards of federal student aid funds are earned in proportion to the number of days attended for the period funded. If a student is considered withdrawn from the University, federal regulations require a calculation be performed according to a specific formula that identifies the total scheduled financial assistance a student earned, and is therefore entitled to receive. If more financial aid is received (by either the student or by the University on the student's behalf) than is earned, the unearned funds must be returned to the U.S. Department of Education and/or the appropriate lender. If the student (or the University on the student's behalf) receives less financial aid than the amount earned, the student may be able to receive those additional funds.

The portion of federal student aid that a student is entitled to receive is calculated on a percentage basis. The percentage is determined by comparing the total number of days in the specific payment period to the number of days completed before withdrawing from the University.

In general, federal student aid awards fund a specific period of time and number of credits called the payment period. Once more than 60% of the payment period is considered complete, then all (100%) of the award for the period is considered earned.

*For example, if 30% of the payment period is considered completed, then 30% of the aid is earned. This means that 70% of the aid is unearned and must be returned.*

If it is determined that the student received excess funds that must be returned, the University shares the responsibility of returning those excess funds. The University's portion of the excess funds to be returned is equal to the lesser of:

- The entire amount of the excess funds, or
- The total tuition and fees charges multiplied by the percentage of unearned aid received

**IMPORTANT NOTE: If a student is considered withdrawn from the University before completing 60% of their payment period, the student may have to repay unearned aid that was disbursed to them at the beginning of the payment period.**

If the refund calculation determines that the University is not required to return all of the excess funds, the student must return the remaining amount. Any loan funds that a student is required to return must be repaid according to the terms of their loan. If any grant funds must be returned, the law provides that the amount that the student must repay is to be reduced by 50%. This means that a student who has received too much in grant funds will only be required to return half of the amount considered in excess.

If there is a return of any unearned aid by the University, the student will be billed accordingly. In such cases, the student will be required to make arrangement with the Business Office to pay the amount refunded to the U.S. Department of Education.

## **Re-Entry to the Institution**

Re-entry occurs when a student has either been withdrawn or academically dropped from a program by the institution. Students, who fall under this category, must meet with the educational advisor to begin the re-entry process. Students will be required to:

- Obtain academic clearance from the Registrar's Office
- Obtain financial aid status update and clearance from Financial Aid Department
- Review account balance and establish a payment plan if needed

Students will not be scheduled/registered for any classes until clearance from each of the above departments is received. Students, who are on academic probation (cumulative GPA less than 2.00) at the time they are withdrawn and/or are academically dropped, may be conditionally readmitted for a 16 week time period. Students who are unable to achieve the minimum GPA required (cum GPA of 2.00) within that time frame will be considered to be academically disqualified from USU and will not be eligible for re-entry.

Students who do not meet the minimum requirements for financial aid Satisfactory Academic Progress (SAP) will not be eligible for financial aid funding even if conditionally re-admitted. Students may elect to be considered a cash-paying student. Students must still complete the reentry process and obtain all required signatures prior to scheduling.

## **Withdrawal from the Institution**

An official withdrawal occurs when a student notifies their educational advisor that they wish to withdraw and no longer attend and/or take classes at the University. The student must complete and submit a signed Change in Registration form to their educational advisor indicating their request to be completely withdrawn from the University. Students, who are unable to complete the Change in Registration form, must send an email to their advisor indicating their request to withdraw. The date and time of the email receipt will be considered the effective date of determination. The Registrar's Office will notify the student via email once the student has been officially withdrawn. Students who have been in non-attendance for 14 days or more will be considered officially withdrawn from the

institution. If a student is considered officially withdrawn, he/she must complete the re-entry process prior to being approved to register for any courses.

## Leave of Absence

An approved Leave of Absence (LOA) permits a student to be absent from the University for a maximum of 180 days, while authorizing the student to return and continue to study under the same catalog requirements that were in effect prior to the absence. Students must be 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. Students must meet with their educational advisor prior to submitting the Change in Registration requesting the LOA. A student is not considered officially eligible for an LOA until signatures are the Change in Registration form is received by the University. Students will receive written notification via email from the Registrar's Office that their LOA has been approved and/or denied. 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.

## SATISFACTORY ACADEMIC PROGRESS

### ELIGIBILITY FOR FEDERAL FINANCIAL AID

To be eligible for Direct federal financial aid (also known as "Title IV funds") a student must be making satisfactory academic progress (SAP) in his/her degree plan. Any student who is not making satisfactory academic progress under the standards of this policy cannot receive Title IV funds. There are two primary measurements that schools must use to establish student eligibility under SAP. They are qualitative (GPA) and quantitative (credit completion). GPA: At US University, cumulative GPA is assessed at the end of each semester. A student is deemed to be making satisfactory academic progress if that student maintains a cumulative GPA as specified by his/her degree as follows:

- **Bachelor Degree Students** - 2.00
- **Master Degree Students** - 3.00

If a student is not meeting the minimum cumulative GPA requirement at the end of any term, the student will be placed on Title IV Probation for one term. If at the end of the Title IV Probation term the student still is not meeting the cumulative GPA requirement, the student will be deemed to not be making SAP and will not be eligible for Title IV until such time as all standards of SAP are met. Please note that Title IV Probation relates to the SAP determination of students receiving Title IV student aid and is separate and distinct from a student's academic status. The University's Academic Probation Policy determines a student's continued academic standing.

To meet the credit completion requirements, students must be making progress (earning credits) at a rate to ensure they will complete their educational program (degree plan) in no more than 150% of the total credits required to graduate from the program. Students must successfully complete at least 67% of all attempted credits. "Successfully completed" credits, solely for purposes of SAP and Title IV eligibility, are those for which the following grades are awarded:

- **Undergraduate level courses:** A, A-, B+, B, B-, C+, C, C-, D
- **Master level courses:** A, A-, B+, B, B-, C+, C

All other grades are counted as “unsuccessful completion” for purposes of SAP and Title IV eligibility. Please note that while certain grades are considered “successfully completed” for SAP and Title IV eligibility, a grade of D at the undergraduate level, C- at the master level are not acceptable grades for degree completion and these courses with these grades may need to be repeated. The student should seek the advice of his or her educational advisor or Director to determine what is required to satisfy the University’s academic requirements for graduation.

Transfer credits are counted as attempted and completed credits. This quantitative assessment is made at the end of each semester. Students who do not meet this standard are not eligible for Title IV funds until they meet all terms of the SAP standards. If, a student who was not making SAP achieves SAP during a term, the student will be eligible for the entire term.

Grades of "W" are not considered in determining GPA but are considered credits attempted.

If a student repeats a course, the credits from both the original and the repeated course are considered credits attempted for SAP and Title IV eligibility purposes and both course grades received are considered in computing the student's GPA for SAP and Title IV eligibility purposes. Students who receive a failing grade may repeat the course, and if a passing grade is achieved, have the repeated course cancel the failed course for purposes of transcript cumulative GPA only. Financial aid funds will not cover the costs of repeated courses regardless of reason (ex. Failing grade, medical reasons, etc.).

Grades of "I" (Incomplete) will not be included in the cumulative GPA computations but will be counted in attempted credits. When the grade of "I" is changed to a letter grade, SAP will be recalculated. If SAP is not met, the student may be required to repay Title IV funds.

Once a student has attempted credits equal to 150% of the degree program, they are no longer eligible for any federal financial aid. For example, a student in an undergraduate program of 120 credit hours should be completed by the student receiving Title IV funds with no more than 180 credit hours attempted.

If students change their educational program, they are reassessed under all criteria of SAP.

Appeals of Satisfactory Academic Progress deficiencies can only be granted in cases of mitigating circumstances as defined by the institution. These include illness or injury of student or student’s dependent; death of student’s immediate family member; military deployment; other medical or personal hardship. The appeal must be made in writing and accompanied by related documentation such as medical notes, birth or death certificates, or military documentation. The matter that is the basis for the appeal must be corrected or completed and not be expected to be a matter to affect the student’s future progress.

## **Veterans Administration Policies**

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.

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.

## **Reimbursement to Military Personnel, Veterans and Eligible Dependents**

### **VA Benefits Chapter 1606**

#### **Montgomery GI Bill Selected Reserves (Chapter 1606)**

Montgomery GI Bill – Selected Reserves (Chapter 1606) benefits are available to reservists who enlist, reenlist, or extend an enlistment in the Selected Reserve for not less than six years on or after July 1, 1985. For officers, the six-year period is in addition to any other obligated period of service. Eligibility for the program requires that the reservists have obtained a high school diploma or equivalent. In addition, the reservist must have completed Initial Active Duty Training (IADT). Finally, a reservist must be participating in training at the time benefits are used. A reservist is allowed 36 months of full-time benefits. For more information about this program please [click here](#).

#### **Eligibility**

Eligibility for the program requires that the reservists have obtained a high school diploma or equivalent. In addition, the reservist must have completed Initial Active Duty Training (IADT). Finally, a reservist must be participating in training at the time benefits are used. A reservist is allowed 36 months of full-time benefits.

#### **Transfer of Eligibility**

Transfer of Eligibility is determined and approved on a case-by-case basis by your branch of service.

#### **How to Use Your Benefit with USU**

1. **Submit your VA paperwork to USU**

Send USU a copy of your certificate of eligibility from the VA

- i. If you have not yet applied for your chapter 1606 VA benefits, complete the VA application online (Form 22-1990), and forward a copy to USU. If you are switching from a different chapter, you will need to complete an application for Chapter 1606 benefits.
- ii. If you have used your Chapter 1606 benefit with another school, transfer your benefits to USU with the Change of School or Program form (22-1995).

**2. Register for your classes**

When you register for your courses at USU, choose “VA” as your method of payment. If you are unable to do so, please inform a VA certifying official that you are planning on using your VA benefits for that semester. Please note, you cannot use active duty tuition assistance and your VA benefit for the same course.

**3. Settle your USU tuition**

Contact our Bursar to settle your USU tuition and start your course.

**4. Verify your enrollment with the VA each month**

To receive your check from the VA you will need to verify your enrollment with the VA on the last calendar day of each month you are enrolled. Keep in mind that you will receive your first check toward the beginning of the SECOND month you are enrolled.

- 5. Log in online:** <https://www.qibill.va.gov/wave/> **or call** the automated enrollment certification number: 877-823-2378.

### **Payment Rates and Buy-Up Program (“Kickers”)**

The monthly benefit paid to you is based on the length of your service (your percentage of eligibility), any Kicker funds you are entitled to, and if you are attending half-time or full time. For current payment rates please click here. <http://www.qibill.va.gov/resources/benefits-resources/rates-tables.html>.

### ***What is the Buy-Up Program (“Kickers”)?***

Some service members may contribute up to an additional \$600 to the GI Bill to receive increased monthly benefits. For an additional \$600 contribution, you may receive up to \$5,400 in additional GI Bill benefits. The additional contribution must be made while on active duty. For more information contact your personnel or payroll office. For current Buy-Up rates please click here: [http://www.qibill.va.gov/documents/600\\_Buy\\_Up\\_Rates.pdf](http://www.qibill.va.gov/documents/600_Buy_Up_Rates.pdf).

### **Top-Up (TA and VA)**

Active military students who are receiving active military Tuition Assistance are not eligible to use their VA benefits for the same course for the same session for which they are using their TA. In other words, you cannot “double dip.”

If you are using active military Tuition Assistance and your TA does not cover the entire cost of your tuition, you may use your VA benefits as Top-Up to cover the remainder.

### ***How do I use Top-Up?***

To use Top-Up, you must first apply for your VA benefits. Once you've completed the application, go through your Education Center or online portal you use to receive your TA to obtain a Top-Up form. (The form should show total course cost, how much tuition is covered by tuition assistance, and the balance not covered by tuition assistance.)

Mail the Top-Up form to the Muskogee, Oklahoma VA regional office:

VA Regional Office  
P.O. Box 8888  
Muskogee, OK  
74402-8888

In the lower left corner of the envelope put "Top-Up" in order to be processed more quickly.

### **Parent School Letters**

You may not attend two universities simultaneously without prior approval from your degree granting school. All courses taken at the secondary school must be preapproved by the primary school in order to be certified with the VA. Once the courses are approved, the VA coordinator at parent school will give the student a *parent school letter* to give to the VA coordinator at the secondary school, letting him/her know which courses he/she may certify the student for. Your secondary school may also require other VA paperwork.

### ***How do I get a parent school letter from USU?***

1. Go to the local school's website and find courses that you think would be applicable toward your degree at your primary school.
2. Send your USU advisor the course name, course number and course description from the school's course catalog.
3. Your advisor will determine which USU course, if any; the secondary school course will transfer into.
4. Once your USU advisor approves the course, send your USU VA coordinator the course name, number and description from the catalog, along with the USU course name and number it transfers into. Also send the name of the school, the name of the VA coordinator there, along with his/her email address, phone number and fax.
5. The USU VA coordinator will then issue a parent school letter for the VA coordinator at the secondary school, giving him/her permission to certify you for the approved course(s).

## **VA Benefits Chapter 1607**

### **Reserve Educational Assistance Program (REAP) (Chapter 1607)**

The Reserve Educational Assistance Program (Chapter 1607) is available to students who are members of the Selected Reserves, Individual Ready Reserve, and National Guard and were called to active service in response to a war or national emergency. For more information about this program please click here:

[http://www.qibill.va.gov/GI\\_Bill\\_Info/benefits.htm#MGIBSR](http://www.qibill.va.gov/GI_Bill_Info/benefits.htm#MGIBSR)

### **Eligibility**

Eligibility for the program requires that the reservists have obtained a high school diploma or equivalent. In addition, the reservist must have completed Initial Active Duty Training (IADT). Finally, a reservist must be participating in training at the time benefits are used. A reservist is allowed 36 months of full-time benefits.

## Transfer of Eligibility

Transfer of Eligibility is determined and approved on a case by case basis by your branch of service.

## How to Use Your Benefit with USU

1. **Submit your VA paperwork to USU:** Send USU a copy of your certificate of eligibility from the VA. If you have not yet applied for your chapter 30 VA benefits, complete the VA application online (Form 22-1990), and forward a copy to USU.
  - i. If you are switching from a different chapter, you will need to complete an application for Chapter 30 benefits.
  - ii. If you have used your Chapter 30 benefit with another school, transfer your benefits to USU with the Change of School or Program form (22-1995).
2. **Register for your classes**

When you register for your courses at USU, choose “VA” as your method of payment. If you are unable to do so, please inform a VA certifying official that you are planning on using your VA benefits for that session.
3. **Settle your Tuition**

Contact the Bursar to settle your tuition and it will allow you to begin your course(s).
4. **Verify your enrollment with the VA each month**

To receive your check from the VA you will need to verify your enrollment with the VA on the last calendar day of each month you are enrolled. Keep in mind that you will receive your first check toward the beginning of the SECOND month you are enrolled.
5. **Log in online:** <https://www.gibill.va.gov/wave/> **or call** the automated enrollment certification number: 877-823-2378.

## Payment Rates and Buy-Up Program (“Kickers”)

The monthly benefit paid to you is based on the length of your service (your percentage of eligibility), any Kicker funds you are entitled to, and if you are attending half-time or full time.

For current payment rates please visit the VA’s website.

<http://www.gibill.va.gov/resources/benefits-resources/rates-tables.html>

### ***What is the Buy-Up Program (“Kickers”)?***

Some service members may contribute up to an additional \$600 to the GI Bill to receive increased monthly benefits. For an additional \$600 contribution, you may receive up to \$5400 in additional GI Bill benefits. The additional contribution must be made while on active duty. For more information contact your personnel or payroll office.

For current Buy-Up rates please visit the VA’s website.

[http://www.gibill.va.gov/documents/600\\_Buy\\_Up\\_Rates.pdf](http://www.gibill.va.gov/documents/600_Buy_Up_Rates.pdf)

### **Top-Up (TA and VA)**

Active military students who are receiving active military Tuition Assistance are not eligible to use their VA benefits for the same course for the same session for which they are using their TA. In other words, you cannot “double dip.”

If you are using active military Tuition Assistance and your TA does not cover the entire cost of your Tuition, you may use your VA benefits as Top-Up to cover the remainder.

#### ***How do I use Top-Up?***

To use Top-Up, you must first apply for your VA benefits. Once you've completed the application, go through your Education Center or online portal you use to receive your TA to obtain a Top-Up form. (The form should show total course cost, how much USU tuition is covered by tuition assistance, and the balance not covered by tuition assistance.)

Mail the Top-Up form to the Muskogee, Oklahoma VA regional office:

VA Regional Office  
P.O. Box 8888  
Muskogee, OK  
74402-8888

In the lower left corner of the envelope put “Top-Up” in order to be processed more quickly.

### **Parent School Letters**

You may not attend two universities simultaneously without prior approval from your degree granting school. All courses taken at the secondary school must be preapproved by the primary school in order to be certified with the VA. Once the courses are approved, the VA coordinator at parent school will give the student a *parent school letter* to give to the VA coordinator at the secondary school, letting him/her know which courses he/she may certify the student for. Your secondary school may also require other VA paperwork.

#### ***How do I get a parent school letter from USU?***

1. Go to the local school's website and find courses that you think would be applicable toward your degree at your primary school.
2. Send your USU educational advisor the course name, course number and course description from the school's course catalog.
3. Your advisor will determine which USU course, if any; the secondary school course will transfer into.
4. Once your USU advisor approves the course, send your USU VA coordinator the course name, number and description from the catalog, along with the USU course name and number it transfers into. Also send the name of the school, the name of the VA coordinator there, along with his/her email address, phone number and fax.
5. The USU VA coordinator will then issue a parent school letter for the VA coordinator at the secondary school, giving him/her permission to certify you for the approved course(s).

## **VA Benefits Chapter 30**

### **Montgomery GI Bill (Chapter 30)**

The MGIB program provides up to 36 months of education benefits. This benefit may be used for degree and certificate programs, flight training, apprenticeship/on-the-job training and correspondence courses. Remedial, deficiency, and refresher courses may be approved under certain circumstances. Generally, benefits are payable for 10 years following your release from active duty. This program is also commonly known as Chapter 30.

### **Eligibility**

You may be an eligible veteran if you have an Honorable Discharge, AND you have a High School Diploma or GED or in some cases 12 hours of college credit, AND you meet the requirements of one of the categories below:

#### **CATEGORY I**

- Entered active duty for the first time after June 30, 1985
- Had military pay reduced by \$100 a month for first 12 months
- Continuously served for 3 years, OR 2 years if that is what you first enlisted for, OR 2 years if you entered the Selected Reserve within a year of leaving active duty and served 4 years ("2 by 4" Program)

#### **CATEGORY II**

- Entered active duty before January 1, 1977
- Served at least 1 day between 10/19/84 and 6/30/85, and stayed on active duty through 6/30/88, (or 6/30/87 if you entered the Selected Reserve within 1 year of leaving active duty and served 4 years)
- On 12/31/89, you had entitlement left from Vietnam-Era GI Bill

#### **CATEGORY III**

- Not eligible for MGIB under Category I or II
- On active duty on 9/30/90 AND separated involuntarily after 2/2/91
- OR involuntarily separated on or after 11/30/93
- OR voluntarily separated under either the Voluntary Separation Incentive (VSI) or Special Separation Benefit (SSB) program
- Before separation, you had military pay reduced by \$1200

#### **CATEGORY IV**

- On active duty on 10/9/96 AND you had money remaining in a VEAP account on that date AND you elected MGIB by 10/9/97
- OR entered full-time National Guard duty under title 32, USC, between 7/1/85, and 11/28/89 AND you elected MGIB during the period 10/9/96, through 7/8/97
- Had military pay reduced by \$100 a month for 12 months or made a \$1200 lump-sum contribution

### **Transfer of Eligibility**

Transfer of Eligibility is determined and approved on a case by case basis by your branch of service.

### **How to Use Your Benefit with USU**

1. **Submit your VA paperwork to USU**  
Send USU a copy of your certificate of eligibility from the VA

- i. If you have not yet applied for your chapter 30 VA benefits, complete the VA application online (Form 22-1990), and forward a copy to USU. If you are switching from a different chapter, you will need to complete an application for Chapter 30 benefits.
- ii. If you have used your Chapter 30 benefit with another school, transfer your benefits to USU with the Change of School or Program form (22-1995).

**2. Register for your classes**

When you register for your courses at USU, choose “VA” as your method of payment. If you are unable to do so, please inform a VA certifying official that you are planning on using your VA benefits for that semester.

**3. Settle your USU tuition**

Contact the Bursar to settle your USU tuition to conclude your course attendance eligibility.

**4. Verify your enrollment with the VA each month**

To receive your check from the VA you will need to verify your enrollment with the VA on the last calendar day of each month you are enrolled. Keep in mind that you will receive your first check toward the beginning of the SECOND month you are enrolled.

5. Log in online: <https://www.gibill.va.gov/wave/> or call the automated enrollment certification number: 877-823-2378.

### **Payment Rates and Buy-Up Program (“Kickers”)**

The monthly benefit paid to you is based on the length of your service (your percentage of eligibility), any Kicker funds you are entitled to, and if you are attending half-time or full time.

For current payment rates please visit the VA’s website.

<http://www.gibill.va.gov/resources/benefits-resources/rates-tables.html>

### ***What is the Buy-Up Program (“Kickers”)?***

Some service members may contribute up to an additional \$600 to the GI Bill to receive increased monthly benefits. For an additional \$600 contribution, you may receive up to \$5400 in additional GI Bill benefits. The additional contribution must be made while on active duty. For more information contact your personnel or payroll office.

For current Buy-Up rates please visit the VA’s website: [http://www.gibill.va.gov/documents/600\\_Buy\\_Up\\_Rates.pdf](http://www.gibill.va.gov/documents/600_Buy_Up_Rates.pdf)

### **Top-Up (TA and VA)**

Active military students who are receiving active military Tuition Assistance are not eligible to use their VA benefits for the same course for the same session for which they are using their TA. In other words, you cannot “double dip.”

If you are using active military Tuition Assistance and your TA does not cover the entire cost of your USU Tuition, you may use your VA benefits as Top-Up to cover the remainder.

### ***How do I use Top-Up?***

To use Top-Up, you must first apply for your VA benefits. Once you've completed the application, go through your Education Center or online portal you use to receive your TA to obtain a Top-Up form.

Mail the Top-Up form to the Muskogee, Oklahoma VA regional office:

VA Regional Office  
P.O. Box 8888  
Muskogee, OK  
74402-8888

In the lower left corner of the envelope put "Top-Up" in order to be processed more quickly.

### **Parent School Letters**

You may not attend two universities simultaneously without prior approval from your degree granting school. All courses taken at the secondary school must be preapproved by the primary school in order to be certified with the VA. Once the courses are approved, the VA coordinator at parent school will give the student a *parent school letter* to give to the VA coordinator at the secondary school, letting him/her know which courses he/she may certify the student for. Your secondary school may also require other VA paperwork.

### ***How do I get a parent school letter from USU?***

1. Go to the local school's website and find courses that you think would be applicable toward your degree at your primary school.
2. Send your USU advisor the course name, course number and course description from the school's course catalog.
3. Your advisor will determine which USU course, if any; the secondary school course will transfer into.
4. Once your USU advisor approves the course, send your USU VA coordinator the course name, number and description from the catalog, along with the USU course name and number it transfers into. Also send the name of the school, the name of the VA coordinator there, along with his/her email address, phone number and fax.
5. The USU VA coordinator will then issue a parent school letter for the VA coordinator at the secondary school, giving him/her permission to certify you for the approved course(s).

## **VA Benefits Chapter 31**

### **Vocational Rehabilitation (Chapter 31)**

Vocational Rehabilitation (Chapter 31) provides assistance to veterans who have a service-connected disability of at least 20 percent and are in need of vocational rehabilitation. You may be eligible for Chapter 31 benefits if you are rated 10% disabled; however it must be determined that you have a serious employment handicap.

For more information about the program please click: <http://www.vba.va.gov/bln/vre/>

### **Eligibility**

Veterans generally have 12 years from the date they are notified of their entitlement to use the program. Eligible veterans may be allowed up to 48 months of full-time benefits.

### **Transfer of Eligibility**

Transfer of Eligibility is determined and approved on a case by case basis by your branch of service.

### **How to Use Your Benefit with USU**

1. **Submit your VA paperwork to USU**

Send USU a copy of your certificate of eligibility from the VA

i. You can apply by filling out VA Form 28-1900, *Disabled Veterans Application for Vocational Rehabilitation*, and mail it to the VA regional office that serves your area. *You can also apply online through our web site at <http://vabenefits.vba.va.gov/vonapp>.*

2. **Register for your classes**

When you register for your courses at USU, choose “VA” as your method of payment. If you are unable to do so, please inform a VA certifying official that you are planning on using your VA benefits for that semester.

3. **Settle your tuition**

Contact the Bursar to settle your tuition and have your course materials released.

4. **Verify your enrollment with the VA each month**

To receive your check from the VA, you will need to verify your enrollment with the VA on the last calendar day of each month you are enrolled. Keep in mind that you will receive your first check toward the beginning of the SECOND month you are enrolled.

5. **Log in online:** <https://www.gibill.va.gov/wave/> **or call** the automated enrollment certification number: 877-823-2378.

### **Payment Rates and Buy-Up Program (“Kickers”)**

The monthly benefit paid to you is based on the length of your service (your percentage of eligibility), any Kicker funds you are entitled to, and if you are attending half-time or full time.

For current payment rates please visit the VA’s website.

<http://www.gibill.va.gov/resources/benefits-resources/rates-tables.html>

### ***What is the Buy-Up Program (“Kickers”)?***

Some service members may contribute up to an additional \$600 to the GI Bill to receive increased monthly benefits. For an additional \$600 contribution, you may receive up to \$5400 in additional GI Bill benefits. The additional contribution must be made while on active duty. For more information contact your personnel or payroll office.

For current Buy-Up rates please visit the VA’s website.

[http://www.gibill.va.gov/documents/600\\_Buy\\_Up\\_Rates.pdf](http://www.gibill.va.gov/documents/600_Buy_Up_Rates.pdf)

### **Top-Up (TA and VA)**

Active military students who are receiving active military Tuition Assistance are not eligible to use their VA benefits for the same course for the same session for which they are using their TA. In other words, you cannot “double dip.”

If you are using active military Tuition Assistance and your TA does not cover the entire cost of your tuition, you may use your VA benefits as Top-Up to cover the remainder.

### ***How do I use Top-Up?***

To use Top-Up, you must first apply for your VA benefits. Once you have completed the application, go through your Education Center or online portal you use to receive your TA to obtain a Top-Up form. (The form should show total course cost, how much tuition is covered by tuition assistance, and the balance not covered by tuition assistance.)

Mail the Top-Up form to the Muskogee, Oklahoma VA regional office:

VA Regional Office  
P.O. Box 8888  
Muskogee, OK  
74402-8888

In the lower left corner of the envelope put “Top-Up” in order to be processed more quickly.

### **Parent School Letters**

You may not attend two universities simultaneously without prior approval from your degree granting school. All courses taken at the secondary school must be preapproved by the primary school in order to be certified with the VA. Once the courses are approved, the VA coordinator at the parent school will give the student a *parent school letter* to give to the VA coordinator at the secondary school, letting him/her know which courses he/she may certify the student for. Your secondary school may also require other VA paperwork.

### ***How do I get a parent school letter from USU?***

1. Go to the local school's website and find courses that you think would be applicable toward your degree at your primary school.
2. Send your USU advisor the course name, course number and course description from the school's course catalog.
3. Your advisor will determine which USU course, if any; the secondary school course will transfer into.
4. Once your USU advisor approves the course, send your USU VA coordinator the course name, number and description from the catalog, along with the USU course name and number it transfers into. Also send the name of the school, the name of the VA coordinator there, along with his/her email address, phone number and fax.
5. The USU VA coordinator will then issue a parent school letter for the VA coordinator at the secondary school, giving him/her permission to certify you for the approved course(s).

## **VA Benefits Chapter 32**

### **Veterans Educational Assistance Program (VEAP) (Chapter 32)**

The Veterans Educational Assistance Program (Chapter 32 – VEAP) extends benefits to active-duty personnel and veterans who enlisted in the military between January 1, 1977, and July 11, 1985. Veterans must have been released under conditions other than dishonorable and have contributed voluntarily to an educational fund through monthly

pay reductions of \$25 to \$100, up to a maximum of \$2,700. Contributions are matched at the rate of two dollars for each dollar contributed.

For more information about this benefit, please click on the link below:

[http://www.qibill.va.gov/GI\\_Bill\\_Info/benefits.htm#MGIBSR](http://www.qibill.va.gov/GI_Bill_Info/benefits.htm#MGIBSR)

### **Eligibility**

Individuals are eligible to receive monthly benefits for the number of months they contributed or for 36 months, whichever is less. Eligibility in the program expires 10 years for the date of the participant's discharge or release from active duty. Participants in this program are allowed to request a refund of any remaining unused benefits.

### **Transfer of Eligibility**

Transfer of Eligibility is determined and approved on a case-by-case basis by your branch of service.

### **How to Use Your Benefit with USU**

1. **Submit your VA paperwork to USU**  
Send USU a copy of your certificate of eligibility from the VA
  - i. If you have not applied for your chapter 32 VA benefits yet, complete the VA application online (Form 22-1990), and forward a copy to USU. (If you are switching from a different chapter, you will need to complete an application for Chapter 32 benefits.)
  - ii. If you have used your Chapter 32 benefit with another school, transfer your benefits to USU with the Change of School or Program form (22-1995).
2. **Register for your classes**  
When you register for your courses at USU, choose "VA" as your method of payment. If you are unable to do so, please inform a VA certifying official that you are planning on using your VA benefits for that semester.
3. **Settle your USU tuition**  
Contact the Bursar to settle your USU tuition and have your course materials released.
4. **Verify your enrollment with the VA each month**  
To receive your check from the VA you will need to verify your enrollment with the VA on the last calendar day of each month you are enrolled. Keep in mind that you will receive your first check toward the beginning of the SECOND month you are enrolled.
5. **Log in online:** <https://www.qibill.va.gov/wave/> or call the automated enrollment certification number: 877-823-2378.

### **Payment Rates and Buy-Up Program ("Kickers")**

The monthly benefit paid to you is based on the length of your service (your percentage of eligibility), any Kicker funds you are entitled to, and if you are attending half-time or full time.

For current payment rates please visit the VA's website.

<http://www.gibill.va.gov/resources/benefits-resources/rates-tables.html>

### ***What is the Buy-Up Program ("Kickers")?***

Some service members may contribute up to an additional \$600 to the GI Bill to receive increased monthly benefits. For an additional \$600 contribution, you may receive up to \$5400 in additional GI Bill benefits. The additional contribution must be made while on active duty. For more information contact your personnel or payroll office.

For current Buy-Up rates please visit the VA's website.

[http://www.gibill.va.gov/documents/600\\_Buy\\_Up\\_Rates.pdf](http://www.gibill.va.gov/documents/600_Buy_Up_Rates.pdf)

### **Top-Up (TA and VA)**

Active military students who are receiving active military USU tuition Assistance are not eligible to use their VA benefits for the same course for the same session for which they are using their TA. In other words, you cannot "double dip."

If you are using active military USU tuition Assistance and your TA does not cover the entire cost of your USU tuition, you may use your VA benefits as Top-Up to cover the remainder.

### ***How do I use Top-Up?***

To use Top-Up, you must first apply for your VA benefits. Once you've completed the application, go through your Education Center or online portal you use to receive your TA to obtain a Top-Up form.

Mail the Top-Up form to the Muskogee, Oklahoma VA regional office:

VA Regional Office  
P.O. Box 8888  
Muskogee, OK  
74402-8888

In the lower left corner of the envelope put "Top-Up" in order to be processed more quickly.

### **Parent School Letters**

You may not attend two universities simultaneously without prior approval from your degree granting school. All courses taken at the secondary school must be preapproved by the primary school in order to be certified with the VA. Once the courses are approved, the VA coordinator at parent school will give the student a *parent school letter* to give to the VA coordinator at the secondary school, letting him/her know which courses he/she may certify the student for. Your secondary school may also require other VA paperwork.

### ***How do I get a parent school letter from USU?***

1. Go to the local school's website and find courses that you think would be applicable toward your degree at your primary school.
2. Send your USU advisor the course name, course number and course description from the school's course catalog.
3. Your advisor will determine which USU course, if any; the secondary school course will transfer into.
4. Once your USU advisor approves the course, send your USU VA coordinator the course name, number and description from the catalog, along with the USU course name and number it transfers into. Also send the name of the school, the name of the VA coordinator there, along with his/her email address, phone number and fax.
5. The USU VA coordinator will then issue a parent school letter for the VA coordinator at the secondary school, giving him/her permission to certify you for the approved course(s).

## **VA Benefits Chapter 33**

### **Post 9/11 GI Bill (Chapter 33)**

The Post-9/11 GI Bill provides financial support for education and housing\* to individuals with at least 90 days of aggregate service on or after September 11, 2001, or individuals discharged with a service-connected disability after 30 days. You must have received an honorable discharge to be eligible for the Post-9/11 GI Bill.

\*In order to receive the housing allowance you must attend an in-residence class. This is further discussed in under "**Basic Allowance for Housing (BAH).**"

### **Eligibility**

You may be an eligible veteran if you have an Honorable Discharge and you have a High School Diploma or GED or, in some cases, 12 hours of college credit and you meet the requirements of one of the categories below:

#### **CATEGORY I**

- Entered active duty for the first time after June 30, 1985
- Had military pay reduced by \$100 a month for first 12 months
- Continuously served for 3 years, OR 2 years if that is what you first enlisted for, OR 2 years if you entered the Selected Reserve within a year of leaving active duty and served 4 years ("2 by 4" Program)

#### **CATEGORY II**

- Entered active duty before January 1, 1977
- Served at least 1 day between 10/19/84 and 6/30/85, and stayed on active duty through 6/30/88, (or 6/30/87 if you entered the Selected Reserve within 1 year of leaving active duty and served 4 years)
- On 12/31/89, you had entitlement left from Vietnam-Era GI Bill

#### **CATEGORY III**

- Not eligible for MGIB under Category I or II
- On active duty on 9/30/90 AND separated involuntarily after 2/2/91
- OR involuntarily separated on or after 11/30/93
- OR voluntarily separated under either the Voluntary Separation Incentive (VSI) or Special Separation Benefit (SSB) program
- Before separation, you had military pay reduced by \$1200

## CATEGORY IV

- On active duty on 10/9/96 AND you had money remaining in a VEAP account on that date AND you elected MGIB by 10/9/97
- OR entered full-time National Guard duty under title 32, USC, between 7/1/85, and 11/28/89 AND you elected MGIB during the period 10/9/96, through 7/8/97
- Had military pay reduced by \$100 a month for 12 months or made a \$1200 lump-sum contribution

### ***What is my percentage of eligibility?***

Percentage of eligibility is based on the duration of service.

For ***active-duty personnel***, the following table applies:

<b>Active Duty Completed after September 10, 2001</b>	<b>Percentage of Maximum Amount Payable</b>
At least 36 months	100%
At least 30 continuous days on active duty and discharged due to service-connected disability	100%
30 months to 36 months	90%
24 months to 30 months	80%
18 months to 24 months	70%
12 months to 18 months	60%
6 months to 12 months	50%
90 days to 6 months	40%

For ***reservists***, the following table applies:

<b>Post-9/11 Service</b>	<b>Percentage of Maximum Amount Payable</b>
At least 36 cumulative months	100%
At least 30 continuous days on active duty and discharged due to service-connected disability	100%
At least 30 cumulative months	90%
At least 24 cumulative months	80%
At least 18 cumulative months	70%
At least 12 cumulative months	60%
At least 6 cumulative months	50%
90 aggregate days	40%

\*Taken from VA website: [http://www.gibill.va.gov/GI\\_Bill\\_Info/CH33/Benefit\\_Comparison\\_Chart.htm#911amount](http://www.gibill.va.gov/GI_Bill_Info/CH33/Benefit_Comparison_Chart.htm#911amount)

### ***What if I'm already using my Montgomery GI Bill and want to switch to the Post 9/11 GI Bill?***

If you are eligible for Montgomery GI Bill on August 1, 2009, and you have met the eligibility requirements for the Post-9/11 GI Bill, you may elect to receive benefits under the new program. Also, if you are a Montgomery GI Bill

student and elect to continue with the MGIB for all 36 months of benefits you have, the VA will grant you an additional 12 months of benefits under the Post 9/11 GI Bill, if you are eligible to receive benefits under that bill.

### **Transfer of Eligibility to Dependents (TEB)**

Details regarding Transfer of Eligibility to Dependents can be found on the VA's website here:

[http://www.gibill.va.gov/GI\\_Bill\\_Info/CH33/Transfer.htm](http://www.gibill.va.gov/GI_Bill_Info/CH33/Transfer.htm)

#### ***How do I receive TEB benefits?***

1. The service member must apply to transfer his/her eligibility to a dependent with Department of Defense.
2. Once you've received approval from the DoD, the dependent must apply for their benefits with the VA (form 22-1990e).

### **How to Use Your Benefit with USU**

1. **Submit your VA paperwork to USU**

Send USU a copy of your certificate of eligibility from the VA

- i. If you have not yet applied for your chapter 33 VA benefits, complete the VA application online (Form 22-1990), and forward a copy to USU. If you are switching from a different chapter, you will need to complete an application for Chapter 33 benefits.

- ii. If you have used your Chapter 33 benefit with another school, transfer your benefits to USU with the Change of School or Program form (22-1995).

2. **Register for your classes**

When you register for your courses at USU, choose "VA" as your method of payment. If you are unable to do so, please inform a VA certifying official that you are planning on using your VA benefits for that semester.

3. **Settle your USU tuition**

Contact the Bursar to settle your USU tuition, so you can start your classes(s).

### **Payment Rates**

The VA will pay the school based on your percentage of eligibility.

**Example:** For a USU course that costs \$750

If you are 100% eligible, the VA will pay \$750.

If you are 90% eligible, the VA will pay \$675 and the student will be responsible for the remaining \$75.

### **Parent School Letters**

You may not attend two universities simultaneously without prior approval from your degree granting school. All courses taken at the secondary school must be preapproved by the primary school in order to be certified with the

VA. Once the courses are approved, the VA coordinator at parent school will give the student a *parent school letter* to give to the VA coordinator at the secondary school, letting him/her know which courses he/she may certify the student for. Your secondary school may also require other VA paperwork.

### ***How do I get a parent school letter from USU?***

1. Go to the local school's website and find courses that you think would be applicable toward your degree at your primary school.
2. Send your USU educational advisor the course name, course number and course description from the school's course catalog.
3. Your advisor will determine which USU course, if any; the secondary school course will transfer into.
4. Once your USU advisor approves the course, send your USU VA coordinator the course name, number and description from the catalog, along with the USU course name and number it transfers into. Also send the name of the school, the name of the VA coordinator there, along with his/her email address, phone number and fax.
5. The USU VA coordinator will then issue a parent school letter for the VA coordinator at the secondary school, giving him/her permission to certify you for the approved course(s).

### **Basic Allowance for House (BAH)**

USU is an on-site school and courses are offered on-site in two locations: San Diego and Orange County California; therefore, in order to receive the BAH you are eligible for "in-residence" BAH. Students must be enrolled in at least 6.1 units to be eligible for the allowance.

### ***How do I receive the Basic Allowance for Housing (BAH) while attending USU?***

In order to receive the BAH you must be enrolled in 6.1 units or more, which includes an in-residence class. As stated in the previous section, USU offers all courses in residence.

### ***How much will I get for the BAH?***

Your BAH will be determined by the ZIP code of the "in-residence" course(s) school location.

You may search your rate here: <http://www.defensetravel.dod.mil/perdiem/bah.html>

## **VA Benefits Chapter 35**

### **Survivors and Dependents Benefits (Chapter 35)**

Survivors and Dependents Benefits (Chapter 35) provide educational benefits to spouses and children of veterans who either died while in service, died as a result of a service-connected disability, or became totally and permanently disabled as a result of their military service.

For more information about this program please click here.  
([http://www.gibill.va.gov/GI\\_Bill\\_Info/benefits.htm#MGIBSR](http://www.gibill.va.gov/GI_Bill_Info/benefits.htm#MGIBSR))

### **Eligibility**

Survivors and dependents are allowed 45 months of full-time benefits. Spouses have ten (10) years from the date of the veteran's effective date of permanent and total disability rating or the veteran's death. Dependents' benefits end on their 26th birthday or eight years from the veteran's effective date of permanent or total disability rating or the veteran's death, but not after the dependent's 31st birthday. On December 23, 2006 an additional category of spouses and children were determined eligible for Chapter 35 benefits. The new category includes the spouse or child of a veteran who the VA determines: has a service connected 100% disability and at the time of the determination is active duty, hospitalized or receiving outpatient medical care and likely to be discharged from service due to the service connected disability.

### **Transfer of Eligibility**

Transfer of Eligibility is determined and approved on a case by case basis by your branch of service.

### **How to Use Your Benefit with USU University**

1. **Submit your VA paperwork to USU**  
Send USU a copy of your certificate of eligibility from the VA
  - i. If you have not yet applied for your chapter 35 VA benefits, complete the VA application online (Form 22-1990), and forward a copy to USU. If you are switching from a different chapter, you will need to complete an application for Chapter 35 benefits.
  - ii. If you have used your Chapter 35 benefit with another school, transfer your benefits to USU with the Change of School or Program form (22-1995).
2. **Register for your classes**  
When you register for your courses at USU, choose "VA" as your method of payment. If you are unable to do so, please inform a VA certifying official that you are planning on using your VA benefits for that semester.
3. **Settle your USU tuition**  
Contact the Bursar. to settle your USU tuition so you can start taking classes.
4. **Verify your enrollment with the VA each month**  
To receive your check from the VA you will need to verify your enrollment with the VA on the last calendar day of each month you are enrolled. Keep in mind that you will receive your first check toward the beginning of the SECOND month you are enrolled.
5. **Log in online:** <https://www.gibill.va.gov/wave/> **or call** the automated enrollment certification number: 877-823-2378.

### **Payment Rates and Buy-Up Program ("Kickers")**

The monthly benefit paid to you is based on the length of your service (your percentage of eligibility), any Kicker funds you are entitled to, and if you are attending half-time or full time. For current payment rates please click here. <http://www.gibill.va.gov/resources/benefits-resources/rates-tables.html>.

### ***What is the Buy-Up Program ("Kickers")?***

Some service members may contribute up to an additional \$600 to the GI Bill to receive increased monthly benefits. For an additional \$600 contribution, you may receive up to \$5400 in additional GI Bill benefits. The additional contribution must be made while on active duty. For more information contact your personnel or payroll office. For current Buy-Up rates please click here. [http://www.gibill.va.gov/documents/600\\_Buy\\_Up\\_Rates.pdf](http://www.gibill.va.gov/documents/600_Buy_Up_Rates.pdf)

### **Parent School Letters**

You may not attend two universities simultaneously without prior approval from your degree granting school. All courses taken at the secondary school must be preapproved by the primary school in order to be certified with the VA. Once the courses are approved, the VA coordinator at parent school will give the student a *parent school letter* to give to the VA coordinator at the secondary school, letting him/her know which courses he/she may certify the student for. Your secondary school may also require other VA paperwork.

### ***How do I get a parent school letter from USU?***

1. Go to the local school's website and find courses that you think would be applicable toward your degree at your primary school.
2. Send your USU advisor the course name, course number and course description from the school's course catalog.
3. Your advisor will determine which USU course, if any; the secondary school course will transfer into.
4. Once your USU advisor approves the course, send your USU VA coordinator the course name, number and description from the catalog, along with the USU course name and number it transfers into. Also send the name of the school, the name of the VA coordinator there, along with his/her email address, phone number and fax.
5. The USU VA coordinator will then issue a parent school letter for the VA coordinator at the secondary school, giving him/her permission to certify you for the approved course(s).

## **Helpful Links and Phone Numbers**

Main VA website: <http://www.gibill.va.gov/>

VONAPP (VA benefits application website): <http://vabenefits.vba.va.gov/vonapp/main.asp>

Enrollment Verification: <https://www.gibill.va.gov/wave/>

VA FAQs: [https://www.gibill2.va.gov/cgi-bin/vba.cfg/php/enduser/std\\_alp.php](https://www.gibill2.va.gov/cgi-bin/vba.cfg/php/enduser/std_alp.php)

Main VA number: 1-888-442-4551

Enrollment Verification: 1-877-823-2378

Other VA benefits: 1-800-827-1000

Direct Deposit: 1-877-838-2778

# ACADEMIC POLICIES

## Academic Freedom

US University is committed to the pursuit of truth and to its transmission. The integrity of the University as an institution of higher learning requires proper autonomy and freedom. This freedom is the freedom to examine data, to question assumptions, to be guided by evidence, to be a learner, and to be a scholar. Such freedom implies that any faculty members whose teaching is questioned should be subject to the judgment of one's peers only in accordance with the accepted rules of academic due process to be determined by the Provost. It also implies the recognized role of the faculty to make recommendations regarding policy decisions which affect the educational programs, to be considered for action by the Provost and the President and CEO. The obligation of the faculty is to distinguish in their teaching between personal and partisan opinions and convictions grounded in sources and methods appropriate to the respective disciplines. The obligation of the student is to be a responsible participant in the academic activities of the University.

## Grading

Grades are determined by faculty in a number of ways. Faculty chooses criteria to determine grades in their classes. This may include the quality of work done on assignments, promptness in doing assigned work, attendance and participation. Faculty will publish their criteria for grading in the syllabus given to students the first day of class. It is policy that the University will provide guidance to new faculty regarding grading criteria. US University uses the following grading scale

Standing	Letter Grade	GPA
Excellent	A	4.00
	A-	3.75
Above average	B+	3.35
	B	3.00
	B-	2.75
Average	C+	2.35
	C	2.00
	C-	1.75
Below average	D+	1.35
	D	1.00
	D-	0.75
Failure	F	0.00

Other Symbols Used	
CR	Credit
DS	Directed Study
I	Incomplete
IP	In progress
NC	No credit
R	Repeat
P/F	Pass or Fail
RD	Report delayed
SP	Satisfactory Progress
W	Withdrawal
N/A	Never Attended

## Incomplete Grades

Grades of Incomplete may be assigned only when extenuating circumstances prevent students from completing and receiving a passing grade for a course. (Each student is required to submit documentation of the extenuating circumstances).

The request for a grade of Incomplete must be submitted via the NGL link for each specific course two weeks prior to the end of the course. The professor of record is required to work with the student so the 'Incomplete' problem will not harm the students' Financial Support.

The request will not be approved absent after showing of academic participation and progress. (For example: Completion of all assignments in module 1, 2, 3, 4, 5, 6 constitutes academic participation and progress.) Where extenuating circumstances prevent academic participation and progress students must contact the Associate Vice President for Quality Assurance.

Once approved, the 'Incomplete' grade will be assigned with an extension for specific amount of days and deadline.

If the student fails to complete the course by the deadline, the 'Incomplete' grade is changed to an F (or the appropriate letter grade based on the course work submitted to date). If the student fails to complete the course and military or government tuition assistance funding was used, the student may be subject to recoupment of the funding or will not be eligible for Financial Aid funding. If Department of Veterans' Affairs funds were used, similar restitution of VA Benefit may have to be made by the student to the Department of Veterans Affairs. If federal financial aid was used, the disbursements received by the student may be subject to return of the Title IV funds calculation based on last date of academic activity. Students are urged to familiarize themselves with the requirements and restrictions imposed by applicable funding or tuition assistance entities

## Dropping a Course

Students who are unable to complete a course in which they are currently registered may drop the course by submitting the Change in Registration form to their educational advisor after receiving clearance from the Bursar, Financial Aid Department and Registrar's Office. Students must also a Withdrawal Survey available through their educational advisor. Students should submit the Change in Registration form as soon as they become aware of their inability to complete the course. Students are only allowed to drop through the first two-thirds (2/3 or 66%) of the class. Students who complete the required form will receive a grade of W and the course will remain on the student's transcript. A W grade is not computed into the student's GPA Failure to give proper notification of intent to drop from a course will result in an "F" being posted on the student's official record. Students who drop from a course are not eligible to receive a refund. For information regarding the refund policy, see the University Refund Policy.

## Repeating a Course

Students are not required to repeat a course in which they have earned a failing grade, **unless it is a course needed to complete program requirements**. Students do have the opportunity to repeat a course in which they have not earned a grade of C or higher (for undergraduate students only. Graduate students must earn a grade of B- or higher) in order to raise their grade point average (GPA). Students are only allowed to repeat the same course once during their attendance at the University. Only the second grade earned and credits completed will be used in calculating the student's cumulative GPA and for meeting program requirements. The original grade earned will remain on the student's official transcript, but will not be used in calculating cumulative GPA, nor will original credits earned be used to meet program requirements. Repeat courses will be noted on the student's official transcript with an "R". A maximum of three (3) courses may be repeated.

## Directed Study

Directed Study courses are identical in course identifiers and content as courses taught through course instruction contained in the University catalog and may be offered when a student requires a course not being offered in a specific semester. Directed study is not normally allowed during a semester in which the course is already being offered. Students are only allowed to take three (3) directed study courses per program of study. To be eligible to request a directed study course, the student must be currently enrolled, be in their last semester of attendance, and in good academic standing at the institution.

Students in directed study courses must complete assignments according to the deadline established by the faculty. It is the responsibility of the faculty to ensure coursework undertaken is appropriate.

Students must complete and submit the Course Approval for Directed Study form, after receiving signature approval from the educational advisor, faculty administering the course, and School Director, to the Registrar's Office for processing.

## **Minimum Grade Point Average (GPA)**

Students are expected to maintain minimum grade point averages (GPA) in all programs.

Students in the undergraduate program must complete each required undergraduate course with a grade of "C" (2.0) or better and maintain an overall GPA of 2.0 or better for all coursework applicable toward the degree.

Students in the graduate (Masters) program must complete each required course with a minimum grade of "B-" (2.75) and maintain a minimum grade point average (GPA) of 3.0 or better for all coursework applicable toward the degree.

## **Academic Probation**

A student who does not meet all of the University criteria for minimum GPA will be placed on Academic Probation. Students are placed on academic probation for the subsequent semester. At the end of the probationary period, the institution will reevaluate the student's progress. A student who fails to meet academic progress at the end of the probationary period will be withdrawn from the University. The withdrawal will be considered an Academic Withdrawal. The student may appeal to the School Director and the Provost to continue enrollment.

## **Academic Probation Process**

At the end of each semester, any student who does not maintain the required appropriate grade point average for their degree program will be placed on academic probation upon approval from the School Director.

Placement on academic probation will result in the following action: (1) a letter (sent by email) will be sent to the student, from the Office of the Registrar, advising the student of their probationary status. A copy of the letter will be placed in the student's permanent file. The letter will address the consequences discussed below.

Any student on academic probation will be prohibited from taking more than one course (3 credits) during the following session that he/she was placed on probation status.

Once the student has met the academic requirements (1) enrolled in only one course (2) contacted Student Support Services and (3) achieved a the minimum required GPA for their degree program , the student will be removed from academic probation. A letter will be sent to the student, from the Office of the Registrar, advising the student of the removal of probationary status. A copy of this letter will be placed in the student's permanent file.

Students who are on academic probation will be subject to a two session review (the equivalent of a 16 week semester) and may be academically disqualified if the required GPA is not met. All students on academic probation will be referred to the Student Success Center and advised to contact Student Support Services for tutoring.

The Director will review the files of all students who are eligible for academic disqualification. The Director will consider each student individually and will consider, among other factors, the student's overall past academic performance, the level of academic deficiency, and the student's stated reasons for poor academic performance. The Director will then make a recommendation on academic disqualification on the basis of the student's probability of achieving satisfactory academic standing within an acceptable time frame. The Director may also recommend deferral of academic disqualification and require the student to meet certain grade point performance above the minimum for a period of time. The Director will forward his/her recommendation to the Provost for approval. If approved, the recommendation will be sent to the Registrar for submittal of formal disqualification letter. The Registrar will then notify the student by e-mail.

## **Attendance and Performance**

Students must be officially registered in a course in order to attend and receive credit for the course. Faculty is not allowed to permit unregistered students who are not listed on their course roster to attend a course. Students who are not properly registered for a course must see their educational advisor immediately to rectify the problem. The University does not allow retroactive registration.

Students are expected to be punctual and attend all course sessions. Faculty is required to submit attendance reports for each class meeting.

## **Unauthorized Withdrawal from Institution**

A student who unofficially withdraws from a course without submitting proper notification will be considered to have withdrawn from the University and may not be considered for readmission to the institution.

Students who have not requested a formal Leave of Absence but have not had any registration activity for three (3) months will be considered to have withdrawn from the institution. Students in these circumstances will be required to reapply for admission to the institution and, if readmitted, will follow the catalog in effect at the time of their readmission.

## **Leave of Absence (LOA)**

The literature on higher education studies suggests that students who pursue an uninterrupted course of study have the highest probability for successfully completing their degree programs. Those students are also the best performers in their degree program and receive the maximum benefits from their learning experience. Students who have experienced stop-out episodes are clearly performing below the level of their counterparts who engage in continuous learning in their degree program. Furthermore, their probability for completing their degree program is much lower.

In order to maximize the quality of learning experience for our students and maintain the quality of our academic programs, US University permits a student to be absent from the University for a maximum of 180 days, while authorizing the student to return and continue to study under the same catalog requirements that were in effect prior to the absence. Students must be 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. Students must meet with their educational advisor prior to requesting the LOA. The student, with guidance from their educational advisor, must complete the top portion of the Change in Registration form, indicate the length of time the LOA is for (LOA start and end date must be specific and month, day and year (1/02/11-5/13/11)), and meet with the following departments prior

to returning the signed form to their educational advisor (1) Registrar's Office to verify good academic standing (2) Financial Aid to verify financial aid status and (3) Bursar to verify account balance. A student is not considered officially approved for an LOA until clearance is received from all required departments. Students will receive written notification via email from the Registrar's Office that their LOA has been approved and/or denied. If a student is not in attendance by the return date indicated on the Change in Registration form the student 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.

# General Graduation Requirements

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
- Receive a grade of “C” or higher in all courses required to meet program requirements
- Complete 30 credits of residency at the University for a Bachelor’s degree
- File an online Graduation Application after completion of 100 credits. This will ensure students register in the correct courses (following their degree plan) required for graduation. Students who are unsure about which courses to enroll in to meet program requirements must contact their educational advisor.

Students who are within one academic semester of completing all graduation requirements may participate in the annual graduation ceremony. Students must be in good academic standing and have received a grade in all courses completed. Degree completion date will be posted at the end of the semester in which the student completes all program requirements.

The University holds one graduation ceremony each academic year. All graduates for that academic year are invited to participate in the ceremony. Graduates may expect to receive their diplomas within 12 weeks.

## Residency Requirement

Students must complete a minimum of 30 credits of residency at the University to be eligible for a Bachelor’s degree. United States University will not accept upper division credits from a community college.

Students who completed courses through the Office of Life Long Learning may petition to transfer these credits into a degree program. Students in this case must meet all admission requirements. The Registrar will count as residency credits courses taken through the Office of Life Long Learning (Extended Education).

## Honors

Exceptional scholarship is recognized upon graduation for undergraduate students based on the following scale:

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

Honors at graduation will be reserved for undergraduate students who meet the above designations and who have earned the same while enrolled at the University for at least nine (9) credits.

In addition, students are required to achieve a GPA of 3.0 (on a 4-point scale) or better on:

- All credits attempted, including those accepted by transfer from another institution.
- All upper division credits required for the program.

## President’s List

Students who continuously carry a minimum of 12 semester credits for each semester (Fall, Spring, and Summer) in the academic year and who achieve a grade point average of 3.75 or better, are awarded President's List standing for the academic year the credits were earned in.

## Classification of Students

- Regular students: Students who have met all requirements.
- Probationary students: The following are reasons for students being placed on probation.
  - Disciplinary Probation: Students who have failed to live up to the standards and rules of the University and are being considered for dismissal. Those who are dismissed from the University may not apply for admission for a full academic year.
  - Academic probation: Students who's GPA for any semester falls below 2.00.

Students on probation are restricted in the number of credits they are allowed to carry. No more than two (2) sessions of academic probation are allowed. Students on probation will be advised to reduce their course load. This decision should be made in conjunction with the educational advisor.

- Full-time student: Students who register for 24 or more credits in a calendar year.
- Part-time student: Students who register for 18 credits in a calendar year.
- Audit student: Students registering in a class for no credit.
- 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.
- Transfer student: Students transferring from a community college or university.

# STUDENT GRIEVANCE

## Student Grievance Procedure

Grievance procedures in academic matters are appropriate only in those cases in which there is reason to believe there has been bias or wrongdoing on the part of the faculty. It is important to understand that grievances are not the same as disagreements. One cannot grieve an assigned grade, for example, merely because one disagrees with the grade. The purpose of the following procedures is to allow for the resolution of student grievances in academic matters that result in injury to students.

**Informal Procedures.** A student who believes that the University or any administrative subdivision or employee thereof has discriminated against her/him and that such action has resulted in injury to the student is encouraged to attempt to resolve the matter informally with either the party alleged to have committed the violation (e.g., course instructor), with the head of the School or department in which the alleged violation occurred, or both. An informal resolution of the grievance can occur at any time.

**Formal Procedures.** In the event that informal resolution is unsuccessful, the student may launch a formal grievance as follows:

- Within 10 days of the time in which the student could be reasonably expected to have knowledge of the alleged violation, or when the violation occurs, the student may request a Chairperson or supervisor to inform the Director of the School or appropriate Administrative Officer of the desire for a review.
- The student will provide the Director or Administrative Officer with a written statement within ten (10) working days after the student has informed a Chairperson or supervisor that s/he wishes a review. This statement will include the specific nature of the grievance, all pertinent supporting data, and the nature of the action requested by the student to redress the grievance.
- Upon receiving written request for a review from the student, the Director or Administrative Officer, within ten (10) working days, will request written materials from the employee involved. The Director or Administrative Officer will promptly provide the employee with the student's written materials.
- The employee's materials will include responses to all points raised in the student's material and other pertinent data. The employee will provide the Director or Administrative Officer with a written statement within ten (10) working days after receipt of the student's materials.
- Upon receipt of the employee's statement, the Director or Administrative Officer will promptly provide a copy of this to the student.
- The Director or Administrative Officer will meet with the student and employee involved within ten (10) working days after receipt of material from the employee and attempt to resolve the alleged grievance.
- In the event that the grievance is still unsuccessfully resolved after the above steps, the student may request, within ten (10) working days after the meeting, that the Director or Administrative Officer convene an ad hoc Grievance Committee, the Chairperson of which is an Academic Affairs Council member. The ad hoc Committee will meet with the student and employee for a formal hearing as soon as reasonable, but no later than ten (10) working days after being constituted as a committee.

## Dismissal

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 School Director, 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.

The student may remain in class pending the outcome of all appeals if he/she is physically and psychologically able to do so, unless it is determined that the student presents a disruptive influence or may adversely affect the US University community.

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.

## Grade Challenges

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 faculty member of record for the course within 5 days after the student receives the official assignment grade notice.
2. The teaching professor shall issue a formal response to the grade challenge within 5 days of receipt. If approved by the teaching professor, a grade change will be reflected in the course record.
3. Grade challenges denied by the professor may be appealed to the Program Director within 2 days after the student receives the formal response from the professor.
4. The Director shall issue a formal response to the assignment grade appeal within 5 days of receipt. This response shall be copied to the teaching professor. If approved by the Director, 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 course professor.
6. The decision of the Director 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 Director 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 faculty member of record for the course within 7 days after the student receives the official final grade notice.

2. The professor shall issue a formal response to the grade challenge within 5 days of receipt.
3. Grade challenges denied by the professor may be appealed to the Program Director within 7 days after the student receives the formal response from the professor.
4. The Director 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 Director, 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 Registrar to be finalized.
7. In the event of denial by the Director, the student may appeal to the Provost (or designee).
8. The appeal to the Provost shall be submitted within 5 days of the final response from the Director. 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 professor (if applicable) and information regarding the statements exchanged between the two concerning the grade challenge.
  - 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 course professor.

# 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 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 Honesty

The maintenance of academic integrity and quality education is the responsibility of each student. Cheating, fabrication, and plagiarism in connection with an academic program are listed as offenses for which a student may be sanctioned. Academic dishonesty is a serious offense and diminishes the quality of scholarship and defrauds those who depend upon the integrity of University programs.

## Plagiarism

US University has the following policy and procedures regarding Plagiarism:

### 1.0 Plagiarism

Plagiarism is the act of using the work of another and representing it as your own. Plagiarism is one of the most serious infractions in an academic setting and subject to disciplinary action as set forth in section 1.3.

### 1.1 What Constitutes Plagiarism

Plagiarism includes, but is not limited to, the following:

**Direct duplication** - Manual or electronic copying of the work of another, whether from an article, website, book, or another student's work;

**Paraphrasing** - Restating another's work with minor changes but maintaining the essence or meaning of the statement;

**Copy and Pasting** - Piecing together work of others, section by section and presenting the whole as original work;

**Submitting Prior Work** - Submitting one's own work, previously submitted in another course.

### 1.2 Follow these simple guidelines to avoid plagiarism

1. Use your own words in referring to the ideas or concepts of others.
2. When you do use the idea of another, it is a common courtesy to give credit to the author/source. For example, you may state: "Another point of view, as espoused by Mary Gonzales, is that . . ."

3. Any phrase or quote up to two sentences that you take from another should be placed in quote marks and properly cited.

Any phrase or quote of more than 40 words that you take from another should be separated from the text of your report by single spacing and by indenting from both right and left margin. This is called "an offset quote." Properly cite the source.

**Avoid plagiarism by following this simple rule: NEVER REPRESENT THE WORK OF ANOTHER AS YOUR OWN.**

### **1.3 Procedure for Reporting and Resolving Charges of Plagiarism**

Charges of plagiarism may be raised by any of the following:

- Professors
- Administrators
- Peers

The following procedures shall apply when a student is suspected of plagiarism:

1. The charging party (if other than the professor) shall first present the relevant details to the professor for the course in which plagiarism is suspected.
2. The professor shall contact the suspected student and discuss the suspicion in a confidential manner. At this first stage, the professor shall not disclose the identity of the charging party (if other than the professor).
3. After communicating with the suspected student and receiving the response and explanation from the student, the professor may do any of the following:
  - Direct the student to resubmit the assignment in question
  - Assign a failing grade for the assignment in question
  - Recommend a failing grade in the course (Such recommendation shall apply to serious cases of plagiarism and shall first be submitted to the Director's office for approval).
4. If the plagiarism continues, the professor shall assign a failing grade for each assignment proven to contain plagiarized work and refer the matter to the Director's office.
5. The Director's office shall then contact the student and request a formal response to the charges of continued plagiarism. At the option of the student, a hearing may be conducted on the matter.
6. After review of the charges and response by the student, or the outcome of a hearing should one be requested by the student, the Director or Director's designee shall render a decision in writing. The decision of the Director or Director's designee may include, but is not limited to:
  - Suspension for a session not to exceed two sessions
  - Expulsion from the University

**Any decision of the Director or Director's designee shall become part of the student's record.**

### **1.4 Right of Appeal**

In all cases where a penalty is applied to a student, the student shall have the right of appeal as follows:

- Any decision rendered by a professor may be appealed to the Director's office.
- Any decision rendered by the Director's office may be appealed to the Office of the Provost.
- In all cases, the decision of the Provost shall be final and not subject to any other proceeding

## **Drug and Alcohol Policies/Drug Free Campus**

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

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.

## **Violations of Student Code of Conduct**

The following procedures consonant with the due process 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
- Soliciting or assisting another to do any act which would subject a student to expulsion, suspension or probation

The following terms are defined as:

(1) "Member of the University or campus" is defined as meaning any US University Board of Trustees member, academic, non-academic and administrative personnel, students, and other persons on the University property and at campus functions.

(2) "University or campus property" includes real or personal property in the possession of, or under the control of, the Board of Trustees of United States University.

(3) "Deadly weapons" includes any instrument or weapon of the kind known as a blackjack, sling shot, billy, sand club, sandbag, metal knuckles, any dirk, dagger, switchblade knife, pistol, revolver, or any other firearm, any knife having a blade longer than five inches, any razor with an unguarded blade, and any metal pipe or bar used or intended to be used as a club.

(4) "Behavior" includes conduct and expression.

(5) "Hazing" means any method of initiation into a student organization or any pastime or amusement engaged in with regard to such an organization which causes, or is likely to cause, bodily danger, or physical or emotional harm, to any member of the University, but the term "hazing" does not include athletic events or other similar contests or competitions.

## **Disciplinary Hearing**

The President of the University shall take appropriate disciplinary action against any individual who has been found to have willfully violated any of the above listed 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.

## **Interim Suspension**

The President may immediately impose an interim suspension in all cases in which there is reasonable cause to believe that such immediate suspension is required in order to protect lives or property and to insure the maintenance of order. A student placed on interim suspension shall be given prompt notice of charges and the opportunity for a hearing within ten (10) days of the imposition of interim suspension. During the period of interim suspension, the student shall not, without prior written permission of the President or designated representative, enter the University campus other than to attend the hearing. Violation of any condition of interim suspension shall be grounds for expulsion. No fees or tuition paid by or for such students for the term in which a student is suspended or

expelled will be refunded. If the student is readmitted before the close of the term in which he or she is suspended, no additional tuition or fees will be required of the student on account of the suspension.

# STUDENT RIGHTS

## Diversity

As forged by its mission and vision and US University's unique and distinctive character to serve the Hispanic 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.

## Student Privacy Rights

The procedures for protecting the confidentiality of student records are based on state regulations and the federal Family Educational Rights and Privacy Act of 1974. FERPA affords students certain rights with respect to their education records. They are:

1. The right to inspect and review the student's education records within 30 days of the day the University receives a written request for access. Students should submit to the University Registrar, Director, Provost, or other appropriate official, written requests that identify the record(s) they desire to inspect. The University 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 University 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 an amendment of the student's education records that the student believes is inaccurate or misleading. The student may ask the University to amend a record that he or she believes is inaccurate or misleading. The student should write the University official responsible for the record, clearly identify the part of the record to be changed, and specify why the current record is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her 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 consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, National Student Clearinghouse, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

## Directory Information

FERPA authorizes the University to classify certain information concerning students as "directory information," which means that it may be released to anyone upon request. In accordance with California State Statute, the University may release student directory information to independent vendors upon request. Directory information at US University includes:

- name
- current mailing address
- telephone number
- email address
- date and place of birth
- major field of study
- dates of attendance
- enrollment status
- degrees and awards received
- participation in officially registered activities and sports
- photographs
- most recent previously attended educational institution

All other student information will be released in accordance with FERPA; in most cases this requires the student's prior written and signed consent. The University extends to students the opportunity to withhold any or all information, including "directory information." Students can request to withhold directory information by completing the Directory Disclosure/Release Authorization form available in the Registrar's Office.

In compliance with FERPA, US University will have written permission from students in order to release any information from a student's education record. US University will release or otherwise disclose student records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

## **Retention of Student Records**

It is the policy of US University to protect all formal student educational records consistent with the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99). All student records will be maintained in the Office of the Registrar. The information that will be retained includes:

- Date of application for admission by the student
- Disposition of application for admission

- Official degree plans issued
- Official transcripts for credits transferred in for prerequisite degrees
- Dates of attendance and courses in which the student was enrolled
- Grades assigned for all courses in which the student was enrolled
- Details on academic probation, if any
- All credits transferred from any source other than US University
- Details on degree(s) awarded

### **Discrimination on the Basis of Gender**

United States University does not discriminate on the basis of gender in its programs or activities. Title IX of the Education Amendments of 1972, as amended, and the administrative regulations adopted there under prohibit discrimination on the basis of gender in education programs and activities. Such programs include the admission and employment of students.

US University is committed to providing equal opportunities to male and female students in all programs.

### **Discrimination on the Basis of Race, Color, or National Origin**

US University complies with the requirements of Title VI of the Civil Rights Act of 1964 and the regulations adopted hereunder. No person shall, on the grounds of race, color, or national origin be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program of the University.

### **Discrimination on the Basis of Age**

US University complies with the provisions of the Age Discrimination Act of 1975 and the regulations developed under the law. The Act states that no person in the United States shall, on the basis of age, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

### **Discrimination on the Basis of Disability**

US University does not discriminate on the basis of disability in admission or access to, or treatment or employment in, its programs and activities. The Americans with Disabilities Act, as well as Section 504 of the Rehabilitation Act of 1973, as amended, and the regulations adopted there under prohibit such discrimination.

### **Discrimination on the Basis of Marital Status, Religion, or Sexual Orientation**

The University does not discriminate on the basis of marital status, religion, or sexual orientation. Students are urged to refer any complaint of any type of harassment to the Office of the Vice President of Academic Affairs.

# STUDENT RESPONSIBILITIES

## E-Mail Communication

All students, faculty, and staff must use the US University E-Mail System for electronic communication of any topics related to US University.

It is the University's policy to always maintain respectful, professional, and polite conduct in all its communications and by all of its members. The speed, at which email can be sent, however, is not always conducive to this level of professionalism. When people are upset or angry, they often send sarcastic and unpleasant emails in an attempt to vent their frustration. These kinds of emails are not acceptable.

All members of US University (students, faculty, staff, and administration) are expected to treat one another with respect. Negative emotions have no place in any email sent to any member of the University. When upset for any reason, US University members are encouraged to wait until they calm down before sending any email.

Any member of University sending an irate, sarcastic, or rude email to another member of the University will be subject to disciplinary action by the Provost. Repeated violations of this policy will be subject to further disciplinary action up to and including dismissal from the University.

## Racial and Sexual Harassment

The United States University student body is made up of individuals from diverse ethnic, linguistic, racial, and cultural groups. It is essential that all members of the University recognize the need for an awareness of, sensitivity to, and respect for the cultural heritage, gender, disability, and sexual orientation of others. An individual's or group's action or activities which promote degrading or demeaning social stereotypes based on race, age, ethnicity, national origin, gender, sexual orientation, religion, or disability will not be tolerated.

Students who behave abusively toward members of the campus community based on the aforementioned criteria will face serious consequences and will be subject to disciplinary action. Any student who commits acts of sexual or racial harassment manifested by acts of physical abuse, threats of physical abuse, verbal abuse, and/or hazing activities may be subject to suspension or expulsion from the University (refer to the Student Code of Conduct for additional information).

## Sexual Assault and Acquaintance Rape

The University will not tolerate sexual assault in any form, including date/acquaintance rape. Every allegation of sexual assault will be reported to the police. Where there is reason to believe that the University's regulations prohibiting sexual assault have been violated, the University will pursue strong disciplinary action. This discipline includes the possibility of suspension and dismissal or termination from the University.

Any employee, student or other person at the University who commits a rape or other crime of a sexual nature specified in the California Penal Code can be criminally prosecuted. In addition, employees and students can be disciplined under the California Education Code, even if the criminal justice authorities or the person assaulted choose not to pursue criminal prosecution.

Sexual harassment is defined, according to the EEOC guidelines, as "unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact or other verbal or physical conduct or communication of a sexual nature". Sexual harassment is considered to have occurred when any of the following conditions occur:

- Submission to the conduct or communication is made a term or condition of employment or obtaining an education.
- Submission or rejection of the conduct or communication is used as a factor in decisions affecting that person's employment or education.

- The conduct or communication creates an “intimidating, hostile or offensive” working or educational environment.
- Behaviors that may constitute sexual harassment include:
  - Spoken: taunts, jokes, or phone calls
  - Written: bathroom graffiti, letters
  - Physical contact: pinching, cornering, groping, unnecessary touching
  - Physical assault: attempted rape

## **Campus Security**

To ensure student safety, the University provides security personnel during evening and weekend hours. Security personnel are available to walk students to their vehicles at student’s request.

## **Campus Emergency**

During periods of a campus emergency, as determined by the President of the University, the President may, after consultation with the Board of Trustees, place into immediate effect any emergency regulations, procedures, and other measures deemed necessary or appropriate to meet the emergency, safeguard persons and property, and maintain educational activities.

## **Smoking**

United States University is committed to protecting the health of its students and employees. Smoking 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.

## **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 SERVICES AND RESOURCES

United States University provides a number of services and resources to assist and support students' educational and professional goals.

## Academic Tutoring

United States University has a center that provides tutoring services for math, English and other areas of need with the purpose of helping students maintain proficiency and or improve in a specific subject. Students are encouraged to seek help if needed to enhance their academic performance. Please contact your educational advisor for assistance and information

## Academic Resources

To assist students in being successful at the University, the University is committed to providing students with resources that will aid in achievement of students' educational goals. Students have access to educational video tapes and online databases

A computer lab contains eight (8) computers dedicated for student use, as well an additional 20 computers accessible to students when the lab is not being utilized for instruction. The lab can be utilized by students for word processing, accessing the Internet, and accessing the following computerized programs aimed at improving students' skills.

**Turnitin:** Students can check their work for improper citation or potential plagiarism by comparing it against continuously updated databases. The program also assists students with proper citation methods to help safeguard students' academic integrity.

## Marin Library

US University students have access to three (3) types of library resources. The Marin Library is housed in Chula Vista Campus and Cypress Campus. Students may checkout books from the library for research. The librarian is available to help students search for sources for research project(s) or to identify where students can find books and additional research materials.

Students have access to educational videotapes through the Marin Library. Students also have access to electronic resources in full text journals, books and thesis from CINAHL® Plus with Full Text, MEDLINE® with Full Text, EBSCO Cochrane Methodology Register, Cochrane Database of Systematic Reviews, JSTOR Arts & Sciences I Collection, JSTOR Language & Literature, ERIC®, Nursing Reference Center™, Academic Search™ Complete, PsycARTICLES®, AccessMedicine, ProQuest Nursing & Allied Health Source™, NHS Economic Evaluation Database, Health Technology Assessments, Database of Abstracts of Reviews of Effects.

Students also have access to the Chula Vista Public Library System with more than 475,000 books and to the National City Library which has more than 100,000 books and one of the largest collections of Spanish books. 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, University of San Diego, University of California San Diego, and San Marcos.

## Office of Admissions and Records

The Office of Admissions & Records is responsible for determining student eligibility for admission to and graduation from the University. The office process and evaluates applications and transcripts for admission purposes and is also

responsible for determining student status, establishing student records and updating transfer credits. Additionally, the office is responsible for registering new and continuing students for classes, maintaining academic records, preparing transcripts, researching and reviewing petitions for exception to University policy, grade reporting, FERPA compliance, student name and address changes, enrollment verification, and issuing student ID cards. The Registrar is also responsible for assisting and overseeing international students as well as serving students receiving military tuition assistance.

## **Financial Aid**

The University awards and disburses federal student aid in the form of Federal Pell Grants and Federal Stafford Loans to eligible students. Students who declare teaching as a career may be eligible for APLE grants. Financial assistance is also available to eligible active duty military members, VA beneficiaries and their dependents.

## **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.

Students who have not completed a college level English course at an accredited institution are required to take a placement exam to assist in placement of student in courses. Placement testing takes approximately two hours. Students are required to take three exams: sentence skills, reading comprehension, and essay writing. Scheduling for the placement exam must be done through the Registrar's Office and requires a \$40 testing fee.

Testing is also available for students who wish to take the College Level Examination Program (CLEP). There is a \$20 fee for payable to USU for administering the CLEP exam to a \$77 fee payable to CLEP. Students who wish to schedule a CLEP exam should speak to their educational advisor to ensure the exam can be used to meet program requirements.

A limited number of challenge exams are also available and scheduled by appointment through the Admissions Records Clerk.

## **Teacher Credentialing and Licensure**

Students are assisted in preparing their documents for submission of credential to CCTC. US University also offers students the opportunity to join SCTA for their on-campus insurance. 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). Scheduling for these workshops is posted in the student lounge.

## **Student ID**

The University requires that all new students obtain a Student ID card. 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 student orientation. There is a \$20 charge for the first student ID card. Students who lose their ID card are required to obtain a replacement. Replacement IDs cards carry a fee of \$10. Students, who are unable to obtain their student ID card during orientation, may obtain their ID card through the Office of Admissions and Records.

## Student Success Center

United States University is a student-centered university that uses the “La Familia” student service model to develop processes and policies to ensure student success. The purpose of the Student Success Center is to guide and support the individual needs of students as they progress towards the completion of their degree/certificate program and graduation. The Center’s mission is to increase student retention and help students graduate on time to reach their educational and career objective. The goal of the center is to provide services and support that will help aid and empower students to cultivate the skills and abilities to make effective decision-making and develop into lifelong learners.

The Student Success Center has an established team that will serve all students through a personalized and structured approach that includes new student orientation, educational advising, tutoring services, testing services, career services, and ADA services.

## Enrollment Advisors

The enrollment advising unit is responsible for helping prospective students navigate the required processes to become a United States University Student. Each enrollment advisor will assist and facilitate the prospect student completion of all required forms (with the exception of Financial Aid forms), tasks, tests and other activities as required for admission. The Enrollment Advisor is the first contact within our University as such s/he will be required to be familiar with all policies and procedures in order to provide true, complete, accurate and effective information to those who inquire to become students at the University.

## Educational Advisors

United States University works collaboratively with every student to help them develop and accomplish academic goals. Each student will be assigned to an educational advisor, who will mentor and work together with the student from their first course enrollment until they graduate. The services educational advisors provide to each student include, but are not limited to:

- Provide educational advising for new, transfer, and continuing students
- Review transcripts and credit transfers
- Create individualized degree plan so students have a clear pathway towards graduation
- Advise students on course recommendations to fulfill completion of degree/certificates
- Assist with registration
- Ensure students are staying on track towards their degree
- Advise students considering a change in major and in need of assistance in determining new options.
- Inform students about:
  - Policies and procedures
  - University enrichment opportunities
  - University support services
  - Maintain a positive support for our students

## New Student Orientation

New students are required to attend orientation sessions to assist in familiarizing himself/herself with University offered academic programs, resources and services. Orientation sessions are offered prior to each session start.

**This requirement must be met prior to attending the first class.** The Orientations provides information on navigating the University with key University staff and faculty presenting departmental/programmatic information, as well as an interactive session on goal-setting, learning style analysis, time/life management and study skills. Students will not be considered fully accepted by the University until they have attended the new student orientation

## **Career Center**

United States University will have a Career Center for students that offer a variety of services. Students will be able to speak to a career specialist via email, phone, or in-person to go over career opportunities/interest as well as discuss networking and job searching strategies. Through the Career Center students will be able to:

- Take online career assessment
- Research occupational and career information
- Search for full-time and part-time jobs and internships
- Locate volunteer and service opportunities
- Have their resume reviewed
- Schedule a mock interview

## **ADA Services**

Students with a disability who require assistance must provide appropriate documentation and request accommodations (based on disability) upon registration. Students must provide documentation from an appropriate professional verifying the presence and impact of the disability. The Executive Director of Student Success reviews the documentation and determines eligibility for reasonable accommodations as permitted by applicable laws.

# ACADEMIC PROGRAMS

All students are subject to the academic policies of the University. Students are responsible for ensuring that they are aware of and meet all departmental and University requirements. It is the student's responsibility to learn about academic deadlines.

United States University offers the following Degree Programs:

## School of Liberal Arts

- **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**
  - **Cultural Studies 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**

## Neumann School of Business and Management

- **Bachelor of Arts in Management (BAM)**
- **Masters of Business Administration (MBA)**

## School of Health Sciences

- **Bachelor of Science in Sciences (BSc)**
- **Bachelor of Science in Health Sciences (BSHS)**
  - **Bachelor of Science in Health Sciences -Health Education Concentration**
  - **Bachelor of Science in Health Sciences -Health Services Administration Concentration**
  - **Bachelor of Science in Health Sciences - Long Term Care Administration Concentration**
- **Master of Science in Health Sciences (MSHS)**
  - **Master of Science in Health Sciences- Health Education Concentration**

- **Master of Science in Health Sciences-Health Administration Concentration**

## **School of Nursing**

- **RN to BSN (Bachelor of Science in Nursing) (3 tracks)**
  - **Track 1: RN – BSN (Students with Associates Degree in Nursing)**
  - **Track 2: RN – BSN (Students with Bachelor’s Degree in another field)**
  - **Track 3: RN – BSN (Students with Diploma in Nursing)**
- **LVN-RN**
- **Pre-Licensure Nursing Program ELM –Entry Level Masters of Science in Nursing**
- **Master of Science in Nursing Family Nurse Practitioner– MSN –FNP**
- **Master of Science in Nursing(MSN ) Concentration in Education**
- **Master of Science in Nursing (MSN) Concentration in Administration**

## **School of Education**

- **Teacher Credential Program**
  - **2042 Single Subject Credential**
  - **2042 Single Subject Credential (Bilingual Emphasis)**
  - **2042 Multiple Subject Credential**
  - **2042 Multiple Subject Credential (Bilingual Emphasis)**
- **Master of Arts in Education (MAED)**
  - **Special Education Concentration**

# Undergraduate Studies

## General Education

The curriculum of GE is central to the mission of US University and to its commitment to a quality liberal arts and professional education with specific emphasis on the Hispanic population. The general education program 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 and language 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 program cultivates knowledge, skills, and values with a breadth that is characteristic of a learned person.

The academic goals of US University specify that the University will guide students to attain mastery in the search for knowledge and to become critical thinkers who have attained effective levels of expressive and scientific literacy. Those who graduate will be versatile in their approach to problems and refined in their ability to frame and test intellectual arguments and hypotheses. They will have knowledge of the arts, history, and cultural identities of past and current societies, specifically those of Hispanic heritage. They will understand the value of being caring and humane citizens engaged by the challenges facing their evolving multicultural communities.

US University provides curricular and co-curricular activities to enhance global thinking and environmental awareness, and to cultivate respect for cultural diversity, both within and beyond the boundaries of its educational community.

US University collaborates with partners in its surrounding communities to provide learning opportunities for enhancing the educational experiences and civic awareness of its students.

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

- **Communication:** To provide an educational experience that will enhance the ability to communicate verbally and in writing.
- **Inquiry and Critical Thinking:** To provide an educational experience that will enhance critical thinking skills and will contribute to continuous inquiry and life-long learning.
- **Subject Knowledge:** To provide an educational experience that will enhance students' understanding of the disciplines' basic principles, methodologies, and perspectives.
- **Information Retrieval and Evaluation Literacy:** To provide an educational experience that will enhance the ability to find, understand, examine critically, and use information from various sources.
- **Interdisciplinary Relationships:** To provide an educational experience that will enhance students' understanding of a discipline's interrelationships with other disciplines.
- **Global/International and Multicultural Perspectives:** To provide an educational experience that will enhance the ability to look at issues from multiple perspectives and/or that will describe the discipline's impact on or connection to global issues.
- **Social Responsibility:** To provide an educational experience that will help students understand the complexity of ethical judgment and social responsibility and/or that will describe the discipline's impact on or connection to social and ethical issues.

General Education-Breadth Requirements are designed so that, taken with the major depth program and electives presented by each baccalaureate candidate, they will assure that graduates have made noteworthy progress toward

becoming well-rounded, educated persons. Particularly, the purpose of these requirements is to provide means whereby graduates:

- achieve the ability to think clearly and logically, find information and examine it critically, communicate orally and in writing, and reason quantitatively;
- acquire appreciable knowledge about their own bodies and minds, how human society developed and how it now functions, about physical world in which they live, about other forms of life with which they share that world, and about cultural endeavors and legacies of their civilizations;
- Understand and appreciate principles, methodologies, value systems, and thought processes employed in human inquiries.

### Program Learning Outcomes

- Write and speak fluently and expressively
- Identify, analyze, and evaluate arguments as they occur in one's own and others' writing
- Analyze and interpret data in a scientific or social context
- Demonstrate a comprehension of one's individual cultural identity in relationship to other cultures and lifestyles
- Analyze situations based on moral and ethical principles
- Assess, access and use information responsibly
- Collaborate with others in diverse group settings
- Comprehend the nature of the natural world and scientific inquiry
- Interpret creative expressions of the human experience
- Explain human behavior as it relates to its social environment
- Explain today's political and social circumstances in terms of historical and social force

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 program 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.

### US University General Education Courses

Area	Course Number and Title	Credits per Course	Required Credits
AREA A Communication	COM 104 Speech	3	6-9
	ENG 130 Composition & Reading	3	
AREA B Critical Thinking	<b>Two courses from the following:</b>		3-6
	COM 204 Argumentation	3	
	ENG 140 Critical Thinking & Composition	3	
	MAT241 Probability & Statistics	3	

	PHI 101 Introduction to Philosophy	3	
	PHI 201 Logic	3	
AREA C Mathematics	<b>One course from the following:</b>		3-6
	MAT 105 College Algebra	3	
	MAT 140 Number Systems	3	
	MAT 143 Introduction to Trigonometry	3	
	MAT 150 Calculus 1	3	
	MAT 151 Calculus 2	3	
AREA D Sciences	<b>Two courses from the following:</b>		6-9
	Any college level chemistry or physics course	3	
	ARC 101/101L Introduction to Archaeology	3	
	AST 100/100L Introduction to Astronomy	3	
	BIO 150/BIO 150L General Biology/Lab	4	
	BIO 261/BIO 261L Anatomy/Lab	4	
	GEO 101 Physical Geography	3	
	PHY 105/105L Fundamentals of Physics	3	
	SCI 220 Survey of Physical Science	3	
AREA E Arts & Humanities	<b>One course from the following:</b>		3-6
	ART 137 Art Appreciation (3 credits)	3	
	ART 160 Visual & Performing Arts	3	
	ENG 200 Introduction to Literature	3	
	ENG 306 American Literature B	3	
	ENG 307 World Classics	3	
	HUM 105 Introduction to Mythology	3	
	PHI 105 Introduction to Ethics	3	
AREA F Social Sciences	<b>Three courses from the following:</b>		9-12
	ANT 101 Introduction to Anthropology	3	
	ECN 101 Principles of Economics		
	ECN201 Macroeconomics Principles	3	
	ECN 205 Microeconomics Principles	3	
	PSY 101 Introduction to Psychology	3	
	SOC 101 Introduction to Sociology	3	
AREA G Cultural Studies	<b>Three courses from the following:</b>		3-6
	ANT 382 Cultures of Mexico	3	
	ANT 383 Culture and Society	3	
	ANT 450 Culture and Health	3	
	COM 105 Intercultural Communication	3	
	HIS 222 Chicano Latino Studies A	3	
	HIS 224 Chicano Latino Studies B	3	
AREA H History	<b>Two courses from the following:</b>		3-6
	HIS 120 U.S. History & Constitution I	3	
	HIS 122 U.S. History II	3	
	HIS 320 California History	3	
	HIS 321 World History A	3	
	HIS 322 World History B	3	

<b>AREA I</b> Information Literacy	CIS 201 Foundations of Information Literacy	3	3
<b>AREA J</b> International & Language Studies	<b>Two courses of the following:</b> Any two foreign language courses	(6) 2 x 3	3-6
	HES 457 International Health	3	
	HIS 321 World History A	3	
	HIS 322 World History B	3	
	HIS 323 History of Latin America	3	
	HIS 422 History of Mexico	3	
	POS 120 Introduction to International Relations	3	
	POS 328 Principles of International Law	3	
	POS 427 International Relations	3	
<b>Total</b>			<b>57</b>

# Bachelor of Arts in General Studies

The Bachelor of Arts in General Studies degree is an interdisciplinary degree for those who are interested in studying a combination of disciplines in order to prepare themselves for a an ever-changing marketplace that reflects the complexity fluidity of our world today. The interdisciplinary approach emphasizes analysis and synthesis of diverse theory and practice rather than focusing on one subject or content area, allowing students to explore their own interests but also to demonstrate a sophisticated understanding of human effort, creativity, and experience.

The BGS has 3 different tracks: 1) General 2) Degree Completion and 3) Degree Completion (also known as PASANTE).

## Program Learning Outcomes

1. Communicate effectively from within a variety of disciplinary perspectives
2. Summarize, synthesize and critically analyze ideas from multiple disciplinary perspectives in order to draw well-supported conclusions and solve problems
3. Analyze and interpret data from a variety of disciplines
4. Understand complex social identities, including their own, and the interrelations within and among diverse cultures and groups
5. Make reasoned ethical judgments showing awareness of multiple value systems
6. Access, assess and use information responsibly
7. Collaborate with others in diverse group settings
8. Apply knowledge and modes of inquiry from a variety of disciplines in order to understand human experience

## General Plan

- I. Requires 120 credits to complete degree
- II. General Education (57 credits)
- III. Core courses (63 credits, includes 15 credits each in 4 concentrations and one 3 credit Portfolio)

### BGS General Education Requirements (57 Semester Credits)

Area	Course Number, Title, and Credits	Credits per Course	Required Credits
AREA A Communication	COM 104 Speech	3	6-9
	ENG 130 Composition & Reading	3	
AREA B Critical Thinking	ENG 140 Critical Thinking and Composition	3	3-6
	Choose one course from Area B	3	
AREA C Mathematics	Choose one course from Area C	3	3-6
AREA D Sciences	Choose one course from Area D	3	6-9
	Choose one course from Area D	3	
AREA E Arts & Humanities	Choose one course from Area E	3	3-6
AREA F Social Sciences	Choose one course from Area F	3	9-12
	Choose one course from Area F	3	

	Choose one course from Area F	3	
<b>AREA G</b> Cultural Studies	Choose one course from Area G	3	3-6
	Choose one course from Area G	3	
	Choose one course from Area G	3	
<b>AREA H</b> History	Choose one course from Area H	3	3-6
	Choose one course from Area H	3	
<b>AREA I</b> Information Literacy	Choose one course from Area I	3	3
<b>AREA J</b> International & Language Studies	Choose one course from Area J	3	3-6
	Choose one course from Area J	3	

**BGS Program Core (48 semester credits. Choose from 4 concentrations)**

Course Number	Course Title	Credit Hours
<b>Concentration 1</b>		
	5 Courses from concentration option listed below	15
<b>Concentration 2</b>		
	5 Courses from concentration option listed below	15
<b>Concentration 3</b>		
	5 Courses from concentration option listed below	15
<b>Concentration 4</b>		
	5 Courses from concentration option listed below	15
<b>Capstone Portfolio</b>		
BGS 498	Portfolio – must be taken in last session	3

**Concentration choices (CHOOSE 3): Criminal Justice, Cultural Studies, Education, English, Health Education, International Studies, Management, Non-Profit Studies, Science, History, Math, Social Sciences, Spanish**

**BGS Criminal Justice Concentration Option (15 semester credits. Choose 5 courses from the list)**

Course Number	Course Title	Credit Hours
CJS 300	Introduction to Law Enforcement Operations	3
CJS 302	Introduction to Criminal Law	3
CJS 304	Introduction to Corrections	3
CJS 306	Introduction to Criminal Investigation	3
CJS 308	Introduction to Firearms & Ballistics	3
CJS 310	Introduction to Criminal Law & Procedures	3
CJS 312	Laws of Arrest, Search and Seizure	3
CJS 314	Law Enforcement Report Writing	3

**Cultural Studies Concentration Option (15 semester credits. Choose 5 courses from the list)**

Course Number	Course Title	Credit Hours
ANT 382	Cultures of Mexico	3
ANT 383	Culture and Society	3
ANT 450	Culture and Health	3
COM 105	Intercultural Communication	3
CUL 313	Introduction to Hispanic Culture	3
EDU 401	Diversity in Education	3
GEO 368	Cultural Geography	3
HIS 121	African American Studies	3
HIS 125	Filipino American Studies	3

HIS 222	Chicano Latino Studies A	3
HIS 224	Chicano Latino Studies B	3

**Education Concentration Option (15 semester credits. Choose 5 courses from the list)**

Course Number	Course Title	Credit Hours
EDU 202	Introduction to Educational Technology	3
EDU 277	Theory and Practice of PE	3
EDU 401	Diversity in Education	3
EDU 403	Introduction to Special Education	3
EDU 404	Language and Literacy	3
EDU 408	Health & Education in Nutrition	3
ENG 403	Multi-ethnic Children's Literature	3
GEO 206	Geography for Teachers	3
MAE 400	The History and Foundation of the USA Education System	3
MAE 420	Contemporary and Classic Teaching Theories	3
MAT 221	Math for Elementary Teachers A	3
MAT 222	Math for Elementary Teachers B	3
MUS 206	Music for Teachers	3

**English Concentration Option (15 semester credits. Choose 5 courses from the list)**

Course Number	Course Title	Credit Hours
ENG 200	Introduction to Literature	3
ENG 302	Literary Criticism	3
ENG 303	English Literature I	3
ENG 304	American Literature A	3
ENG 305	English Literature II	3
ENG 306	American Literature B	3
ENG 307	World Classics	3
ENG 310	Advanced Grammar and Composition	3
ENG 350	The Novel	3
ENG 351	American Short Story	3
ENG 401	Women and Literature	3
ENG 402	Chicano-Latino Literature in the United States	3
ENG 403	Multi-ethnic Children's Literature	3
ENG 405	Great Works Seminar	3
LIN 301	General Linguistics	3
LIN 321	Etymology	3
LIN 401	Comparative Linguistics	3
LIN 478	Linguistics	3

**International Studies Concentration Option (15 semester credits. Choose 5 courses from the list)**

Course Number	Course Title	Credit Hours
HES 457	International Health	3
HIS 321	World History A	3
HIS 322	World History B	3
HIS 323	History of Latin America	3
HIS 420	History of Asia	3
HIS 421	History of Africa	3
HIS 422	History of Mexico	3
POS 120	Introduction to International Relations	3

POS 327	US International Politics	3
POS 328	Principles of International Law	3
POS 330	Comparative Governments	3
POS 427	International Relations of Developing Nations	3

**Non-Profit Studies Concentration Option (15 semester credits. Choose 5 courses from the list)**

Course Number	Course Title	Credit Hours
NPS 300	Introduction to Non-profit Organization	3
NPS 302	History of Non-profits, Philanthropy, and Social Change	3
NPS 304	Non-profit Leadership & Development	3
NPS 306	Marketing and Communications for Non-profits	3
NPS 308	Legal Aspects of Non-profit Organizations	3

**Science Concentration Option (15 semester credits. Choose 5 courses from the list)**

Course Number	Course Title	Credit Hours
AST 101	Introduction to Astronomy	3
BIO 150	General Biology	3
BIO 251	Introductory Microbiology	3
BIO 252	Human Physiology	3
BIO 261	Human Anatomy	3
BIO 350	Botany	3
BIO 351	Cell Biology	3
BIO 352	Plant Biology	3
BIO 360	Genetics	3
BIO 402	Immunology	3
BIO 452	Invertebrate Zoology	3
BIO 451	Comparative Anatomy	3
BIO 452	Marine Biology	3
CHM 101	Introduction to Chemistry	3
CHM 331	Organic Chemistry I	3
CHM 332	Organic Chemistry II	3
CHM 351	Physical Chemistry I	3
CHM 352	Physical Chemistry II	3
GEO 101	Physical Geography	3
HES 401	Evolution	3
PHY 105	Fundamentals of Physics	3
PHY 150	Principles of Physics I	3
PHY 152	Principles of Physics II	3
PHY 154	Principles of Physics III	3
PHY 302	Modern Physics	3
SCI 220	Survey of Physical Science	3
SCI 330	Earth and Space Science	3

**History Concentration Option (15 semester credits. Choose 5 courses from the list)**

Course Number	Course Title	Credit Hours
HIS 120	US History and Constitution	3
HIS 121	African American Studies	3
HIS 122	US History II	3

HIS 125	Filipino American Studies	3
HIS 222	Chicano-Latino Studies A	3
HIS 224	Chicano-Latino Studies B	3
HIS 320	California History	3
HIS 321	World History A	3
HIS 322	World History B	3
HIS 323	History of Latin America	3
HIS 324	History of Latinas	3
HIS 325	History of Native Americans	3
HIS 333	Modern History C	3
HIS 420	History of Asia	3
HIS 421	History of Africa	3
HIS 422	History of Mexico	3
HIS 423	The American Revolution	3

**Math Concentration Option (15 semester credits. Choose 5 courses from the list)**

Course Number	Course Title	Credit Hours
MAT 140	Trigonometry	3
MAT 150	Calculus I	3
MAT 151	Calculus II	3
MAT 250	Calculus III	3
MAT 241	Probability and Statistics	3
MAT 300	History of Mathematics	3
MAT 301	Number Theory/Systems	3
MAT 330	Geometry	3
MAT 340	Discrete Mathematics	3
MAT 341	Linear Algebra	3
MAT 440	Number Theory	3
MAT 441	Algebraic Structures	3

**Social Sciences Concentration Option (15 semester credits. Choose 5 courses from the list)**

Course Number	Course Title	Credit Hours
ANT 101	Introduction to Anthropology	3
ANT 282	Physical Anthropology	3
ANT 382	Cultures of Mexico	3
ANT 383	Culture and Society	3
ANT 450	Culture and Health	3
ECN 101	Principles of Economics	3
ECN 201	Macroeconomic Principles	3
ECN 205	Microeconomic Principles	3
POS 100	Contemporary Issues in Law and Politics	3
POS 120	Introduction to International Relations	3
POS 300	American Political Institutions	3
POS 326	Civil Rights, Law, and the Legal System	3
POS 327	US International Politics	3
POS 328	Principles of International Law	3
POS 329	Social Political Ideas	3
POS 330	Comparative Governments	3
POS 427	International Relations of Developing Nations	3
POS 430	Federal, State, and Local Governments	3

PSY 101	Introduction to Psychology	3
PSY 285	Child Development	3
PSY 290	Introduction to Developmental Psychology	3
PSY 370	Abnormal Psychology	3
PSY 380	Cognitive Psychology	3
PSY 385	The Exceptional Child	3
PSY 480	Pre-Adolescent and Adolescent Psychology	3
PSY 485	Developmental Psychology	3
PSY 490	Adolescent Psychology	3
SOC 101	Introduction to Sociology	3
SOC 305	Critical Perspectives in Sociology	3
SOC 325	World Religions	3
SOC 425	Women in Society	3
WST 315	Introduction to Women's Studies	3

**Spanish Concentration Option (15 semester credits. Choose 5 courses from the list)**

Course Number	Course Title	Credit Hours
SPA 110	Elementary Spanish A	3
SPA 111	Elementary Spanish B	3
SPA 210	Intermediate Spanish A	3
SPA 211	Intermediate Spanish B	3
SPA 212	Spanish for the Native Speaker A	3
SPA 213	Spanish for the Native Speaker B	3
SPA 214	Grammar & Composition	3
SPA 300	Short Story	3
SPA 305	Composition & Reading	3
SPA 310	Advanced Composition	3
SPA 311	Survey of Spanish Lit A	3
SPA 312	Survey of Spanish Lit B	3
SPA 313	Survey of Latin Am. Lit I	3
SPA 314	Survey of Latin Am. Lit II	3
SPA 315	Lit. of the Golden Age	3
SPA 316	Mexican History & Culture	3
SPA 317	Latin Am. Hist. & Culture	3
SPA 318	Selected Authors	3
SPA 351	Spanish for Educators I	3
SPA 353	Spanish for Educators II	3
SPA 410	Structure of Spanish Language	3
SPA 411	Mexican Literature	3
SPA 412	Spanish History & Civilization	3
SPA 413	Methods of Teaching Spanish	3
SPA 414	Comparative Structures of Span & Eng.	3
SPA 415	Spanish Children's Lit.	3
SPA 416	Literatura Afrolatinoamericana	3
SPA 450	Advanced Spanish for Bilingual Teachers I	3
SPA 451	Advanced Spanish for Bilingual Teachers II	3
SPA 452	Theories & Practices in Teaching Reading in Spanish	3

# Bachelor of Arts in General Studies

## Degree Completion Track

The General Studies Degree Completion track is offered to students who have completed 60-90 credits at other American accredited institutions. Students may declare non-general education coursework to be included as part of their program concentration(s).

### Degree Completion- General Plan

- I. Requires 120 credits to complete the BGS degree
- II. Up to a maximum of 90 credits may be accepted for transfer (57 credits must be GE courses)
  - a. All transferred courses must have a grade of "C-" (GPA of 1.75) or better from an accredited university or college
- III. Core courses (30-48 credits that includes 9-15 credits each in three concentrations, depending on transfer credit, and one 3 credit Portfolio)
- IV. Elective and/or prerequisite courses (depending on choice of concentration and transfer credit) (0-12 credits)
- V. Minimum of 30 credits must be completed at US University

### BGS Degree Completion- Track Program Core (30-60 semester credits)

Course Number	Course Title	Credit Hours
<b>Concentration A</b>		
	3-5 Courses from concentration option listed below	9-15
<b>Concentration B</b>		
	3-5 Courses from concentration option listed below	9-15
<b>Concentration C</b>		
	3-5 Courses from concentration option listed below	9-15
<b>Capstone Portfolio</b>		
BGS 498	Portfolio – must be taken in last session	3

**Concentration choices (CHOOSE 3): Criminal Justice, Cultural Studies, Education, English, International Studies, Non-Profit Studies, Science, History, Math, Social Sciences, Spanish**

### BGS Criminal Justice Concentration Option (15 semester credits. Choose 3-5 courses from the list)

Course Number	Course Title	Credit Hours
CJS 300	Introduction to Law Enforcement Operations	3
CJS 302	Introduction to Criminal Law	3
CJS 304	Introduction to Corrections	3
CJS 306	Introduction to Criminal Investigation	3
CJS 308	Introduction to Firearms & Ballistics	3
CJS 310	Introduction to Criminal Law & Procedures	3
CJS 312	Laws of Arrest, Search and Seizure	3
CJS 314	Law Enforcement Report Writing	3

**Cultural Studies Concentration Option (15 semester credits. Choose 3-5 courses from the list)**

Course Number	Course Title	Credit Hours
ANT 382	Cultures of Mexico	3
ANT 383	Culture and Society	3
ANT 450	Culture and Health	3
COM 105	Intercultural Communication	3
CUL 313	Introduction to Hispanic Culture	3
EDU 401	Diversity in Education	3
GEO 368	Cultural Geography	3
HIS 121	African American Studies	3
HIS 125	Filipino American Studies	3
HIS 222	Chicano Latino Studies A	3
HIS 224	Chicano Latino Studies B	3

**Education Concentration Option (15 semester credits. Choose 3-5 courses from the list)**

Course Number	Course Title	Credit Hours
EDU 202	Introduction to Educational Technology	3
EDU 277	Theory and Practice of PE	3
EDU 401	Diversity in Education	3
EDU 403	Introduction to Special Education	3
EDU 404	Language and Literacy	3
EDU 408	Health & Education in Nutrition	3
ENG 403	Multi-ethnic Children's Literature	3
GEO 206	Geography for Teachers	3
MAE 400	The History and Foundation of the USA Education System	3
MAE 420	Contemporary and Classic Teaching Theories	3
MAT 221	Math for Elementary Teachers A	3
MAT 222	Math for Elementary Teachers B	3
MUS 206	Music for Teachers	3

**English Concentration Option (15 semester credits. Choose 3-5 courses from the list)**

Course Number	Course Title	Credit Hours
ENG 200	Introduction to Literature	3
ENG 302	Literary Criticism	3
ENG 303	English Literature I	3
ENG 304	American Literature A	3
ENG 305	English Literature II	3
ENG 306	American Literature B	3
ENG 307	World Classics	3
ENG 310	Advanced Grammar and Composition	3
ENG 350	The Novel	3
ENG 351	American Short Story	3
ENG 401	Women and Literature	3
ENG 402	Chicano-Latino Literature in the United States	3
ENG 403	Multi-ethnic Children's Literature	3
ENG 405	Great Works Seminar	3
LIN 301	General Linguistics	3
LIN 321	Etymology	3
LIN 401	Comparative Linguistics	3
LIN 478	Linguistics	3

**International Studies Concentration Option (15 semester credits. Choose 3-5 courses from the list)**

Course Number	Course Title	Credit Hours
HES 457	International Health	3
HIS 321	World History A	3
HIS 322	World History B	3
HIS 323	History of Latin America	3
HIS 420	History of Asia	3
HIS 421	History of Africa	3
HIS 422	History of Mexico	3
POS 120	Introduction to International Relations	3
POS 327	US International Politics	3
POS 328	Principles of International Law	3
POS 330	Comparative Governments	3
POS 427	International Relations of Developing Nations	3

**Science Concentration Option (15 semester credits. Choose 5 courses from the list)**

Course Number	Course Title	Credit Hours
AST 101	Introduction to Astronomy	3
BIO 150	General Biology	3
BIO 251	Introductory Microbiology	3
BIO 252	Human Physiology	3
BIO 261	Human Anatomy	3
BIO 350	Botany	3
BIO 351	Cell Biology	3
BIO 352	Plant Biology	3
BIO 360	Genetics	3
BIO 402	Immunology	3
BIO 452	Invertebrate Zoology	3
BIO 451	Comparative Anatomy	3
BIO 452	Marine Biology	3
CHM 101	Introduction to Chemistry	3
CHM 331	Organic Chemistry I	3
CHM 332	Organic Chemistry II	3
CHM 351	Physical Chemistry I	3
CHM 352	Physical Chemistry II	3
GEO 101	Physical Geography	3
HES 401	Evolution	3
PHY 105	Fundamentals of Physics	3
PHY 150	Principles of Physics I	3
PHY 152	Principles of Physics II	3
PHY 154	Principles of Physics III	3
PHY 302	Modern Physics	3
SCI 220	Survey of Physical Science	3
SCI 330	Earth and Space Science	3

**History Concentration Option (15 semester credits. Choose 3-5 courses from the list)**

Course Number	Course Title	Credit Hours
HIS 120	US History and Constitution	3
HIS 121	African American Studies	3
HIS 122	US History II	3
HIS 125	Filipino American Studies	3
HIS 222	Chicano-Latino Studies A	3
HIS 224	Chicano-Latino Studies B	3
HIS 320	California History	3
HIS 321	World History A	3
HIS 322	World History B	3
HIS 323	History of Latin America	3
HIS 324	History of Latinas	3
HIS 325	History of Native Americans	3
HIS 333	Modern History C	3
HIS 420	History of Asia	3
HIS 421	History of Africa	3
HIS 422	History of Mexico	3
HIS 423	The American Revolution	3

**Math Concentration Option (15 semester credits. Choose 5 courses from the list)**

Course Number	Course Title	Credit Hours
MAT 140	Trigonometry	3
MAT 150	Calculus I	3
MAT 151	Calculus II	3
MAT 250	Calculus III	3
MAT 241	Probability and Statistics	3
MAT 300	History of Mathematics	3
MAT 301	Number Theory/Systems	3
MAT 330	Geometry	3
MAT 340	Discrete Mathematics	3
MAT 341	Linear Algebra	3
MAT 440	Number Theory	3
MAT 441	Algebraic Structures	3

**Social Sciences Concentration Option (15 semester credits. Choose 3-5 courses from the list)**

Course Number	Course Title	Credit Hours
ANT 101	Introduction to Anthropology	3
ANT 282	Physical Anthropology	3
ANT 382	Cultures of Mexico	3
ANT 383	Culture and Society	3
ANT 450	Culture and Health	3
ECN 101	Principles of Economics	3
ECN 201	Macroeconomic Principles	3
ECN 205	Microeconomic Principles	3
POS 100	Contemporary Issues in Law and Politics	3
POS 120	Introduction to International Relations	3
POS 300	American Political Institutions	3
POS 326	Civil Rights, Law, and the Legal System	3
POS 327	US International Politics	3

POS 328	Principles of International Law	3
POS 329	Social Political Ideas	3
POS 330	Comparative Governments	3
POS 427	International Relations of Developing Nations	3
POS 430	Federal, State, and Local Governments	3
PSY 101	Introduction to Psychology	3
PSY 285	Child Development	3
PSY 290	Introduction to Developmental Psychology	3
PSY 370	Abnormal Psychology	3
PSY 380	Cognitive Psychology	3
PSY 385	The Exceptional Child	3
PSY 480	Pre-Adolescent and Adolescent Psychology	3
PSY 485	Developmental Psychology	3
PSY 490	Adolescent Psychology	3
SOC 101	Introduction to Sociology	3
SOC 305	Critical Perspectives in Sociology	3
SOC 325	World Religions	3
SOC 425	Women in Society	3
WST 315	Introduction to Women's Studies	3

**Spanish Concentration Option (15 semester credits. Choose 3-5 courses from the list)**

Course Number	Course Title	Credit Hours
SPA 110	Elementary Spanish A	3
SPA 111	Elementary Spanish B	3
SPA 210	Intermediate Spanish A	3
SPA 211	Intermediate Spanish B	3
SPA 212	Spanish for the Native Speaker A	3
SPA 213	Spanish for the Native Speaker B	3
SPA 214	Grammar & Composition	3
SPA 300	Short Story	3
SPA 305	Composition & Reading	3
SPA 310	Advanced Composition	3
SPA 311	Survey of Spanish Lit A	3
SPA 312	Survey of Spanish Lit B	3
SPA 313	Survey of Latin Am. Lit I	3
SPA 314	Survey of Latin Am. Lit II	3
SPA 315	Lit. of the Golden Age	3
SPA 316	Mexican History & Culture	3
SPA 317	Latin Am. Hist. & Culture	3
SPA 318	Selected Authors	3
SPA 351	Spanish for Educators I	3
SPA 353	Spanish for Educators II	3
SPA 410	Structure of Spanish Language	3
SPA 411	Mexican Literature	3
SPA 412	Spanish History & Civilization	3
SPA 413	Methods of Teaching Spanish	3
SPA 414	Comparative Structures of Span & Eng.	3
SPA 415	Spanish Children's Lit.	3
SPA 416	Literatura Afrolatinoamericana	3
SPA 450	Advanced Spanish for Bilingual Teachers I	3
SPA 451	Advanced Spanish for Bilingual Teachers II	3

## **Bachelor of Arts in General Studies Degree Completion- PASANTE Track**

The General Studies Degree Completion- PASANTE track is offered to students who have completed the majority of their college courses in a foreign institution (e.g., Mexico). The Degree Completion Track provides students with written and oral communications skills to prepare them for professional careers and advanced education in the United States as well as knowledge of American history and its institutions to better enable them to function successfully in American culture.

### **Program Learning Outcomes**

1. Write and speak fluent and correct English
2. Interpret, analyze and evaluate social and political situations
3. Interpret statistical data in the social sciences
4. Explain the origins and effects of diversity in American culture
5. Evaluate situations based on moral and ethical principles
6. Access, assess and use information responsibly
7. Collaborate with others in diverse group settings
8. Explain the current political and social circumstances in terms of historical and social forces
9. Analyze and explain American culture, including its history, society, language and literature

### **General Plan**

- I. Requires 120 credits to complete degree
- II. Up to a maximum of 90 credits may be accepted for transfer
  - All transferred courses must have a grade of "C-" (GPA of 1.75) or better
  - The Transcript needs to be evaluated officially by an International Transcript Evaluator
- III. 30-36 (depending on transfer credit, 30 credits must be completed at US University )

The time it will take to complete the BGS Degree Completion track can vary. The duration of the program depends on several factors, including the number of credits accepted for transfer and whether or not students take time off between courses, as well as the educational pathway the student aiming at. Students who are granted the maximum number of transfer credits and enroll full-time (12 credits per semester for 3 semesters each academic year) can complete the degree in one (1) year. Students who enroll part-time (6 credits per semester for 3 semesters each academic year) will complete the program in two (2) years.

This degree completion is design for international professionals (PASANTE) and geared towards transferring the professional courses taken in an international university towards a professional degree 9such as medicine, law, teaching etc), and the required courses are the general education courses that were not taken in a foreign institution.

The program may be completed online.

**Bachelor of Arts in General Studies Degree Completion PASANTE Track Program Core (36 semester credits)**

<b>Course Number</b>	<b>Course Title</b>	<b>Credit Hours</b>
CIS 201	Foundations of Information Literacy	3
ENG 130	Reading and Composition	3
HIS 120	US History I	3
HIS 122	US History II	3
ENG 140	Critical Thinking & Composition	3
HIS 222	Chicano Latino Studies A	3
HIS 224	Chicano Latino Studies B	3
ENG 210	Composition for Non-Native Speakers	3
HIS 320	California History	3
ENG 306	American Literature	3
LIN 478	Linguistics	3
<b>BGS 499</b>	<b>Capstone (Must be taken in last session)</b>	<b>3</b>

# Bachelor of Arts in Liberal Studies

The degree in Liberal Studies provides students with the basic understanding and skills to prepare them for careers or professions requiring knowledge based on the arts and humanities. The curriculum of Liberal Studies is a plan that involves more than one discipline. The program fosters the understanding of people, nations, institutions, history, arts, sciences, and how these influenced the development of society and cultures. Although the breadth includes various areas of study, students are encouraged to pursue an in-depth study of history, artistic expression, literature, scientific and technological advancements, intellectual movements, and traditions and customs of different societies and cultures.

The Bachelor of Arts in Liberal Studies has three (3) tracks: 1) General track with concentrations in English, History, and Spanish; 2) Multiple Subject Credential Preparation track with concentrations in History and Spanish, and 3) Single Subject Credential Preparation track with concentrations in English and Math. The Credential Preparation Tracks are designed with courses to prepare students to pass the California Subject Examination for Teachers (CSET) for "No Child Left Behind" qualification. Students should meet with their educational advisor to identify their track and concentration.

## Program Learning Outcomes

- Write and speak effectively
- Construct arguments of one's own and evaluate arguments of others
- Critically evaluate situations and identify resources and strategies to solve problems
- Function as members of society and as professionals with people who have ideas, beliefs, attitudes, and behaviors that are different from their own
- Make decisions based on moral and ethical principles with attention to cultural principles
- Access and use information responsibly
- Collaborate with others in diverse group settings
- Demonstrate knowledge of basic goals, facts, and approaches of a range of disciplines, including physical sciences, social sciences, and the humanities

## Bachelor of Liberal Studies English Concentration

### General Plan

- I. Requires 120 credits to complete degree
- II. General Education (57 credits)
- III. Core Requirements (39 credits, includes one 3 credit Portfolio)
- IV. \*\*\*Concentration Requirements (24 credits)

The time it will take to complete the LBS English Concentration degree can vary. The duration of the program depends on several factors, including the number of credits accepted for transfer and whether or not students take time off between courses. Students who enroll full-time (12 credits per semester for 3 semesters each academic year) can complete the degree in three and half (3-1/2) years.

**LBS English Concentration General Education Requirements (57 Semester Credits)**

Area	Course Number, Title, and Credits	Credits per Course	Required Credits
<b>AREA A</b> Communication	COM 104 Speech	3	6-9
	ENG 130 Composition & Reading	3	
<b>AREA B</b> Critical Thinking	ENG 140 Critical Thinking and Composition	3	3-6
	Choose one course from Area B	3	
<b>AREA C</b> Mathematics	Choose one course from Area C	3	3-6
<b>AREA D</b> Sciences	Choose one course from Area D	3	6-9
	Choose one course from Area D	3	
<b>AREA E</b> Arts & Humanities	Choose one course from Area E	3	3-6
<b>AREA F</b> Social Sciences	Choose one course from Area F	3	9-12
	Choose one course from Area F	3	
	Choose one course from Area F	3	
<b>AREA G</b> Cultural Studies	Choose one course from Area G	3	3-6
	Choose one course from Area G	3	
	Choose one course from Area G	3	
<b>AREA H</b> History	Choose one course from Area H	3	3-6
	Choose one course from Area H	3	
<b>AREA I</b> Information Literacy	CIS 201 Foundations of Information Literacy	3	3
<b>AREA J</b> International & Language Studies	Choose one course from Area J	3	3-6
	Choose one course from Area J	3	
	Choose one course from Area J	3	

**LBS English Concentration Program Core (39 Semester Credits)**

Course Number	Course Title	Credit Hours
<b>Science/ Math/Technology (12 semester credits. Choose 4 courses from the following)</b>		
ANT 282	Physical Anthropology	3
ARC 101	Intro to Archaeology	3
AST 101	Intro to Astronomy	3
BIO 100	Intro to Biology	3
BIO 150	General Biology	3
BIO 360	Genetics	3
CHM 101	Introduction to Chemistry	3
CHM 331	Organic Chemistry I	3
CHM 332	Organic Chemistry II	3
CHM 351	Physical Chemistry I	3
CHM 352	Physical Chemistry II	3
GEO 101	Physical Geography	3
GEO 106	Geography for Teachers	3
HES 401	Evolution	3
MAT 105	College Algebra	3
MAT 221	Math for Elementary School Teachers A	3
MAT 222	Math for Elementary School Teachers B	3

MAT 241	Intro to Probability & Statistics	3
MAT 344	Educational Statistics	3
PHY 105	Fundamentals of Physics	3
PHY 150	Principles of Physics I	3
PHY 152	Principles of Physics II	3
PHY 154	Principles of Physics III	3
PHY 302	Modern Physics	3
SCI 220	Survey of Physical Science	3
SCI 330	Earth and Space Science	3
<b>Humanities (12 semester credits. Choose 4 courses from the following)</b>		
ART 160	Visual & Performing Arts	3
ART 206	Art for Teachers	3
HUM 105	Introduction to Mythology	3
LIN 301	General Linguistics	3
LIN 321	Etymology	3
LIN 401	Comparative Linguistics	3
LIN 478	Linguistics	3
MUS 106	Music for Elementary School Teachers	3
PHI 105	Intro to Ethics	3
<b>Social Science (12 semester credits. Choose 4 courses from the following)</b>		
ANT 101	Intro to Anthropology	3
ANT 282	Physical Anthropology	3
ANT 382	Cultures of Mexico	3
ANT 383	Culture and Society	3
ANT 450	Culture and Health	3
ECN 101	Principles of Economics	3
ECN 201	Macroeconomics	3
ECN 205	Microeconomics	3
HIS 320	California History	3
HIS 321	World History A	3
HIS 322	World History B	3
HIS 323	Latin American History	3
HIS 324	History of Latinas	3
HIS 325	History of Native Americans	3
HIS 333	Modern History C	3
HIS 420	History of Asia	3
HIS 421	History of Africa	3
HIS 422	History of Mexico	3
HIS 423	The American Revolution	3
POS 100	Contemporary Issues in Law and Politics	3
POS 120	Introduction to International Relations	3
POS 300	American Political Institutions	3
POS 326	Civil Rights, Law, and the Legal System	3
POS 327	US International Politics	3
POS 328	Principles of International Law	3
POS 329	Social Political Ideas	3
POS 330	Comparative Governments	3
POS 427	International Relations of Developing Nations	3
POS 430	Federal, State, and Local Governments	3
PSY 101	Introduction to Psychology	3
PSY 285	Child Development	3
PSY 290	Intro to Developmental Psychology	3

PSY 380	Cognitive Psychology	3
PSY 385	The Exceptional Child	3
PSY 480	Pre-Adolescent and Adolescent Psychology	3
PSY 485	Developmental Psychology	3
PSY 490	Adolescent Psychology	3
SOC 305	Critical Perspectives in Society	3
SOC 325	World Religions	3
SOC 425	Women in Society	3
WST 315	Introduction to Women's Studies	3
Capstone Portfolio		
LBS 498	Portfolio – must be taken in last session	3

### LBS English Concentration (24 semester credits)

ENG 200	Intro to Literature	3
ENG 302	Literary Criticism	3
ENG 303	English Literature I	3
ENG 304	American Literature A	3
ENG 305	English Literature II	3
ENG 306	American Literature B	3
ENG 307	World Classics	3
ENG 310	Advanced Grammar and Composition	3
ENG 350	The Novel	3
ENG 351	American Short Story	3
ENG 401	Women and Literature	3
ENG 402	Chicano-Latino Literature in the United States	3
ENG 403	Multi-ethnic Children's Literature	3
ENG 405	Great Works Seminar	3

## Bachelor of Liberal Studies History Concentration

### General Plan

- IV. Requires 120 credits to complete degree
- V. General Education (57 credits)
- VI. Core courses (39 credits, includes one 3 credit Portfolio)
- VII. Concentration courses (24 credits)

The time it will take to complete the LBS degree can vary. The duration of the program depends on several factors, including the number of credits accepted for transfer and whether or not students take time off between courses. Students who enroll full-time (12 credits per semester for 3 semesters each academic year) can complete the degree in three and half (3-1/2) years. Students who enroll part-time (6 credits per semester for 3 semesters each academic year) will complete the program in seven (7) years.

### LBS History Concentration General Education Requirements (57 Semester Credits)

Area	Course Number, Title, and Credits	Credits per Course	Required Credits
AREA A	COM 104 Speech	3	6-9

Communication	ENG 130 Composition & Reading	3	
<b>AREA B</b> Critical Thinking	ENG 140 Critical Thinking and Composition	3	3-6
	Choose one course from Area B	3	
<b>AREA C</b> Mathematics	Choose one course from Area C	3	3-6
<b>AREA D</b> Sciences	Choose one course from Area D	3	6-9
	Choose one course from Area D	3	
<b>AREA E</b> Arts & Humanities	Choose one course from Area E	3	3-6
<b>AREA F</b> Social Sciences	Choose one course from Area F	3	9-12
	Choose one course from Area F	3	
	Choose one course from Area F	3	
<b>AREA G</b> Cultural Studies	Choose one course from Area G	3	3-6
	Choose one course from Area G	3	
	Choose one course from Area G	3	
<b>AREA H</b> History	Choose one course from Area H	3	3-6
	Choose one course from Area H	3	
<b>AREA I</b> Information Literacy	CIS 201 Foundations of Information Literacy	3	3
<b>AREA J</b> International & Language Studies	Choose one course from Area J	3	3-6
	Choose one course from Area J	3	
	Choose one course from Area J	3	

**LBS History Concentration Program Core (39 semester credits)**

Course Number	Course Title	Credit Hours
<b>Science/ Math/ Technology (12 semester credits. Choose 4 courses from the following)</b>		
ANT 282	Physical Anthropology	3
ARC 101	Intro to Archaeology	3
AST 101	Intro to Astronomy	3
BIO 100	Intro to Biology	3
BIO 150	General Biology	3
BIO 360	Genetics	3
CHM 101	Introduction to Chemistry	3
CHM 331	Organic Chemistry I	3
CHM 332	Organic Chemistry II	3
CHM 351	Physical Chemistry I	3
CHM 352	Physical Chemistry II	3
GEO 101	Physical Geography	3
GEO 106	Geography for Teachers	3
HES 401	Evolution	3
MAT 105	College Algebra	3
MAT 221	Math for Elementary School Teachers A	3
MAT 222	Math for Elementary School Teachers B	3
MAT 241	Intro to Probability & Statistics	3
MAT 344	Educational Statistics	3
PHY 105	Fundamentals of Physics	3
PHY 150	Principles of Physics I	3

PHY 152	Principles of Physics II	3
PHY 154	Principles of Physics III	3
PHY 302	Modern Physics	3
SCI 220	Survey of Physical Science	3
SCI 330	Earth and Space Science	3
<b>Humanities (12 semester credits. Choose 4 courses from the following)</b>		
ART 160	Visual & Performing Arts	3
ART 206	Art for Teachers	3
ENG 200	Intro to Literature	3
ENG 302	Literary Criticism	3
ENG 303	English Literature I	3
ENG 304	American Literature A	3
ENG 305	English Literature II	3
ENG 306	American Literature B	3
ENG 307	World Classics	3
ENG 310	Advanced Grammar and Composition	3
ENG 350	The Novel	3
ENG 351	American Short Story	3
ENG 401	Women and Literature	3
ENG 402	Chicano-Latino Literature in the United States	3
ENG 403	Multi-ethnic Children's Literature	3
ENG 405	Great Works Seminar	3
ENG 402	Chicano-Latino Literature in the US	3
ENG 403	Multi-ethnic Children's Literature	3
HUM 105	Introduction to Mythology	3
LIN 301	General Linguistics	3
LIN 321	Etymology	3
LIN 401	Comparative Linguistics	3
LIN 478	Linguistics	3
MUS 106	Music for Elementary School Teachers	3
PHI 105	Intro to Ethics	3
<b>Social Science (12 semester credits. Choose 4 courses from the following)</b>		
ANT 101	Intro to Anthropology	3
ANT 282	Physical Anthropology	3
ANT 382	Cultures of Mexico	3
ANT 383	Culture and Society	3
ANT 450	Culture and Health	3
ECN 101	Principles of Economics	3
ECN 201	Macroeconomics	3
ECN 205	Microeconomics	3
POS 100	Contemporary Issues in Law and Politics	3
POS 120	Introduction to International Relations	3
POS 300	American Political Institutions	3
POS 326	Civil Rights, Law, and the Legal System	3
POS 327	US International Politics	3
POS 328	Principles of International Law	3
POS 329	Social Political Ideas	3
POS 330	Comparative Governments	3
POS 427	International Relations of Developing Nations	3
POS 430	Federal, State, and Local Governments	3
PSY 101	Introduction to Psychology	3
PSY 285	Child Development	3

PSY 290	Intro to Developmental Psychology	3
PSY 380	Cognitive Psychology	3
PSY 385	The Exceptional Child	3
PSY 480	Pre-Adolescent and Adolescent Psychology	3
PSY 485	Developmental Psychology	3
PSY 490	Adolescent Psychology	3
SOC 305	Critical Perspectives in Society	3
SOC 325	World Religions	3
SOC 425	Women in Society	3
WST 315	Introduction to Women's Studies	3
Capstone Portfolio		
LBS 498	Portfolio – must be taken in last session	3

### LBS History Concentration (24 semester credits)

Course Number	Course Title	Credit Hours
HIS 320	California History	3
HIS 321	World History A	3
HIS 322	World History B	3
HIS 323	History of Latin America	3
HIS 324	History of Latinas	3
HIS 325	History of Native Americans	3
HIS 333	Modern History C	3
HIS 420	History of Asia	3
HIS 421	History of Africa	3
HIS 422	History of Mexico	3
HIS 423	The American Revolution	3

## Bachelor of Liberal Studies Spanish Concentration

### General Plan

- V. Requires 120 credits to complete degree
- VI. General Education (57 credits)
- VII. Core Requirements (39 credits, includes one 3 credit Portfolio)
- VIII. \*\*\*Concentration Requirements (24 credits)

The time it will take to complete the LBS Spanish Concentration degree can vary. The duration of the program depends on several factors, including the number of credits accepted for transfer and whether or not students take time off between courses. Students who enroll full-time (12 credits per semester for 3 semesters each academic year) can complete the degree in three and half (3-1/2) years.

**\*\*\*Student must pass the Spanish Language Proficiency exam at Level 3 in the areas of reading, composition, grammar, & oral proficiency before beginning the upper division Spanish courses**

### LBS Spanish Concentration General Education Requirements (57 Semester Credits)

Area	Course Number, Title, and Credits	Credits per Course	Required Credits
AREA A	COM 104 Speech	3	6-9

Communication	ENG 130 Composition & Reading	3	
<b>AREA B</b> Critical Thinking	ENG 140 Critical Thinking and Composition	3	3-6
	Choose one course from Area B	3	
<b>AREA C</b> Mathematics	Choose one course from Area C	3	3-6
<b>AREA D</b> Sciences	Choose one course from Area D	3	6-9
	Choose one course from Area D	3	
<b>AREA E</b> Arts & Humanities	Choose one course from Area E	3	3-6
<b>AREA F</b> Social Sciences	Choose one course from Area F	3	9-12
	Choose one course from Area F	3	
	Choose one course from Area F	3	
<b>AREA G</b> Cultural Studies	Choose one course from Area G	3	3-6
	Choose one course from Area G	3	
	Choose one course from Area G	3	
<b>AREA H</b> History	Choose one course from Area H	3	3-6
	Choose one course from Area H	3	
<b>AREA I</b> Information Literacy	CIS 201 Foundations of Information Literacy	3	3
<b>AREA J</b> International & Language Studies	Choose one course from Area J	3	3-6
	Choose one course from Area J	3	
	Choose one course from Area J	3	

### LBS Spanish Concentration Program Core (39 Semester Credits)

Course Number	Course Title	Credit Hours
<b>Science/ Math/ Technology (12 semester credits. Choose 4 courses from the following)</b>		
ANT 282	Physical Anthropology	3
ARC 101	Intro to Archaeology	3
AST 101	Intro to Astronomy	3
BIO 100	Intro to Biology	3
BIO 150	General Biology	3
BIO 360	Genetics	3
CHM 101	Introduction to Chemistry	3
CHM 331	Organic Chemistry I	3
CHM 332	Organic Chemistry II	3
CHM 351	Physical Chemistry I	3
CHM 352	Physical Chemistry II	3
GEO 101	Physical Geography	3
GEO 106	Geography for Teachers	3
HES 401	Evolution	3
MAT 105	College Algebra	3
MAT 221	Math for Elementary School Teachers A	3
MAT 222	Math for Elementary School Teachers B	3
MAT 241	Intro to Probability & Statistics	3
MAT 344	Educational Statistics	3
PHY 105	Fundamentals of Physics	3
PHY 150	Principles of Physics I	3
PHY 152	Principles of Physics II	3

PHY 154	Principles of Physics III	3
PHY 302	Modern Physics	3
SCI 220	Survey of Physical Science	3
SCI 330	Earth and Space Science	3
<b>Humanities (12 semester credits. Choose 4 courses from the following)</b>		
ART 160	Visual & Performing Arts	3
ART 206	Art for Teachers	3
ENG 200	Intro to Literature	3
ENG 302	Literary Criticism	3
ENG 303	English Literature I	3
ENG 304	American Literature A	3
ENG 305	English Literature II	3
ENG 306	American Literature B	3
ENG 307	World Classics	3
ENG 310	Advanced Grammar and Composition	3
ENG 350	The Novel	3
ENG 351	American Short Story	3
ENG 401	Women and Literature	3
ENG 402	Chicano-Latino Literature in the United States	3
ENG 403	Multi-ethnic Children's Literature	3
ENG 405	Great Works Seminar	3
ENG 402	Chicano-Latino Literature in the US	3
ENG 403	Multi-ethnic Children's Literature	3
HUM 105	Introduction to Mythology	3
LIN 301	General Linguistics	3
LIN 321	Etymology	3
LIN 401	Comparative Linguistics	3
LIN 478	Linguistics	3
MUS 106	Music for Elementary School Teachers	3
PHI 105	Intro to Ethics	3
<b>Social Science (12 semester credits. Choose 4 courses from the following)</b>		
ANT 101	Intro to Anthropology	3
ANT 282	Physical Anthropology	3
ANT 382	Cultures of Mexico	3
ANT 383	Culture and Society	3
ANT 450	Culture and Health	3
ECN 101	Principles of Economics	3
ECN 201	Macroeconomics	3
ECN 205	Microeconomics	3
HIS 320	California History	3
HIS 321	World History A	3
HIS 322	World History B	3
HIS 323	Latin American History	3
HIS 324	History of Latinas	3
HIS 325	History of Native Americans	3
HIS 333	Modern History C	3
HIS 420	History of Asia	3
HIS 421	History of Africa	3
HIS 422	History of Mexico	3
HIS 423	The American Revolution	3
POS 100	Contemporary Issues in Law and Politics	3
POS 120	Introduction to International Relations	3

POS 300	American Political Institutions	3
POS 326	Civil Rights, Law, and the Legal System	3
POS 327	US International Politics	3
POS 328	Principles of International Law	3
POS 329	Social Political Ideas	3
POS 330	Comparative Governments	3
POS 427	International Relations of Developing Nations	3
POS 430	Federal, State, and Local Governments	3
PSY 101	Introduction to Psychology	3
PSY 285	Child Development	3
PSY 290	Intro to Developmental Psychology	3
PSY 380	Cognitive Psychology	3
PSY 385	The Exceptional Child	3
PSY 480	Pre-Adolescent and Adolescent Psychology	3
PSY 485	Developmental Psychology	3
PSY 490	Adolescent Psychology	3
SOC 305	Critical Perspectives in Society	3
SOC 325	World Religions	3
SOC 425	Women in Society	3
WST 315	Introduction to Women's Studies	3
Capstone Portfolio		
LBS 498	Portfolio – must be taken in last session	3

### LBS Spanish Concentration (24 semester credits)

Course Number	Course Title	Credit Hours
<b>Choose 5 courses from the following:</b>		
SPAN 300	Short Story	3
SPAN 305	Composition & Reading	3
SPAN 310	Advanced Composition	3
SPAN 311	Survey of Spanish Lit A	3
SPAN 312	Survey of Spanish Lit B	3
SPAN 313	Survey of Latin Am. Lit I	3
SPAN 314	Survey of Latin Am. Lit II	3
SPAN 315	Lit. of the Golden Age	3
SPAN 316	Mexican History & Culture	3
SPAN 317	Latin Am. Hist. & Culture	3
SPAN 318	Selected Authors	3
SPAN 351	Spanish for Educators I	3
SPAN 353	Spanish for Educators II	3
SPAN 410	Structure of Spanish Language	3
SPAN 411	Mexican Literature	3
SPAN 412	Spanish History & Civilization	3
SPAN 413	Methods of Teaching Span	3
SPAN 414	Comparative Structures of Span & Eng.	3
SPAN 415	Spanish Children's Lit.	3
SPAN 416	Literatura Afrolatinoamericana	3
SPAN 417	Senior Seminar	3
SPAN 450	Advanced Spanish for Bilingual Teachers I	3
SPAN 451	Advanced Spanish for Bilingual Teachers II	3
SPAN 452	Theories & Practices in Teaching Reading in Spanish	3

## BA in LBS Multiple Subjects Credential Track - History Concentration

Many of the core courses prepare students to fulfill state prerequisite requirements. The California Commission on Teacher Credentialing (CCTC) provides a list of courses that future teachers should take as fundamental knowledge to teach in elementary schools. These courses prepare students to pass the California Subject Examination for Teachers (CSET) for “No Child Left Behind” (NCLB) qualification. Students who choose Liberal Studies as a prerequisite into the teacher credential program should declare this at the initial advisement appointment.

### BA in MS LBS Credential Track - History Concentration (General Plan)

- I. Requires 121 credits to complete degree
- II. General Education (58 credits)
- III. Core Requirements (54 credits, includes one 3 semester credit hour Portfolio)
- IV. Concentration Requirements (9 credits)

The time it will take to complete the LBS MS Credential Track History Concentration degree can vary. The duration of the program depends on several factors, including the number of credits accepted for transfer and whether or not students take time off between courses. Students who enroll full-time (12 credits per semester for 3 semesters each academic year) can complete the degree in three and half (3-1/2) years.

### LBS MS Credential Track –History Concentration General Education Requirements (58 Semester Credits)

Area	Course Number, Title, and Credits	Credits per Course	Required Credits
<b>AREA A</b> Communication	COM 104 Speech	3	6
	ENG130 Composition & Reading	3	
<b>AREA B</b> Critical Thinking	ENG140 Critical Thinking and Composition	3	6
	MAT 241 Probability & Statistics	3	
<b>AREA C</b> Mathematics	MAT 223 Algebra & Geometry for Teachers	3	3
<b>AREA D</b> Sciences	BIO 150 General Biology	3	7
	BIO 150L General Biology Lab	1	
	SCI 220 Survey of Physical Science	3	
<b>AREA E</b> Arts & Humanities	ART 160 Visual & Performing Arts	3	3
<b>AREA F</b> Social Sciences	PSY 101 General Psychology	3	9
	PSY 290 Intro to Developmental Psychology	3	
	Choose one course from Area F	3	
<b>AREA G</b> Cultural Studies	HIS 222 Chicano Latino Studies A	3	9
	HIS 224 Chicano Latino Studies B	3	
	EDU 401 Diversity in Education	3	
<b>AREA H</b> History	<b>Two courses from the following:</b>	3	6
	HIS 120 U.S. History & Constitution I	3	
	HIS 122 U.S. History II		
<b>AREA I</b> Information Literacy	EDU 202 Intro to Education Technology	3	3
<b>AREA J</b>	HIS 321 World History A	3	6

International & Language Studies	HIS 322 World History B	3	
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**LBS MS Credential Track -History Concentration Program Core (54 semester credits)**

Course Number	Course Title	Credit Hours
<b>Math &amp; Science (12 semester credits)</b>		
MAT 221	Math for Elementary School Teachers A	3
MAT 222	Math for Elementary School Teachers B	3
GEO 106	Geography for Teachers	3
SCI 330	Earth and Space Science	3
<b>Language/Literature/History for Teachers (18 semester credits)</b>		
LIN 478	Linguistics	3
ENG 310	Advanced Composition	3
ENG 306	American Literature	3
ENG 307	World Classics	3
ENG 403	Multi-ethnic Children's Literature	3
HIS 320	California History	3
<b>Art/Human Development/Physical Education for Teachers (9 semester credits)</b>		
ART 206	Art for Teachers	3
MUS 106	Music for Teachers	3
EDU 277	PE for Teachers	3
<b>Senior Education Prerequisites (12 semester credits)</b>		
EDU 403	Intro to Special Education	3
EDU 404	Language and Literacy	3
EDU 408	Health and Nutrition	3
EDU 410	Intro to Classroom Teaching	3
<b>Capstone Portfolio</b>		
LBS 499	Portfolio - must be taken in last session	3

**LBS MS Credential Track - History Concentration (9 semester credits)**

Course Number	Course Title	Credit Hours
<b>Choose 3 from the list below</b>		
HIS 323	History of Latin America	3
HIS 324	History of Latinas	3
HIS 325	History of Native Americans	3
HIS 333	Modern History C	3
HIS 420	History of Asia	3
HIS 421	History of Africa	3
HIS 422	History of Mexico	3
HIS 423	The American Revolution	3

## BA in LBS Multiple Studies Credential Track - Spanish Concentration

Many of the core courses prepare students to fulfill state prerequisite requirements. The California Commission on Teacher Credentialing (CCTC) provides a list of courses that future teachers should take as fundamental knowledge to teach in elementary schools. These courses prepare students to pass the California Subject Examination for Teachers (CSET) for “No Child Left Behind” (NCLB) qualification. Students who choose Liberal Studies as a prerequisite into the teacher credential program should declare this at the initial advisement appointment.

### BA in LBS MS Credential Track- Spanish Concentration General Plan

- I. Requires 127 credits to complete degree
- II. General Education (58 credits)
- III. Core Requirements (51 credits, includes one 3 credit semester hour Portfolio)
- IV. \*\*\* Concentration Requirements (18 credits)

The time it will take to complete the LBS MS Credential Track-Spanish Concentration degree can vary. The duration of the program depends on several factors, including the number of credits accepted for transfer and whether or not students take time off between courses. Students who enroll full-time (12 credits per semester for 3 semesters each academic year) can complete the degree in three and half (3-1/2) years. Students who enroll part-time (6 credits per semester for 3 semesters each academic year) will complete the program in seven (7) years.

**\*\*\*Student must pass the Spanish Language Proficiency exam at Level 3 in the areas of reading, composition, grammar, & oral proficiency before beginning the upper division Spanish courses**

### LBS MS Credential Track -Spanish Concentration General Education Requirements (58 Semester Credits)

Area	Course Number, Title, and Credits	Credits per Course	Required Credits
<b>AREA A</b> Communication	ENG 130 Composition & Reading	3	6
	COM 104 Speech	3	
<b>AREA B</b> Critical Thinking	ENG 140 Critical Thinking and Composition	3	6
	MAT 241 Probability & Statistics	3	
<b>AREA C</b> Mathematics	MAT 223 Algebra & Geometry for Teachers	3	3
<b>AREA D</b> Sciences	SCI 220 Survey of Physical Science	3	7
	BIO 150 General Biology	3	
	BIO 150L General Biology Lab	1	
<b>AREA E</b> Arts & Humanities	ART 160 Visual & Performing Arts	3	3
<b>AREA F</b> Social Sciences	PSY 101 General Psychology	3	9
	PSY 290 Intro to Developmental Psychology	3	
	EDU 403 Introduction to Special Education	3	
<b>AREA G</b> Cultural Studies	HIS 222 Chicano Latino Studies A	3	9
	HIS224 Chicano Latino Studies B	3	
	EDU 401 Diversity in Education	3	
<b>AREA H</b> History	HIS 120 U.S. History & Constitution I	3	6
	HIS 122 U.S. History II	3	

<b>AREA I</b> Information Literacy	EDU 202 Intro to Education Technology	3	3
<b>AREA J</b> International & Language Studies	HIS 321 World History A	3	6
	HIS 322 World History B	3	

**LBS MS Credential Track -Spanish Concentration Program Core (51 semester credits)**

Course Number	Course Title	Credit Hours
<b>Math &amp; Science for Teachers (12 semester credits)</b>		
MAT 221	Math for Elementary School Teachers A	3
MAT 222	Math for Elementary School Teachers B	3
GEO 106	Geography for Teachers	3
SCI 330	Earth and Space Science	3
<b>Language/Literature/History for Teachers (18 semester credits)</b>		
LIN 478	Linguistics	3
ENG 310	Advanced Composition	3
ENG 306	American Literature	3
ENG 307	World Classics	3
ENG 403	Multi-ethnic Children's Literature	3
HIS 320	California History	3
<b>Art/Human Development/Physical Education for Teachers (9 semester credits)</b>		
ART 206	Art for Teachers	3
MUS 106	Music for Teachers	3
EDU 277	PE for Teachers	3
<b>Senior Education Prerequisites (9 semester credits)</b>		
EDU 404	Language and Literacy	3
EDU 408	Health and Nutrition	3
EDU 410	Intro to Classroom Teaching	3
<b>Capstone Portfolio</b>		
LBS 499	Portfolio - must be taken in last session	3

**LBS MS Credential Track- Spanish Concentration (18 semester credits)**

Course Number	Course Title	Credit Hours
<b>Choose 6 courses from the following:</b>		
SPA300	Short Story	3
SPA 305	Composition & Reading	3
SPA 310	Advanced Composition ( <b>Required</b> )	3
SPA 311	Survey of Spanish Lit A	3
SPA 312	Survey of Spanish Lit B	3
SPA 313	Survey of Latin Am. Lit I	3
SPA 314	Survey of Latin Am. Lit II	3
SPA 315	Lit. of the Golden Age	3
SPA 316	Mexican History & Culture	3
SPA 317	Latin Am. Hist. & Culture	3
SPA 318	Selected Authors	3
SPA 351	Spanish for Educators I	3

SPA 353	Spanish for Educators II	3
SPA 410	Structure of Spanish Language	3
SPA 411	Mexican Literature	3
SPA 412	Spanish History & Civilization	3
SPA 413	Methods of Teaching Span	3
SPA 414	Comparative Structures of Span & Eng.	3
SPA 415	Spanish Children's Lit.	3
SPA 416	Literatura Afrolatinoamericana	3
SPA417	Senior Seminar	3
SPA 450	Advanced Spanish for Bilingual Teachers I	3
SPA 451	Advanced Spanish for Bilingual Teachers II	3
SPA452	Theories & Practices in Teaching Reading in Spanish	3

### BA in LBS Single Subject Credential Track - English Concentration

Many of the core courses prepare students to fulfill state prerequisite requirements. The California Commission on Teacher Credentialing (CCTC) provides a list of courses that future teachers should take as fundamental knowledge to teach in secondary schools. These courses prepare students to pass the California Subject Examination for Teachers (CSET) for "No Child Left Behind" (NCLB) qualification. Students who choose Liberal Studies as a prerequisite into the teacher credential program should declare this at the initial advisement appointment.

#### BA in LBS SS Credential Track - English Concentration (General Plan)

- I. Requires 120 credits to complete degree
- II. General Education (57 credits)
- III. Core Requirements (33 credits, includes one 3 credit Portfolio)
- IV. Concentration Requirements (24 credits)
- V. Electives (6 credits)

The time it will take to complete the LBS SS Credential Track English Concentration degree can vary. The duration of the program depends on several factors, including the number of credits accepted for transfer and whether or not students take time off between courses. Students who enroll full-time (12 credits per semester for 3 semesters each academic year) can complete the degree in three and half (3-1/2) years.

Area	Course Number, Title, and Credits	Credits per Course	Required Credits
AREA A Communication	COM 104 Speech	3	6
	ENG130 Composition & Reading	3	
AREA B Critical Thinking	ENG140 Critical Thinking and Composition	3	6
	Choose one course from Area B	3	
AREA C Mathematics	Choose one course from Area C	3	3
AREA D Sciences	Choose one course from Area D	3	6
	Choose one course from Area D	3	
AREA E Arts & Humanities	ART 160 Visual & Performing Arts	3	3
AREA F Social Sciences	PSY 101 General Psychology	3	9
	PSY 290 Intro to Developmental Psychology	3	

	Choose one course from Area F	3	
<b>AREA G</b> Cultural Studies	HIS 222 Chicano Latino Studies A	3	9
	HIS 224 Chicano Latino Studies B	3	
	Choose one course from Area G	3	
<b>AREA H</b> History	HIS 120 U.S. History & Constitution I	3	6
	HIS 122 U.S. History II	3	
<b>AREA I</b> Information Literacy	EDU 202 Intro to Education Technology	3	3
<b>AREA J</b> International & Language Studies	Choose one course from Area J	3	6
	Choose one course from Area J	3	

### LBS SS Credential Track -English Concentration Program Core (33 semester credits)

Course Number	Course Title	Credit Hours
<b>Language/Literature (15 semester credits)</b>		
HUM 105	Introduction to Mythology	3
ENG 155	Media Literacy	3
ENG 200	Introduction to Literature	3
ENG 310	Advanced Composition	3
LIN 478	Linguistics	3
<b>Senior Education Prerequisites (15 semester credits)</b>		
EDU 401	Diversity in Education	3
EDU 403	Intro to Special Education	3
EDU 404	Language and Literacy	3
EDU 408	Health and Nutrition	3
EDU 410	Intro to Classroom Teaching	3
<b>Capstone Portfolio</b>		
LBS 499	Portfolio - must be taken in last session	3

### LBS SS Credential Track - English Concentration (24 semester credits)

Course Number	Course Title	Credit Hours
ENG 302	Literary Criticism	3
ENG 303	English Literature	3
ENG 305	English Literature II	3
ENG 304	American Literature A	3
ENG 306	American Literature B	3
ENG 307	World Classics	3
ENG 403	Multi-Ethnic Children's Literature	3
ENG 426	Shakespeare	3

### LBS SS Credential Track - English Concentration Elective Courses (6 semester credits)

Course Number	Course Title	Credit Hours
Choose Two From Below		
ENG 350	The Novel	3
ENG 351	American Short Story	3
ENG 401	Women and Literature	3

ENG 402	Chicano-Latino Literature in the United States	3
ENG 405	Great Works Seminar	3

## BA in LBS Single Subject Credential Track - Math Concentration

Many of the core courses prepare students to fulfill state prerequisite requirements. The California Commission on Teacher Credentialing (CCTC) provides a list of courses that future teachers should take as fundamental knowledge to teach in secondary schools. These courses prepare students to pass the California Subject Examination for Teachers (CSET) for “No Child Left Behind” (NCLB) qualification. Students who choose Liberal Studies as a prerequisite into the teacher credential program should declare this at the initial advisement appointment.

### BA in SS LBS Credential Track - Math Concentration (General Plan)

- I. Requires 120 credits to complete degree
- II. General Education (57 credits)
- III. Core Requirements (30 credits, includes one 3 credit Portfolio)
- IV. Concentration Prerequisites (9 credits)
- V. Concentration Requirements (24 credits)

The time it will take to complete the LBS SS Credential Track Math Concentration degree can vary. The duration of the program depends on several factors, including the number of credits accepted for transfer and whether or not students take time off between courses. Students who enroll full-time (12 credits per semester for 3 semesters each academic year) can complete the degree in three and half (3-1/2) years.

### LBS SS Credential Track –Math Concentration General Education Requirements (57 Semester Credits)

Area	Course Number, Title, and Credits	Credits per Course	Required Credits
<b>AREA A</b> Communication	COM 104 Speech	3	6
	ENG130 Composition & Reading	3	
<b>AREA B</b> Critical Thinking	ENG140 Critical Thinking and Composition	3	6
	MAT 241 Introduction to Probability and Statistics	3	
<b>AREA C</b> Mathematics	MAT 143 Trigonometry	3	3
<b>AREA D</b> Sciences	PHY 105 Fundamentals of Physics	3	6
	PHY 150 Principles of Physics	3	
<b>AREA E</b> Arts & Humanities	Choose one course from Area E	3	3
<b>AREA F</b> Social Sciences	PSY 101 General Psychology	3	9
	PSY 290 Intro to Developmental Psychology	3	
	Choose one course from Area F	3	
<b>AREA G</b> Cultural Studies	HIS 222 Chicano Latino Studies A	3	9
	HIS 224 Chicano Latino Studies B	3	
	Choose one course from Area G	3	
<b>AREA H</b> History	HIS 120 U.S. History & Constitution I	3	6
	HIS 122 U.S. History II	3	

<b>AREA I</b> Information Literacy	EDU 202 Intro to Education Technology	3	3
<b>AREA J</b> International & Language Studies	Choose one course from Area J	3	6
	Choose one course from Area J	3	

**LBS SS Credential Track -Math Concentration Program Core (30 semester credits)**

Course Number	Course Title	Credit Hours
<b>Science (6 semester credits)</b>		
PHY 152	Principles of Physics II	3
PHY 154	Principles of Physics III	3
<b>Language for Teachers (6 semester credits)</b>		
LIN 478	Linguistics	3
ENG 310	Advanced Composition	3
<b>Senior Education Prerequisites (15 semester credits)</b>		
EDU 401	Diversity in Education	3
EDU 403	Intro to Special Education	3
EDU 404	Language and Literacy	3
EDU 408	Health and Nutrition	3
EDU 410	Intro to Classroom Teaching	3
<b>Capstone Portfolio</b>		
LBS 499	Portfolio - must be taken in last session	3

**LBS SS Credential Track - Math Concentration Prerequisite Courses (9 semester credits)**

Course Number	Course Title	Credit Hours
MAT 150	Calculus I	3
MAT 151	Calculus II	3
MAT 250	Calculus III	3

**LBS SS Credential Track - Math Concentration (24 semester credits)**

Course Number	Course Title	Credit Hours
MAT 301	Number Theory/Systems	3
MAT 303	Problem Solving	3
MAT 330	Geometry	3
MAT 340	Discrete Mathematics	3
MAT 341	Linear Algebra	3
MAT 440	Number Theory	3
MAT 441	Algebraic Structures	3
MAT 300	History of Mathematics	3

# Bachelor of Arts in Management

The Bachelor of Arts in Management degree provides students an opportunity to complete an undergraduate degree while advancing their career in the most efficient way. Students will acquire essential management concepts and techniques while learning to organize, motivate and lead individuals in diverse public and private business enterprises.

The BA in management 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. Drawing on USU's exceptional professional-practice faculty, students learn firsthand from industry experts who bring relevance and currency to the classroom. Students can immediately apply the lessons learned in the classroom to their current job, while preparing to advance their careers to the next level.

Through careful selection of elective classes, students in the Bachelor of Arts in Management program can leverage their knowledge for additional academic and practical programs in areas such as customer service management, project management, operations and supply chain management, and managing small business.

## Program Learning Outcomes

- Demonstrate an understanding of the managerial role of planning, organizing, leading and controlling.
- Understand development and implementation of a SWOT Analysis in a variety of organizational settings.
- Demonstrate an understanding of the importance of attracting, developing and retaining a high quality and diverse workforce.
- Describe the role and strategies of marketing in organizations.
- Identify ethical and legal issues in managing organizations.
- Use online databases to conduct research on managing and trends in organizations.
- Use communication skills for managers that foster teamwork in an organization.
- Display fundamental knowledge of finance and budgeting in various organizations and use it to make informed decisions about the operating performance and financial position of a company.

- I. Requires 120 credits to complete degree
- II. General Education (57 credits)
- III. Core Requirements (36 credits, includes one 3 credit Portfolio)
- IV. Electives (27 credits)

The time it will take to complete the BA in Management degree can vary. The duration of the program depends on several factors, including the number of credits accepted for transfer and whether or not students take time off between courses. Students who enroll full-time (12 credits per semester for 3 semesters each academic year) can complete the degree in three and half (3-1/2) years. Students who enroll part-time (6 credits per semester for 3 semesters each academic year) will complete the program in seven (7) years.

### BA in Management General Education Requirements (57 Semester Credits)

Area	Course Number, Title, and Credits	Credits per Course	Required Credits
AREA A	COM 104 Speech	3	6-9

Communication	ENG 130 Composition & Reading	3	
<b>AREA B</b>	Choose one course from Area B	3	3-6
Critical Thinking	Choose one course from Area B	3	
<b>AREA C</b>	Choose one course from Area C	3	3-6
<b>AREA D</b>	Choose one course from Area D	3	6-9
Sciences	Choose one course from Area D	3	
<b>AREA E</b>	Choose one course from Area E	3	3-6
<b>AREA F</b>	Choose one course from Area F	3	9-12
Social Sciences	Choose one course from Area F	3	
	Choose one course from Area F	3	
<b>AREA G</b>	Choose one course from Area G	3	3-6
Cultural Studies	Choose one course from Area G	3	
	Choose one course from Area G	3	
<b>AREA H</b>	Choose one course from Area H	3	3-6
History	Choose one course from Area H	3	
<b>AREA I</b>	Choose one course from Area I	3	3
<b>AREA J</b>	Choose one course from Area J	3	3-6
International & Language Studies	Choose one course from Area J	3	

#### BA in Management Core Program Requirements (36 semester credits)

Course Number	Course Title	Credit Hours
MGT 300	Business Writing	3
MGT 302	Management Ethics	3
MGT 304	Understanding Informational Contexts and Management Applications	3
MGT 306	Human Resources Management	3
MGT 308	Principles of Marketing	3
MGT 310	Organizational Behavior and Management	3
MGT 312	Finance and Budgeting for Managers	3
MGT 314	International Management	3
MGT 316	Strategic Management	3
MGT 318	Business Law	3
MGT 320	Managing and Leading Organizations	3
MGT 499	Portfolio	3

#### BA in Management Electives (27 semester credits. Choose 9 courses from the list)

Course Number	Course Title	Credit Hours
MGT 301	Data Analysis & Decision Making for Managers	3
MGT 303	Training and Development Management	3
MGT 305	Supply Chain Management	3
MGT 307	Project Management	3
MGT 309	Quality Management	3
MGT 311	Foundation of Sports Management	3
MGT 313	Emergency and Natural Disaster Management	3

MGT 315	Employee Performance & Appraisal Management	3
MGT 317	Management of Non-for-Profit Organizations	3
MGT 319	Hospital and Medical Facilities Management	3
MGT 321	Special Topic in Leadership and Management	3
MGT 323	Customer Service Management	3
MGT 325	Managing Small Business	3
MGT 327	Consulting Management	3
MGT 329	Sales and Marketing	3
MGT 331	Accounting	3

# Bachelor of Arts in Spanish

The degree in Spanish provides students with skills and knowledge that prepares them for careers which require proficiency in foreign languages, literature, culture, translation and interpretation.

Careers requiring languages other than English include teaching, international business, travel, court interpreters, journalism, Civil Service, diplomatic areas, law enforcement, medicine, nursing, banking, foreign affairs, public relations, social service agencies, and advertising.

The Spanish Major program provides

- A comprehensive academic experience
- Academic depth by concentrating on a Spanish language, literature, and culture
- Preparation for a professional career
- Pre-requisites for graduate studies in Spanish or related fields.

## Program Learning Outcomes

- Read, write and speak Spanish at Level 4 (ACTFL)
- Critique, compare, interpret and analyze literary works
- Critically evaluate situations and identify resources and strategies to solve problems
- Use language proficiency to support racial and cultural values in a pluralistic community
- Make decisions based on moral and ethical principles with attention to cultural principles
- Access and use information responsibly
- Collaborate with others in diverse group settings
- Describe and identify major literary works and cultural themes in the Hispanic world.

## General Plan:

- I. General Education (57 credits)
- II. Prerequisite Courses (24 credits)\*\*\*
- III. Core Requirements (33 credits, includes one 3 semester credit hour Portfolio)
- IV. Electives (6 credits)

The time it will take to complete the Spanish degree can vary. The duration of the program depends on several factors, including the number of credits accepted for transfer and whether or not students take time off between courses. Students who enroll full-time (12 credits per semester for 3 semesters each academic year) can complete the degree in three and half (3-1/2) years. Students who enroll part-time (6 credits per semester for 3 semesters each academic year) will complete the program in seven (7) years.

***Bilingual students can meet SPA prerequisite requirements by presenting Advanced Placement scores, CLEP exam scores, or completing SPA 212 and SPA 213 with a grade of C or higher.***

***\*\*\*Student must pass the Spanish Language Proficiency exam at Level 3 in the areas of reading, composition, grammar, & oral proficiency before beginning the upper division Spanish courses***

**Bachelor of Arts in Spanish Required General Education Requirements (57 Semester Credits)**

Area	Course Number, Title, and Credits	Credits per Course	Required Credits
<b>AREA A</b> Communication	COM 104 Speech	3	6-9
	ENG 130 Composition & Reading	3	
<b>AREA B</b> Critical Thinking	Choose one course from Area B	3	3-6
	Choose one course from Area B	3	
<b>AREA C</b> Mathematics	Choose one course from Area C	3	3-6
<b>AREA D</b> Sciences	Choose one course from Area D	3	6-9
	Choose one course from Area D	3	
<b>AREA E</b> Arts & Humanities	Choose one course from Area E	3	3-6
<b>AREA F</b> Social Sciences	Choose one course from Area F	3	9-12
	Choose one course from Area F	3	
	Choose one course from Area F	3	
<b>AREA G</b> Cultural Studies	Choose one course from Area G	3	3-6
	Choose one course from Area G	3	
	Choose one course from Area G	3	
<b>AREA H</b> History	Choose one course from Area H	3	3-6
	Choose one course from Area H	3	
<b>AREA I</b> Information Literacy	CIS 201 Foundations of Information Literacy	3	3
<b>AREA J</b> International & Language Studies	Choose one course from Area J	3	3-6
	Choose one course from Area J	3	

**Bachelor of Arts in Spanish Prerequisite Courses (24 Semester Credits)**

Course Number	Course Title	Credit Hours
SPA 110	Elementary Spanish A	3
SPA 111	Elementary Spanish B	3
SPA 210	Intermediate Spanish A	3
SPA 211	Intermediate Spanish B	3
SPA 214	Grammar & Composition	3
ENG 140	Critical Thinking & Composition	3
ENG 310	Advanced Grammar & Composition	3
LIN 478	Linguistics	3

**Bachelor of Arts in Spanish Core (33 semester credits)**

Course Number	Course Title	Credit Hours
<b>Choose 10 courses from the following:</b>		
SPA 300	Short Story	3
SPA 305	Composition & Reading	3
SPA 310	Advanced Composition <i>(Required)</i>	3

SPA 311	Survey of Spanish Lit A	3
SPA 312	Survey of Spanish Lit B	3
SPA 313	Survey of Latin Am. Lit I	3
SPA 314	Survey of Latin Am. Lit II	3
SPA 315	Lit. of the Golden Age	3
SPA 316	Mexican History & Culture	3
SPA 317	Latin Am. Hist. & Culture	3
SPA 318	Selected Authors	3
SPA 351	Spanish for Educators I	3
SPA 353	Spanish for Educators II	3
SPA 410	Structure of Spanish Language	3
SPA 411	Mexican Literature	3
SPA 412	Spanish History & Civilization	3
SPA 413	Methods of Teaching Span	3
SPA 414	Comparative Structures of Span & Eng.	3
SPA 415	Spanish Children's Lit.	3
SPA 416	Literatura Afrolatinoamericana	3
SPA 417	Senior Seminar	3
SPA 450	Advanced Spanish for Bilingual Teachers I	3
SPA 451	Advanced Spanish for Bilingual Teachers II	3
SPA 452	Theories & Practices in Teaching Reading in Spanish	3
Capstone Portfolio		
SPA 498	Portfolio -must be taken in last session	3

### Bachelor of Arts in Spanish Electives (6 Semester Credits)

Course Number	Course Title	Credit Hours
	Any 6 credits of upper division SPA courses	6

### Bachelor of Arts in Spanish Credential Track

Many of the core courses prepare students to fulfill state prerequisite requirements. The California Commission on Teacher Credentialing (CCTC) provides a list of courses that future teachers should take as fundamental knowledge to teach in secondary schools. These courses prepare students to pass the California Subject Examination for Teachers (CSET) for "No Child Left Behind" (NCLB) qualification. Students who choose Liberal Studies as a prerequisite into the teacher credential program should declare this at the initial advisement appointment.

#### BA of Arts in Spanish Credential Track General Plan

- I. Requires 120 credits to complete degree
- II. General Education (57 credits)
- III. Core Requirements (33 credits, includes one 3 credit semester Portfolio)
- IV. Education Concentration (30 credits)

The time it will take to complete the Spanish Credential Track degree can vary. The duration of the program depends on several factors, including the number of credits accepted for transfer and whether or not students take time off between courses. Students who enroll full-time (12 credits per semester for 3 semesters each academic year) can

complete the degree in three and half (3-1/2) years. Students who enroll part-time (6 credits per semester for 3 semesters each academic year) will complete the program in seven (7) years.

**\*\*\*Student must pass the Spanish Language Proficiency exam at Level 3 in the areas of reading, composition, grammar, & oral proficiency before beginning the upper division Spanish courses**

**Spanish Credential Track Required General Education Requirements (57 Semester Credits)**

Area	Course Number, Title, and Credits	Credits per Course	Required Credits
<b>AREA A</b> Communication	ENG 130 Composition & Reading	3	6
	COM 104 Speech	3	
<b>AREA B</b> Critical Thinking	ENG 140 Critical Thinking and Composition	3	6
	MAT 241 Probability & Statistics	3	
<b>AREA C</b> Mathematics	MAT 344 Educational Statistics	3	3
<b>AREA D</b> Sciences	Choose one course from Area D	3	6
	Choose one course from Area D	3	
<b>AREA E</b> Arts & Humanities	ART 160 Visual & Performing Arts	3	3
<b>AREA F</b> Social Sciences	PSY 101 General Psychology	3	9
	PSY 290 Intro to Developmental Psychology	3	
	Choose one course from Area F	3	
<b>AREA G</b> Cultural Studies	HIS 222 Chicano Studies A	3	9
	HIS 224 Chicano Latino Studies B	3	
	EDU 401 Diversity in Education	3	
<b>AREA H</b> History	HIS 120 U.S. History & Constitution I	3	6
	HIS 122 U.S. History II	3	
<b>AREA I</b> Information Literacy	EDU 202 Intro to Education Technology	3	3
<b>AREA J</b> International & Language Studies	HIS 321 World History A	3	6
	HIS 322 World History B	3	

**Spanish Credential Track Program Core (33 semester credits)**

Course Number	Course Title	Credit Hours
<b>Choose 10 courses from the following:</b>		
SPA 300	Short Story	3
SPA 305	Composition & Reading	3
<b>SPA 310 (Required)</b>	<b>Advanced Composition</b>	3
SPA 311	Survey of Spanish Lit A	3
SPA 312	Survey of Spanish Lit B	3
SPA 313	Survey of Latin Am. Lit I	3
SPA 314	Survey of Latin Am. Lit II	3

SPA 315	Lit. of the Golden Age	3
SPA 316	Mexican History & Culture	3
SPA 317	Latin Am. Hist. & Culture	3
SPA 318	Selected Authors	3
SPA 351	Spanish for Educators I	3
SPA 353	Spanish for Educators II	3
SPA 410	Structure of Spanish Language	3
SPA 411	Mexican Literature	3
SPA 412	Spanish History & Civilization	3
<b>SPA 413 (Required)</b>	<b>Methods of Teaching Spanish</b>	<b>3</b>
SPA 414	Comparative Structures of Span & Eng.	3
SPA 415	Spanish Children's Lit.	3
SPA 416	Literatura Afrolatinoamericana	3
SPA 417	Senior Seminar	3
SPA 450	Advanced Spanish for Bilingual Teachers I	3
SPA 451	Advanced Spanish for Bilingual Teachers II	3
SPA 452	Theories & Practices in Teaching Reading in Spanish	3
<b>Capstone Portfolio</b>		
SPA 499	Portfolio –must be taken in last session	3

### Spanish Credential Track Education Concentration (30 semester credits)

Course Number	Course Title	Credit Hours
<b>Language/Literature/History for Teachers (18)</b>		
LIN 478	Linguistics	3
ENG 310	Advanced Composition	3
ENG 306	American Literature	3
ENG 307	Survey of World Classics	3
ENG 403	Multi-ethnic Children's Literature	3
HIS 320	California History	3
<b>Senior Education Prerequisites (12)</b>		
EDU 403	Intro to Special Education	3
EDU 404	Language and Literacy	3
EDU 408	Health and Nutrition	3
EDU 410	Intro to Classroom Teaching	3

# Bachelor of Science

The Bachelor degree of Science provides students with skills and knowledge that prepares them for careers in the health care, nursing, medical, technological, or teaching fields. The program allows students to choose from a variety of different areas in either life or physical sciences.

## Program Learning Outcomes

Upon completion of the BS in Sciences the student will be able to:

- Report and document utilizing scientific nomenclature
- Use preexisting bodies of observation, facts, inferences, hypotheses and theories to build expectations
- Construct and develop scientific ideas utilizing inquiry and investigation
- Make informed judgments and decisions recognizing cultural differences and diversity
- Apply ethical reasoning and civic integrity in situations
- Employ technological literacy
- Utilize team building skills and facilitate collaborative behaviors in the accomplishment of group goals and objectives.

## General Plan:

- I. General Education (57 credits)
- II. Prerequisite Requirements (25 credits)\*\*\*
- III. Core Requirements (35 credits, includes one 3 semester credit hour Portfolio)

\*\*\*Student must meet prerequisites before taking any of the core program requirements

The time it will take to complete the Science degree can vary. The duration of the program depends on several factors, including the number of credits accepted for transfer and whether or not students take time off between courses. Students who enroll full-time (12 credits per semester for 3 semesters each academic year) can complete the degree in three and half (3-1/2) years. Students who enroll part-time (6 credits per semester for 3 semesters each academic year) will complete the program in seven (7) years.

### BS in Science General Education Requirements (57 Semester Credits)

Area	Course Number, Title, and Credits	Credits per Course	Required Credits
AREA A Communication	ENG 130 Composition & Reading	3	6-9
	COM 104 Speech	3	
AREA B Critical Thinking	ENG 140 Critical Thinking and Composition	3	3-6
	Choose one course from Area B	3	
AREA C Mathematics	Choose one course from Area C	3	3-6
AREA D Sciences	BIO 150 General Biology	3	3-6
	Choose one course from Area D	3	
AREA E	Choose one course from Area E	3	3-6

Arts & Humanities			
<b>AREA F</b> Social Sciences	Choose one course from Area F	3	9-12
	Choose one course from Area F	3	
	Choose one course from Area F	3	
<b>AREA G</b> Cultural Studies	Choose one course from Area G	3	3-6
	Choose one course from Area G	3	
	Choose one course from Area G	3	
<b>AREA H</b> History	Choose one course from Area H	3	3-6
	Choose one course from Area H	3	
<b>AREA I</b> Information Literacy	Choose one course from Area I	3	3
<b>AREA J</b> International & Language Studies	Choose one course from Area J	3	3-6
	Choose one course from Area J	3	

### BS in Science Prerequisite Requirements (25 semester credits)

Course Number	Course Title	Credit Hours
CHM 101	Introduction to Chemistry	3
CHM 102	Principles of Chemistry	3
MAT140	Calculus I	3
BIO 261	Anatomy	3
BIO 261L	Anatomy Lab	1
BIO 251	Microbiology	3
BIO 251L	Microbiology Lab	1
BIO 252	Human Physiology	3
BIO 252L	Human Physiology Lab	1
PHY 105	Fundamentals of Physics	3
PHY 105L	Fundamentals of Physics Lab	1

### BS in Science Core Requirements (38 semester credits)

Course Number	Course Title	Credit Hours
Select 38 credits from the following.		
MAT 301	Number Theory/Systems	3
MAT 330	Geometry	3
MAT 340	Discrete Mathematics	3
MAT 341	Linear Algebra	3
MAT 440	Number Theory	3
MAT 441	Algebraic Structures	3
BIO 350	Botany	3
BIO 351	Cell Biology	3
BIO 352	Plant Biology	3
BIO 360	Genetics	3
BIO 402	Immunology	3
BIO 452	Invertebrate Zoology	3

BIO 451	Comparative Anatomy	3
BIO 452	Marine Biology	3
CHM 331	Organic Chemistry I	3
CHM 332	Organic Chemistry II	3
CHM 351	Physical Chemistry I	3
CHM 352	Physical Chemistry II	3
SCI 330	Earth and Space Science	3
PHY 150	Principles of Physics A	3
PHY 150L	Principles of Physics A Lab	1
PHY 152	Principles of Physics B	3
PHY 152L	Principles of Physics B Lab	1
PHY 154	Principles of Physics C	3
PHY 154L	Principles of Physics C Lab	1
PHY 302	Modern Physics	3
SCI 499	Portfolio	3

# Bachelor of Science in Health Sciences-Health Education Concentration

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. 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.

## Program Learning Outcomes

1. Demonstrate effective written and verbal communication skills as a health educator
2. Demonstrate basic research and evaluation skills applicable to health education.
3. Identify and distinguish between methods of promoting health and facilitating voluntary changes in health behaviors.
4. Identify and examine and make informed judgment and decisions recognizing the role of the health educator as an advocate for health, in a culturally diverse society.
5. Demonstrate the ability to apply legal and ethical practice and decision making as a health educator.
6. Identify and discuss theories and practices relevant to contemporary health education.
7. Utilize team building skills and facilitate collaborative behaviors in the accomplishment of group goals and objectives as a health educator.
8. Describe the economic, political and social forces that impact the environment in which the health educator functions.

## General Plan

- I. Requires 120 to complete degree
- II. General Education (57 credits)
- III. Pre-Requisite Requirements (21 credits) \*\*\*
- IV. Core Requirements (30 credits, includes one 3 semester credit hour Portfolio)
- V. Electives (12 credits)

**\*\*\*Student must meet the pre-requisites before taking any of the major program requirements\*\*\***

The time it will take to complete the BSHS degree can vary. The duration of the program depends on several factors, including the number of credits accepted for transfer and whether or not students take time off between courses.

Students who enroll full-time (12 credits per semester for 3 semesters each academic year) can complete the degree in three and a half (3-1/2) years. Students who enroll part-time (6 credits per semester for 3 semesters each academic year) will complete the program in seven (7) years.

*Transfer credits: Up to a maximum of 90 semester credits may be transferred to fulfill the Bachelor of Science in Health Sciences program requirements. A minimum of 30 semester credits from the program major courses must be completed at the United States University*

**BS in Health Science General Education Requirements (57 Semester Credits)**

Area	Course Number and Title	Credits per Course	Required Credits
<b>AREA A</b> Communication	COM 104 Speech	3	6-9
	ENG 130 Composition & Reading	3	
<b>AREA B</b> Critical Thinking	<b>Two courses from the following:</b> COM 204 Argumentation	3	3-6
	ENG 140 Critical Thinking & Composition	3	
	MAT 241 Probability & Statistics	3	
	PHI 101 Introduction to Philosophy	3	
	PHI 201 Logic	3	
<b>AREA C</b> Mathematics	<b>One course from the following:</b> MAT 105 College Algebra	3	3-6
	MAT 140 Number Systems	3	
	MAT 143 Introduction to Trigonometry	3	
	MAT 150 Calculus 1	3	
	MAT 151 Calculus 2	3	
<b>AREA D</b> Sciences	<b>Two courses from the following:</b> Any college level chemistry or physics course	3	6-9
	ARC 101/101L Introduction to Archaeology	3	
	AST 100/100L Introduction to Astronomy	3	
	BIO 150/BIO 150L General Biology/Lab	4	
	BIO 261/BIO 261L Anatomy/Lab	4	
	GEO 101 Physical Geography	3	
	SCI 220 Survey of Physical Science	3	
<b>AREA E</b> Arts & Humanities	<b>One course from the following:</b> ART 137 Art Appreciation (3 credits)	3	3-6
	ART 160 Visual & Performing Arts	3	
	ENG 306 American Literature B	3	
	ENG 307 World Classics	3	
	PHI 105 Ethics	3	
<b>AREA F</b> Social Sciences	<b>Three courses from the following:</b> ANT 101 Introduction to Anthropology	3	9-12
	ECN 101 Principles of Economics		
	ECN 201 Macroeconomics Principles	3	
	ECN 205 Microeconomics Principles	3	
	PSY101 Introduction to Psychology	3	
	SOC101 Introduction to Sociology	3	

<b>AREA G</b> Cultural Studies	<b>Three courses from the following:</b>	3	3-6
	ANT 382 Cultures of Mexico		
	ANT 383 Culture and Society	3	
	ANT 450 Culture and Health	3	
	COM 105 Intercultural Communication	3	
	HIS 222 Chicano Latino Studies A	3	
HIS 224 Chicano Latino Studies B	3		
<b>AREA H</b> History	<b>Two courses from the following:</b>	3	3-6
	HIS 120 U.S. History & Constitution I		
	HIS 122 U.S. History II	3	
	HIS 320 California History	3	
	HIS 321 World History A	3	
HIS 322 World History B	3		
<b>AREA I</b> Information Literacy	CIS 201 Foundations of Information Literacy	3	3
<b>AREA J</b> International & Language Studies	<b>Two courses of the following:</b>		3-6
	Any two foreign language courses	(6) 2 x 3	
	HES 457 International Health	3	
	HIS 321 World History A	3	
	HIS 322 World History B	3	
	HIS 323 History of Latin America	3	
	HIS 422 History of Mexico	3	
	POS 120 Introduction to International Relations	3	
	POS 328 Principles of International Law	3	
POS 427 International Relations	3		
<b>Total</b>			<b>57</b>

**\*\*\*Student must meet the following pre-requisites before taking any of the core program requirements\*\*\***

### **BS in Health Science Pre-Requisites Requirement (21 semester credits)**

Course Number	Course Title	Credits
PSY 485	Developmental Psychology	3
MAT 241	Intro to Probability and Statistics	3
BIO 261	Anatomy	3
BIO 261L	Anatomy Lab (1)	1
BIO 251	Microbiology	3
BIO 251L	Microbiology Lab (1)	1
BIO 252	Human Physiology	3
BIO 252L	Human Physiology Lab	1
HES 256	Health and Society	3

### BS in Health Science Core Program Requirements (30 semester credits)

Course Number	Course Title	Credits
BHE 300	Intro to Health Education	3
BHE 302	Health Promotions and Lifestyle Modification	3
BHE 304	Principles of Educating and Teaching Individuals and Communities	3
BHE 306	Developing and Working in Teams	3
BHE 308	Cultural Competence in Healthcare	3
BHE 400	Healthcare Delivery System	3
BHE 402	Policies and Ethics in Health Care	3
BHE 404	Principles of Epidemiology	3
BHE 406	Development and Evaluation of Health Programs	3
BHE 499	<b>Portfolio</b>	3

### BS in Health Science Program Electives (12 semester credits)

Course Number	Course Title	Credits
BHE 301	Health Problems in the Life Cycle	3
BHE 303	Obesity and other Eating Disorders	3
BHE 305	Human Nutrition	3
BHE 307	Nutrition and Disease	3
BHE 309	Issues of Alcohol and Substance Abuse	3
BHE 311	Stress and Disease	3
BHE 313	Gerontology	3
BHE 315	Environmental Health and Safety	3

# Bachelor of Science in Health Sciences –Health Services Administration Concentration

The Bachelor of Science in 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, in the private and public sector.

The roles of individuals in health services administration in general include skills in leadership, financial management, health informatics, marketing, and human resources. Because the health field is so diverse, an individual can choose to specialize in one division of a hospital, for example surgery, or in a specialty area in outpatient services such as managing an independent primary care center. Leadership skills needed for success in health service administration are centered on effective communication and understanding the principles of many theories used to characterize organization management. In addition, health services administration is focused on insuring that costs (output) are offset by income through budgetary and fiduciary oversight.

## Program Learning Outcomes

1. Demonstrate effective written and verbal communication skills while using technology.
2. Demonstrate basic research and evaluation skills.
3. Identify and distinguish between methods of promoting health and facilitating voluntary changes in health behaviors.
4. Identify and examine and make informed judgment and decisions recognizing the role of the health care provider and administrator as an advocate for health, in a culturally diverse society.
5. Demonstrate the ability to apply legal and ethical practice and decision making.
6. Identify and discuss theories and practices relevant to contemporary health services administration.
7. Utilize team building skills and facilitate collaborative behaviors in the accomplishment of group goals and objectives.
8. Describe the economic, political and social forces that impact the environment.

## General Plan

- I. Requires 120 to complete degree
- II. General Education (57 credits)
- III. Pre-Requisite Requirements (21 credits) \*\*\*
- IV. Major Requirements (30 credits)
- V. Electives (12 credits)

**\*\*\*Student must meet the pre-requisites before taking any of the major program requirements\*\*\***

The time it will take to complete the BSHS degree can vary. The duration of the program depends on several factors, including the number of credits accepted for transfer and whether or not students take time off between courses.

Students who enroll full-time (12 credits per semester for 3 semesters each academic year) can complete the degree in three and a half (3-1/2) years. Students who enroll part-time (6 credits per semester for 3 semesters each academic year) will complete the program in seven (7) years).

*Transfer credits: Up to a maximum of 90 semester credits may be transferred to fulfill the Bachelor of Science in Health Sciences program requirements. A minimum of 30 semester credits from the program major courses must be completed at the United States University*

### BS in Health Science General Education Requirements (57 Semester Credits)

Area	Course Number and Title	Credits per Course	Required Credits
<b>AREA A</b> Communication	COM 104 Speech	3	6-9
	ENG 130 Composition & Reading	3	
<b>AREA B</b> Critical Thinking	<b>Two courses from the following:</b> COM 204 Argumentation	3	3-6
	ENG 140 Critical Thinking & Composition	3	
	MAT 241 Probability & Statistics	3	
	PHI 101 Introduction to Philosophy	3	
	PHI 201 Logic	3	
<b>AREA C</b> Mathematics	<b>One course from the following:</b> MAT 105 College Algebra	3	3-6
	MAT 140 Number Systems	3	
	MAT 143 Introduction to Trigonometry	3	
	MAT 150 Calculus 1	3	
	MAT 151 Calculus 2	3	
<b>AREA D</b> Sciences	<b>Two courses from the following:</b> Any college level chemistry or physics course	3	6-9
	ARC 101/101L Introduction to Archaeology	3	
	AST 100/100L Introduction to Astronomy	3	
	BIO 150/BIO 150L General Biology/Lab	4	
	BIO 261/BIO 261L Anatomy/Lab	4	
	GEO 101 Physical Geography	3	
	SCI 220 Survey of Physical Science	3	
<b>AREA E</b> Arts & Humanities	<b>One course from the following:</b> ART 137 Art Appreciation (3 credits)	3	3-6
	ART 160 Visual & Performing Arts	3	
	ENG 306 American Literature B	3	
	ENG 307 World Classics	3	
	PHI 105 Ethics	3	
<b>AREA F</b> Social Sciences	<b>Three courses from the following:</b> ANT 101 Introduction to Anthropology	3	9-12
	ECN 101 Principles of Economics		
	ECN 201 Macroeconomics Principles	3	
	ECN 205 Microeconomics Principles	3	
	PSY101 Introduction to Psychology	3	

	SOC101 Introduction to Sociology	3	
<b>AREA G</b> Cultural Studies	<b>Three courses from the following:</b>		
	ANT 382 Cultures of Mexico	3	3-6
	ANT 383 Culture and Society	3	
	ANT 450 Culture and Health	3	
	COM 105 Intercultural Communication	3	
	HIS 222 Chicano Latino Studies A	3	
	HIS 224 Chicano Latino Studies B	3	
<b>AREA H</b> History	<b>Two courses from the following:</b>		
	HIS 120 U.S. History & Constitution I	3	3-6
	HIS 122 U.S. History II	3	
	HIS 320 California History	3	
	HIS 321 World History A	3	
HIS 322 World History B	3		
<b>AREA I</b> Information Literacy	CIS 201 Foundations of Information Literacy	3	3
<b>AREA J</b> International & Language Studies	<b>Two courses of the following:</b>		
	Any two foreign language courses	(6) 2 x 3	3-6
	HES 457 International Health	3	
	HIS 321 World History A	3	
	HIS 322 World History B	3	
	HIS 323 History of Latin America	3	
	HIS 422 History of Mexico	3	
	POS 120 Introduction to International Relations	3	
	POS 328 Principles of International Law	3	
POS 427 International Relations	3		
<b>Total</b>			<b>57</b>

**BS in Health Science –Health Services Administration Concentration Pre-Requisites Requirement  
(21 semester credits)**

Course Number	Course Title	Credits
ENG 310	Advanced & Composition	3
MGT300	Business Writing	3
MAT 241	Probability & Statistics	3
HED 310	Health Informatics	3
BHE 308	Cultural Competence in Health Care	3
BHE 315	Environmental Health & Safety	3
HES 256	Health & Society	3

**BS in Health Science –Health Services Administration Concentration Core Program Requirements  
(30 semester credits)**

Course Number	Course Title	Credits
BHA 400	Introduction to Health Services Administration	3
BHE 402	Policies and Ethics in Health Care	3
BHA 404	Human Resources in Health Administration	3
BHA 406	Financial Management of Health Care	3
BHE 400	Health Care Delivery Systems	3
BHA 408	Health care Marketing	3
BHA 410	Cultural Diversity	3
BHA 412	Teams in Health Care Organizations	3
BHA 414	Strategic Management in Health Care Organizations	3
BHE 499	<b>Capstone Portfolio</b>	3

**BS in Health Science –Health Services Administration Concentration Program Electives  
(12 semester credits)**

Course Number	Course Title	Credits
BHA 401	Strategic Management in Health Care Organizations	3
BHA 403	Long Term Care Administration	3
BHS 362	Research Methods and Statistics	3
BHA 405	Quality Management in Health Care	3
BHA 407	Management of Non –Profits	3

# **Bachelor of Science in Health Sciences –Long Term Care Administration Concentration**

The Bachelor of Science in Health Sciences degree program with a concentration in Long Term Care Administration is designed for students seeking to qualify for administrative/managerial positions in the rapidly expanding healthcare sector in settings such as Nursing Home, Hospice, Long Term Care facilities, managed care companies, health insurance companies, law offices, in the private and public sector.

The BSHS concentration in Long-Term Care Administration major prepares students for administrative positions in long-term care settings. As the population of the United States ages, long-term care services will become increasingly important, particularly for population that are bilingual that need bilingual providers. 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.

The program includes a combination of courses in general management, health care administration and long-term care administration, and a specialization in two prominent segments of the long-term care industry - nursing home administration and assisted-living administration. This program integrates general education courses with courses specific to health care administration, to prepare you to:

- Administer high-quality, well-managed long-term care facilities to meet the rapid growth of need brought on by the aging of Americans
- Upon completion of the program students may continue for additional courses and receive a Certificate in long Term Care Administration.

## **Program Learning Outcomes**

1. Demonstrate effective written and verbal communication skills while using technology.
2. Demonstrate basic research and evaluation skills.
3. Identify and distinguish between methods of promoting health and facilitating voluntary changes in health behaviors.
4. Identify and examine and make informed judgment and decisions recognizing the role of the health care provider and administrator as an advocate for health, in a culturally diverse society.
5. Demonstrate the ability to apply legal and ethical practice and decision making.
6. Identify and discuss theories and practices relevant to contemporary health services administration.
7. Utilize team building skills and facilitate collaborative behaviors in the accomplishment of group goals and objectives.
8. Describe the economic, political and social forces that impact the environment.

## **General Plan**

- I. Requires 120 to complete degree
- II. General Education (57 credits)
- III. Pre-Requisite Requirements (21 credits)
- IV. Major Requirements (30 credits)

V. Electives (12 credits)

**\*\*\*Student must meet the pre-requisites before taking any of the major program requirements\*\*\***

The time it will take to complete the BSHS degree can vary. The duration of the program depends on several factors, including the number of credits accepted for transfer and whether or not students take time off between courses.

Students who enroll full-time (12 credits per semester for 3 semesters each academic year) can complete the degree in three and a half (3-1/2) years. Students who enroll part-time (6 credits per semester for 3 semesters each academic year) will complete the program in seven (7) years).

*Transfer credits: Up to a maximum of 90 semester credits may be transferred to fulfill the Bachelor of Science in Health Sciences program requirements. A minimum of 30 semester credits from the program major courses must be completed at the United States University*

**BS in Health Science General Education Requirements (57 Semester Credits)**

Area	Course Number and Title	Credits per Course	Required Credits
<b>AREA A</b> Communication	COM 104 Speech	3	6-9
	ENG 130 Composition & Reading	3	
<b>AREA B</b> Critical Thinking	<b>Two courses from the following:</b> COM 204 Argumentation	3	3-6
	ENG 140 Critical Thinking & Composition	3	
	MAT 241 Probability & Statistics	3	
	PHI 101 Introduction to Philosophy	3	
	PHI 201 Logic	3	
<b>AREA C</b> Mathematics	<b>One course from the following:</b> MAT 105 College Algebra	3	3-6
	MAT 140 Number Systems	3	
	MAT 143 Introduction to Trigonometry	3	
	MAT 150 Calculus 1	3	
	MAT 151 Calculus 2	3	
<b>AREA D</b> Sciences	<b>Two courses from the following:</b> Any college level chemistry or physics course	3	6-9
	ARC 101/101L Introduction to Archaeology	3	
	AST 100/100L Introduction to Astronomy	3	
	BIO 150/BIO 150L General Biology/Lab	4	
	BIO 261/BIO 261L Anatomy/Lab	4	
	GEO 101 Physical Geography	3	
	SCI 220 Survey of Physical Science	3	
<b>AREA E</b> Arts & Humanities	<b>One course from the following:</b> ART 137 Art Appreciation (3 credits)	3	3-6
	ART 160 Visual & Performing Arts	3	
	ENG 306 American Literature B	3	
	ENG 307 World Classics	3	
	PHI 105 Ethics	3	
<b>AREA F</b> Social Sciences	<b>Three courses from the following:</b> ANT 101 Introduction to Anthropology	3	9-12
	ECN 101 Principles of Economics		

	ECN 201 Macroeconomics Principles	3	
	ECN 205 Microeconomics Principles	3	
	PSY101 Introduction to Psychology	3	
	SOC101 Introduction to Sociology	3	
<b>AREA G</b> Cultural Studies	<b>Three courses from the following:</b> ANT 382 Cultures of Mexico	3	3-6
	ANT 383 Culture and Society	3	
	ANT 450 Culture and Health	3	
	COM 105 Intercultural Communication	3	
	HIS 222 Chicano Latino Studies A	3	
	HIS 224 Chicano Latino Studies B	3	
<b>AREA H</b> History	<b>Two courses from the following:</b> HIS 120 U.S. History & Constitution I	3	3-6
	HIS 122 U.S. History II	3	
	HIS 320 California History	3	
	HIS 321 World History A	3	
	HIS 322 World History B	3	
<b>AREA I</b> Information Literacy	CIS 201 Foundations of Information Literacy	3	3
<b>AREA J</b> International & Language Studies	<b>Two courses of the following:</b> Any two foreign language courses	(6) 2 x 3	3-6
	HES 457 International Health	3	
	HIS 321 World History A	3	
	HIS 322 World History B	3	
	HIS 323 History of Latin America	3	
	HIS 422 History of Mexico	3	
	POS 120 Introduction to International Relations	3	
	POS 328 Principles of International Law	3	
	POS 427 International Relations	3	
<b>Total</b>			<b>57</b>

**BS in Health Science –Long Term Care Administration Concentration Pre-Requisites Requirement  
(21 semester credits)**

Course Number	Course Title	Credits
ENG 310	Advanced & Composition	3
MGT300	Business Writing	3
MAT 241	Probability & Statistics	3
HED 310	Health Informatics	3
BHE 308	Cultural Competence in Health Care	3
BHE 315	Environmental Health & Safety	3
HES 256	Health & Society	3

**BS in Health Science –Long Term Care Administration Concentration Core Program Requirements  
(30 semester credits)**

Course Number	Course Title	Credits
BHA 400	Introduction to Health Services Administration	3
BHE 402	Policies and Ethics in Health Care	3
BHA 404	Human Resources in Health Administration	3
BHA 406	Financial Management of Health Care	3
BHE 400	Health Care Delivery Systems	3
BHA 403	Long Term Care Administration	3
BHA 405	Quality Management in Health Care	3
BHA 407	Management of Non –Profits	3
LTC 408	Aging in America	3
LTC 499	<b>Capstone Portfolio</b>	3

**BS in Health Science – Long Term Care Administration Concentration Program Electives  
(12 semester credits)**

Course Number	Course Title	Credits
LTC 400	Adulthood and Aging	3
LTC 402	Social Issues and Intervention Strategies with Older Adults	3
LTC 404	Substance Abuse and the Elderly	3
LTC 406	End of Life Ethics	3

**Certificate Long Term Care Administration  
(12 semester credits)**

Note: Students who wish to continue for the Certificate will take additional 4 courses following the completion of the BSBS.

Course Number	Course Title	Credits
LTC 401	Aging and Health Behavior	3
LTC 403	Legal Issues Governing non-profit organizations	3
LTC 405	Nursing Home Administration	3
LTC 407	Assisted Living Administration	3

# Bachelor of Science in Nursing (RN to BSN)

The RN to BSN program is designed for students who have already obtained a license to practice nursing (RN) and would like to further their education by earning a Bachelor's Degree.

Admission Requirements to BSN Program:

1. Have a valid unrestricted, unencumbered RN license from the United States.
2. Have a cumulative GPA of 2.0 in earned Bachelor's or Associate's degree from an accredited college or university.
3. Have obtained a minimum of a grade of "C" in all nursing courses.
4. Have obtained a minimum of a grade of "C-" (GPA of 1.75) or better in all general education courses and in math/science courses.
5. Submit a resume.

There are three different pathways to the BSN program for licensed RNs:

1. RNs with a Bachelor's degree in a different field required to complete 30 core credits and a 3 credit Capstone Portfolio.
2. RNs who earned an Associate's degree in Nursing ( required to complete 30 core credits, 9 prerequisite course credits, 9 elective credits, and a 3 credit Capstone/ Portfolio.
3. RNs who earned a diploma from a hospital based school of nursing required to complete : 22 general education (GE) credits, 30 core credits, 30 prerequisite credits, 12 elective credits, and a 3 credit Portfolio

## Program Learning Outcomes

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

## RN – BSN (Bachelor's Degree in a Different Field)

- I. Requires 123 credits to complete degree
  - Up to a maximum of 90 credits may be accepted for transfer. Students must transfer 57 semester credits of GE)

- All transferred courses must have a grade of "C-" (GPA of 1.75) or better

II. 33 credits must be completed at US University

The time it will take to complete the RN-BSN degree can vary. The duration of the program depends on several factors, including the number of credits accepted for transfer and whether or not students take time off between courses. Students who are granted the maximum number of transfer credits and enroll full-time (12 credits per semester for 3 semesters each academic year) can complete the degree in one (1) year. Students who enroll part-time (6 credits per semester for 3 semesters each academic year) will complete the program in two (2) years.

#### **RN – BSN (Bachelor’s Degree in a Different Field) Program Core (33 semester credits)**

Course Number	Course Title	Credit Hours
HES 405	Epidemiology	3
HES 357	Health & Nutrition	3
NUR 415	Professional Role, Issues, & Trends	3
PSY 495	Lifespan Cycles	3
HES 470	Cultural Competence in Healthcare	3
NUR 425	Holistic Health Assessment	3
NUR 435	Evidence Based Practice Nursing	3
NUR 445	Global & Community Based Nursing	3
NUR 455	Complex Health Issues in Nursing	3
NUR 465	Leadership, Policy, & Informatics in Nursing	3
<b>NUR 499</b>	<b>Capstone (Must be taken in last session)</b>	<b>3</b>

#### **RN – BSN (With Associates Degree in Nursing)**

- I. Requires 123 total credits to complete degree
- II. 72 to 90 credits may be accepted for transfer (45 credits must be GE)
  - All transferred courses must have a grade of “C-” (GPA of 1.75) or better
- III. Prerequisite Requirements (9 credits)\*\*\*
- IV. Major Requirements (33 credits, includes 3 credits for Portfolio)
- V. Required Electives (9 credits)

The time it will take to complete the RN-BSN degree can vary. The duration of the program depends on several factors, including the number of credits accepted for transfer and whether or not students take time off between courses. Students who are granted the maximum number of transfer credits and enroll full-time (12 credits per semester for 3 semesters each academic year) can complete the degree in one and half (1-1/2) years. Students who enroll part-time (6 credits per semester for 3 semesters each academic year) will complete the program in three (3) years.

#### **RN – BSN (Associates Degree in Nursing) Prerequisite Requirements (9 semester credits)**

Course Number	Course Title	Credit Hours
HES 256	Health & Society	3
PHI 380	Ethics in Healthcare	3

HED 300	Informatics in Health	3
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### RN – BSN (Associates Degree in Nursing) Program Core (33 semester credits)

Course Number	Course Title	Credit Hours
HES 405	Epidemiology	3
HES 357	Health & Nutrition	3
NUR 415	Professional Role, Issues, & Trends	3
PSY 495	Lifespan Cycles	3
HES 470	Cultural Competence in Healthcare	3
NUR 425	Holistic Health Assessment	3
NUR 435	Evidence Based Practice Nursing	3
NUR 445	Global & Community Based Nursing	3
NUR 455	Complex Health Issues in Nursing	3
NUR 465	Leadership, Policy, & Informatics in Nursing	3
<b>NUR 499</b>	<b>Capstone (Must be taken in last session)</b>	<b>3</b>

### RN – BSN (Associates Degree in Nursing) Required Electives (9 semester credits)

Course Number	Course Title	Credit Hours
<b>Choose 3 Courses</b>		
BIO 360	Genetics	3
BIO 400	Biochemistry	3
BIO 402	Immunology	3
BHE 315	Environmental Health & Safety	3
BHE 302	Health Promotions & Lifestyle Modifications	3
HES 403	Decision Making in Managed Care	3
BHE 313	Gerontology	3

### RN – BSN (With Diploma in Nursing)

- I. Requires 123 credits to complete degree
- II. 31 credits from Nursing Diploma may be accepted for transfer (25 credits must be GE)
  - All transferred courses must have a grade of "C-" (GPA of 1.75) or better
- III. Prerequisite Requirements (27 credits)\*\*\*
- IV. Additional GE Requirements (Minimum of 20 credits from the following areas: A-J)
- V. Core Requirements (33 credits, includes 3 credit for Portfolio)
- VI. Required Electives (12 credits)

**\*\*\*Student must meet the following prerequisites before taking any of the core program requirements**

The time it will take to complete the RN-BSN degree can vary. The duration of the program depends on several factors, including the number of credits accepted for transfer and whether or not students take time off between courses. Students who are granted the maximum number of transfer credits and enroll full-time (12 credits per semester for 3 semesters each academic year) can complete the degree in three (3) years. Students who enroll part-time (6 credits per semester for 3 semesters each academic year) will complete the program in six (6) years.

**RN – BSN (With Diploma in Nursing) Prerequisite Requirements (27 semester credits)**

Course Number	Course Title	Credit Hours
BIO 152	Anatomy	3
BIO 152L	Anatomy Lab	1
BIO 252	Human Physiology	3
BIO 252L	Human Physiology Lab	1
BIO 251	Microbiology	3
BIO 251L	Microbiology Lab	1
HES 256	Health & Society	3
PHI 381	Ethics in Healthcare	3
SOC 305	Critical Perspective in Society	3
MAT 241	Intro to Probability & Statistics	3
HED 300	Informatics in Health	3

**RN – BSN (With Diploma in Nursing) Program Core (33 semester credits)**

Course Number	Course Title	Credit Hours
BHE 404	Principles of Epidemiology	3
BHE 305	Human Nutrition	3
NUR 415	Professional Role, Issues, & Trends	3
PSY 495	Lifespan Cycles	3
HES 470	Cultural Competence in Healthcare	3
NUR 425	Holistic Health Assessment	3
NUR 435	Evidence Based Practice Nursing	3
NUR 445	Global & Community Based Nursing	3
NUR 455	Complex Health Issues in Nursing	3
NUR 465	Leadership, Policy, & Informatics in Nursing	3
<b>POR 499</b>	<b>Capstone (Must be taken in last session)</b>	<b>3</b>

**RN – BSN (With Diploma in Nursing) Required Electives (12 semester credits)**

Course Number	Course Title	Credit Hours
<b>Choose 4 Courses</b>		
BIO 360	Genetics	3
BIO 400	Biochemistry	3
BIO 402	Immunology	3
BHE 315	Environmental Health & Safety	3
BHE 302	Health Promotions & Lifestyle Modifications	3
HES 403	Decision Making in Managed Care	3
BHE 313	Gerontology	3

# TEACHING CREDENTIAL PROGRAM

## Programs Offered

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

- Single Subject Credential
- Single Subject Credential (Bilingual Emphasis)
- Multiple Subject Credential
- Multiple Subject Credential (Bilingual Emphasis)

Teacher candidates engage in research, discussion, and presentations that demonstrate their commitment to life-long learning. It is the philosophy of the program that teachers will implement strategies and techniques that provide access to the core curriculum for all children.

## Admission Requirements

Students must have earned a baccalaureate degree at a regionally accredited institution to apply for admission. Admission to the credential program is a four-step process. To secure admission, the candidate must submit a completed US University application packet containing original transcripts from all institutions of higher education attended. All records remain property of the institution. US University recommends that students make a copy of any document submitted to the department.

## School of Education Admission

**Step 1:** Students must complete an application to the University and submit all transcripts. They should also meet with an educational advisor before applying to the School of Education.

**Step 2:** Students apply to the School of Education. They must ensure that they have submitted all documents needed for admission. If students have not met all prerequisites for the Credential program, they must develop a plan and register for required courses. Once students have completed coursework, they can apply to the Credential program.

*As part of the admission process, an evaluation of the candidate's previous coursework will be made and filed in student's permanent file.*

## Single Subject Credential

### I. Admission Requirements Preliminary Credential:

- US University Application
- \$60 Application Fee
- GPA 2.5 (from last 45 units)

### II. School of Education Admission Requirements:

- Submit Graduate Application
- CBEST (with score)
- CSET (with score)

- Health Clearance (must submit an official copy of tuberculin skin test results given within one year)
- Certificate of Clearance (Applicants without current fingerprint clearance must use online direct application process using the Live Scan process within 30 days of application)
- Statement of Intent/Purpose
- Letter of Recommendation
- Interview with the Program Director

III. Additional Credential Program Requirements

- Observation Hours: (45 hours of fieldwork must be completed prior to Clinical Practice/Student Teaching)
- Educational Technology
- TED 550\* TPA Task 1(Class fee -- \$100)
- TED 551\* TPA Task 2 (Class fee -- \$100)
- TED 552\* TPA Task 3 (Class fee -- \$100)
- TED 553\* TPA Task 4 (Class fee -- \$100)
- Certification in Cardiopulmonary Resuscitation (CPR)
- Portfolio
- Exit Interview

IV. Prerequisite Requirements (12 credits)

V. Preliminary Credential Program Core (15 credits)

VI. Single Subject Credential Core (21 credits)

The time it will take to complete the Single Subject Credential can vary. The duration of the program depends on several factors, including the number of credits accepted for transfer and whether or not students take time off between courses. Students who have completed the prerequisite requirements and who enroll full-time (12 credits per semester) can complete the program in 3 semesters. Students who enroll part-time (6 credits per semester) can complete the program in 6 semesters.

**Single Subject Credential Prerequisite Requirements (12 Semester credits)**

Course Number	Course Title	Credit Hours
EDU 202	Introduction to Educational Technology	3
EDU 401	Diversity of Education	3
HIS 120	US History & Constitution to 1877	3
HIS 224	Chicano Latino Studies B	3

**Preliminary Credential Program Core (15 Semester credits)**

Course Number	Course Title	Credit Hours
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EDU 408	Health & Nutrition in Education	3
TED 503	Foundations of Education	3
TED 504	Educational Psychology	3
TED 522	1 <sup>st</sup> & 2 <sup>nd</sup> Language Acquisition	3
TED 525	English Language Development Strategies	3

### Single Subject Credential Core (21 Semester credits)

Course Number	Course Title	Credit Hours
TES 540	Secondary Teaching Strategies I	3
TES 541	Secondary Teaching Strategies II	3
TES 542	Language Arts & Reading	3
STUDENT TEACHING: SECONDARY (CLINICAL PRACTICE)		
TES 565	Student Teaching (Clinical Practice I) (3)	3
TES 566	Directed Student Teaching Seminar	3
TES 567	Student Teaching (Clinical Practice 2)	3
TES 568	Directed Student Teaching Seminar	3

### Single Subject Credential (Bilingual Emphasis)

#### I. Admission Requirements Preliminary Credential:

- US University Application
- \$60 Application Fee
- GPA 2.5 (from last 45 units)

#### II. School of Education Admission Requirements:

- Submit Graduate Application
- CBEST (with score)
- CSET (with score)
- Health Clearance (must submit an official copy of tuberculin skin test results given within one year)
- Certificate of Clearance (Applicants without current fingerprint clearance must use online direct application process using the Live Scan process within 30 days of application)
- Statement of Intent/Purpose
- Letter of Recommendation
- Interview with the Program Director

#### III. Additional Credential Program Requirements

- Observation Hours: (45 hours of fieldwork must be completed prior to Clinical Practice/Student Teaching)
- Educational Technology

- TED 550\* TPA Task 1(Class fee -- \$100)
  - TED 551\* TPA Task 2 (Class fee -- \$100)
  - TED 552\* TPA Task 3 (Class fee -- \$100)
  - TED 553\* TPA Task 4 (Class fee -- \$100)
  - Certification in Cardiopulmonary Resuscitation (CPR)
  - Portfolio
  - Exit Interview
- IV. Bilingual Exam in Target Language--*Candidates provide proof of an approved language exam, transcripts of completion of Spanish major or minor, transcripts showing schooling in the target language or passage of test provided by the School of Education in the following areas:*
- Oral Interview (Faculty committee)
  - Written Essay
  - Comprehension Exam (**Students who do not pass the comprehension exam must take the following courses prior to student teaching:**
    - a. TEB 580 Latinos in the US (3 credits)
    - b. TEB 581 Desarrollo del Lenguaje y Lectura (3 credits)
- V. Prerequisite Requirements (12 credits)
- VI. Preliminary Credential Program Core (15 credits)
- VII. Single Subject Credential Core (21 credits)
- VIII. Bilingual Emphasis Core (6 credits)

The time it will take to complete the Single Subject Credential (Bilingual Emphasis) can vary. The duration of the program depends on several factors, including the number of credits accepted for transfer and whether or not students take time off between courses. Students who have completed the prerequisite requirements and who enroll full-time (12 credits per semester) can complete the program in 4 semesters. Students who enroll part-time (6 credits per semester) can complete the program in 7 semesters.

**Credential Prerequisite Requirements (12 Semester credits)**

Course Number	Course Title	Credit Hours
EDU 202	Introduction to Educational Technology	3
EDU 401	Diversity of Education	3
HIS 120	US History & Constitution to 1877	3
HIS 224	Chicano Latino Studies B	3

**Preliminary Credential Core (15 Semester credits)**

Course Number	Course Title	Credit Hours
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EDU 408	Health & Nutrition in Education	3
TED 503	Foundations of Education	3
TED 504	Educational Psychology	3
TED 522	1 <sup>st</sup> & 2 <sup>nd</sup> Language Acquisition	3
TED 525	English Language Development Strategies	3

### Single Subject Credential Core (21 Semester credits)

Course Number	Course Title	Credit Hours
TES 540	Secondary Teaching Strategies I	3
TES 541	Secondary Teaching Strategies II	3
TES 542	Language Arts & Reading	3
STUDENT TEACHING: SECONDARY (CLINICAL PRACTICE)		
TES 565	Student Teaching (Clinical Practice I) (3)	3
TES 566	Directed Student Teaching Seminar	3
TES 567	Student Teaching (Clinical Practice 2)	3
TES 568	Directed Student Teaching Seminar	3

### Bilingual Emphasis Core (6 Semester credits)

Course Number	Course Title	Credit Hours
TEB 580	Latinos in the US	3
TEB 581	Desarrollo del Lenguaje y Lectura	3

## Multiple Subject Credential

### I. Admission Requirements Preliminary Credential:

- US University Application
- \$60 Application Fee
- GPA 2.5 (from last 45 units)

### II. School of Education Admission Requirements:

- Submit Graduate Application
- CBEST (with score)
- CSET (with score)
- Health Clearance (must submit an official copy of tuberculin skin test results given within one year)
- Certificate of Clearance (Applicants without current fingerprint clearance must use online direct application process using the Live Scan process within 30 days of application)
- Statement of Intent/Purpose
- Letter of Recommendation

- Interview with the Program Director
- III. Additional Credential Program Requirements
- Observation Hours: (45 hours of fieldwork must be completed prior to Clinical Practice/Student Teaching)
  - Educational Technology
  - RICA
  - TED 550\* TPA Task 1(Class fee -- \$100)
  - TED 551\* TPA Task 2 (Class fee -- \$100)
  - TED 552\* TPA Task 3 (Class fee -- \$100)
  - TED 553\* TPA Task 4 (Class fee -- \$100)
  - Certification in Cardiopulmonary Resuscitation (CPR)
  - Portfolio
  - Exit Interview
- IV. Prerequisite Requirements (12 credits)
- V. Preliminary Credential Program Core (15 credits)
- VI. Multiple Subject Credential Core (21 credits)

The time it will take to complete the Multiple Subject Credential can vary. The duration of the program depends on several factors, including the number of credits accepted for transfer and whether or not students take time off between courses. Students who have completed the prerequisite requirements and who enroll full-time (12 credits per semester) can complete the program in 3 semesters. Students who enroll part-time (6 credits per semester) can complete the program in 6 semesters

**Credential Prerequisite Requirements (12 Semester credits)**

Course Number	Course Title	Credit Hours
EDU 202	Introduction to Educational Technology	3
EDU 401	Diversity of Education	3
HIS 120	US History & Constitution to 1877	3
HIS 224	Chicano Latino Studies B	3

**Preliminary Credential Core Requirements (15 Semester credits)**

Course Number	Course Title	Credit Hours
EDU 408	Health & Nutrition in Education	3
TED 503	Foundations of Education	3
TED 504	Educational Psychology	3
TED 522	1 <sup>st</sup> & 2 <sup>nd</sup> Language Acquisition	3
TED 525	English Language Development Strategies	3

### Multiple Subject Credential Core (21 Semester credits)

Course Number	Course Title	Credit Hours
TES 534	Curriculum & Instruction A	3
TEM 535	Curriculum & Instruction B	3
TEM 536	Language Arts & Reading K-3 (3)	3
STUDENT TEACHING: Multiple Subjects (CLINICAL PRACTICE)		
TEM 561	Student Teaching (Clinical Practice I)	3
TEM 562	Directed Student Teaching Seminar (3)	3
TEM 563	Student Teaching (Clinical Practice 2) (3)	3
TEM 564	Directed Student Teaching Seminar (3)	3

### Multiple Subject Credential (Bilingual Emphasis)

I. Admission Requirements Preliminary Credential:

- US University Application
- \$60 Application Fee
- GPA 2.5 (from last 45 units)

II. School of Education Admission Requirements:

- Submit Graduate Application
- CBEST (with score)
- CSET (with score)
- Health Clearance (must submit an official copy of tuberculin skin test results given within one year)
- Certificate of Clearance (Applicants without current fingerprint clearance must use online direct application process using the Live Scan process within 30 days of application)
- Statement of Intent/Purpose
- Letter of Recommendation
- Interview with the Program Director

III. Additional Credential Program Requirements

- Observation Hours: (45 hours of fieldwork must be completed prior to Clinical Practice/Student Teaching)
- Educational Technology
- RICA
- TED 550\* TPA Task 1(Class fee -- \$100)
- TED 551\* TPA Task 2 (Class fee -- \$100)
- TED 552\* TPA Task 3 (Class fee -- \$100)

- TED 553\* TPA Task 4 (Class fee -- \$100)
- Certification in Cardiopulmonary Resuscitation (CPR)
- Portfolio
- Exit Interview

**IV. Bilingual Exam in Target Language--Candidates provide proof of an approved language exam, transcripts of completion of Spanish major or minor, transcripts showing schooling in the target language or passage of test provided by the School of Education in the following areas:**

- Oral Interview (Faculty committee)
- Written Essay
- Comprehension Exam (**Students who do not pass the comprehension exam must take the following courses prior to student teaching:**
  - TEB 580 Latinos in the US (3 credits)
  - TEB 581 Desarrollo del Lenguaje y Lectura (3 credits)

V. Prerequisite Requirements (12 credits)

VI. Preliminary Credential Program Core (15 credits)

VII. Multiple Subject Credential Core (21 credits)

VIII. Bilingual Emphasis Core (6 credits)

The time it will take to complete the Multiple Subject Credential (Bilingual Emphasis) can vary. The duration of the program depends on several factors, including the number of credits accepted for transfer and whether or not students take time off between courses. Students who have completed the prerequisite requirements and who enroll full-time (12 credits per semester) can complete the program in 4 semesters. Students who enroll part-time (6 credits per semester) can complete the program in 7 semesters.

**Credential Prerequisite Requirements (12 Semester credits)**

Course Number	Course Title	Credit Hours
EDU 202	Introduction to Educational Technology	3
EDU 401	Diversity of Education	3
HIS 120	US History & Constitution to 1877	3
HIS 224	Chicano Latino Studies B	3

**Preliminary Credential Program Core Requirements (15 Semester credits)**

Course Number	Course Title	Credit Hours
EDU 408	Health & Nutrition in Education	3
TED 503	Foundations of Education	3
TED 504	Educational Psychology	3
TED 522	1 <sup>st</sup> & 2 <sup>nd</sup> Language Acquisition	3
TED 525	English Language Development Strategies	3

**Multiple Subject Credential Core (21 Semester credits)**

Course Number	Course Title	Credit Hours
TES 534	Curriculum & Instruction A	3
TEM 535	Curriculum & Instruction B	3
TEM 536	Language Arts & Reading K-3 (3)	3
STUDENT TEACHING: Multiple Subjects (CLINICAL PRACTICE)		
TEM 561	Student Teaching (Clinical Practice I)	3
TEM 562	Directed Student Teaching Seminar (3)	3
TEM 563	Student Teaching (Clinical Practice 2) (3)	3
TEM 564	Directed Student Teaching Seminar (3)	3

**Bilingual Emphasis Core (6 semester credits)\***

Course Number	Course Title	Credit Hours
TEB 580	Latinos in the US	3
TEB 581	Desarrollo del Lenguaje y Lectura	3

**\*For students who do not pass the comprehensive examination**

# Post-Baccalaureate

## Entry Level Master's (Pre-Licensure) Nursing Program (ELM)

The Entry Level Master's, 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.

The purpose of the program is to prepare students for registered nursing positions as a generalist who is able to work in a variety of multicultural health care settings.

United States University is approved by the BRN to offer an Entry Level Master's Degree in Nursing Program. As a student progresses through the program, they are allowed to take the NCLEX-RN exam when core nursing content courses are completed and upon passing of the NCLEX, the University will award the student a BSN degree to facilitate employment for the students if they have a financial need to work while completing their MSN program. However, the BSN is not the terminal degree for this program – it is just a step along the way to completion of the program which culminates in the award of an MSN degree. (MSN Concentrations available include FNP, Administration, or Education).

### Admission Requirements to ELM Program

- US University Application
  - \$60 Application Fee
  - 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). Science prerequisite courses must have been completed within the last 7 years.
- - 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.)
  - Letter of Professional Recommendation attesting to character and potential success in the program
  - Test of Essential Academic Skills V (TEAS V)--must receive minimum score of 73%. Recency of TEAS V Exam score must be one (1) year or less to qualify. The TEAS exam may only be taken three (3) times in one (1) year. Students who do not meet the minimum score must wait one (1) year to retake the TEAS exam.
  - Successful Interview with Admissions Committee

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.**

### Laboratory/Clinical Experience

Clinical experiences are a key component of the ELM 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 health care.

### Program Learning Outcomes

- Synthesize theoretical and empirical knowledge derived from the physical and behavioral sciences and humanities as a basis for professional nursing practice.
- Use the nursing process to meet the health-promotion, illness prevention, restorative, and rehabilitative needs of individuals, families, and population groups.
- Use effective communication in interacting with patients, families, and the interdisciplinary healthcare team.
- Provide health teaching through the nursing process to ensure optimum health and wellness.
- Demonstrate professionalism in accepting accountability and responsible for personal behavior and ethical practice.
- Use current research findings, evidence based practices and critical thinking skills in promoting the health and welfare of people.
- Collaborate with and advocate for consumers and colleagues in the delivery of health care services.
- Apply information technology to promote quality health care.
- Identify and influence factors that affect health care delivery.
- Act as a client advocate in promoting health, minimizing risk, and preventing adverse patient outcomes.
- Assume responsibility for the delegation of nursing care to members of the health care team based on their scope of practice and ability.
- Demonstrate competent practice as an entry-level registered nurse generalist in a variety of multicultural settings.

### ELM Pre-Licensure Nursing Program

- I. Prerequisite Requirements (46 credits)\*\*\*
- II. Major Requirements (40 credits)
- III. Clinical (864 hours)
- IV. Lecture (352 hours)

**\*\*\*Student must meet prerequisites before taking any of the core program requirements-**

**Note: Completing the pre-requisites are not guaranteeing acceptance to the ELM program at US University.**

The ELM Program is 16 months in length. Students who enroll in the program without taking any time off can complete the program in 4 semesters. Students enrolled in the program are not eligible to enroll in courses not required for completion of the program. Students in the ELM program should be available for courses and clinical rotations as required by the university and the agency.

#### ELM Pre-Licensure Nursing Program Prerequisite Requirements (46 semester credits)

Course Number	Course Title	Credit Hours
BIO 150	General Biology	3
BIO 150	General Biology Lab	1
BIO 261	Anatomy	3
BIO 261L	Anatomy with Lab	1
BIO 251	Microbiology	3
BIO 251L	Microbiology with Lab	1
BIO 252	Physiology	3
BIO 252L	Physiology with Lab	1
ENG 130	English Composition & Reading	3
COM 104	Speech	3
BHS 362	Research Statistics	3
PHI 342	Critical Thinking	3
PSY 101	Introduction to Psychology	3
SOC 101	Introduction to Sociology	3
PHI 380	Ethics in Healthcare	3
SOC 305	Critical Perspectives in Society	3
CIS 201	Foundations of Information Literacy	3
BHS 360	Healthcare Administration	3

#### ELM Pre-Licensure Nursing Program Requirements (40 semester credits)

Course Number	Course Title	Credit Hours	Lecture Hours	Clinical Hours
NUR 310	Foundations of Professional Nursing	3	48	
NUR 310L	Foundations of Professional Nursing – Clinical Application	3		144
NUR 330	Pharmacology for Nurses	3	48	
NUR 320	Nursing Care of Adults & Older Adults	4	64	
NUR 320L	Nursing Care of Adults & Older Adults – Clinical Application	4		192
NUR 340	Nursing Care of Critically Ill Adults & Older Adults	2	32	
NUR 340L	Nursing Care of Critically Ill Adults & Older Adults – Clinical Application	2		96
NUR 350	Women’s Health Nursing	2	32	
NUR 350L	Women’s Health Nursing – Clinical Application	2		96
NUR 360	Children’s Health Nursing	2	32	
NUR 360L	Children’s Health Nursing – Clinical Application	2		96
NUR 400	Mental Health Nursing	2	32	
NUR 400L	Mental Health Nursing - Clinical Application	2		96
NUR 460	Nursing Leadership	1	16	
NUR 460L	Nursing Leadership – Clinical Internship	2		96
NUR 462	Community Health Nursing	3	48	

NUR 462L	Community Health Nursing - Clinical Application	1		48
<b>TOTAL</b>		<b>40</b>	<b>352</b>	<b>864</b>

## LVN to RN (30 credit option)

**Section 1435.5** in the Laws Relating to Nursing Education Licensure – Practice in the State of California provides an opportunity for the Licensed Vocational Nurse (LVN) to prepare for licensure as a Registered Nurse (RN) by completing no more than 30 units of designated courses.

### Admission Requirements

- Complete pre-requisites (at a community college or at United States University)
- Provide proof of High School Graduation or GED (must provide official transcript)
- Valid CA LVN License
- TEAS V exam with a minimum passing score of 73% or higher.
- Clear Criminal Background Check (not flagged)
- Clear Drug screening
- Physical Exam with required immunizations

### **IMPORTANT INFORMATION:**

Note that although the State of California will recognize your RN license obtained through the 30-Unit Option, other states may not. It is the students' responsibility to verify endorsement requirements with other states before selecting the LVN to RN 30-Unit Option.

Students who satisfactorily complete the program are eligible to apply for admission to the RN to BSN program after completion of all the prerequisite coursework and receipt of the RN license. However, the RN to BSN program may require additional courses for 30-Unit Option RNs.

### **Admission Information**

The 30-Unit Option Program is a NON-Degree program. Registration in the courses follows admission to the University. The number of students admitted each semester varies with space available. Selection from qualified applicants will be based on GPA and TEAS V passing rate. In order to meet eligibility requirements, students must have a minimum 2.5 GPA for the most recent 30 graded semester units of coursework and a minimum 2.5 GPA on the two prerequisite courses (physiology and microbiology, both with lab).

Note: At program completion, students must meet a minimum score on the NCLEX predictor examination before being allowed to take the RN licensure exam.

### **LVN to RN (30 Unit Option) Prerequisite Requirements (8 credits)**

Course Number	Course Title	Credits
BIO 251/251L	Microbiology/Microbiology Lab	4
BIO 252/252L	Human Physiology/Human Physiology Lab	4

### **LVN to RN (30 Unit Option) Required Courses (22 Credits)**

Course Number	Course Title	Credits
NUR 320	Nursing Care of Adults & Older Adults	4
NUR 320L	Nursing Care of Adults & Older Adults – Clinical Application	4
NUR 340	Nursing Care of Adults & Older Adults – Clinical Application	2
NUR 340L	Nursing Care of Critically Ill Adults & Older Adults – Clinical Application	2

NUR 400	Mental Health Nursing	2
NUR 400L	Mental Health Nursing - Clinical Application	2
NUR 460	Nursing Leadership	1
NUR 460L	Nursing Leadership – Clinical Internship	2
NUR 470	Geriatrics	3

# GRADUATE PROGRAMS

## US University Graduate Student Outcomes

- Demonstrate written, oral and visual communication skills
- Value and support ethical reflection and professional judgment
- Utilize critical thinking in analysis, synthesis and evaluation
- Utilize and further develop core values of diversity, bilingualism multiculturalism and egalitarianism
- Demonstrate increased level of cognitive complexity in qualitative and quantitative reasoning
- Utilize advanced technological learning systems
- Value and promote intellectual curiosity and creativity

## Admission Requirements

Students seeking to enroll in one of the University's graduate programs must meet one of the following criteria to be considered for admission:

1. Have earned a Baccalaureate degree; International Bachelor's Degree students must see International Student Admissions
2. Graduate transfer student from another college or university in good academic standing
3. For International students TOEFL score of 500 (paper based)/173 (computer based)/61(online version)

## General Graduate Level Graduation Requirements

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

- Minimum cumulative GPA of 3.00
- Grade of "B-" or higher in all courses required to meet program requirements
- Complete a minimum 24 credits of residency at US University
- File Graduation Application with the Office of the Registrar prior to the last semester

Students within one academic semester of completing all requirements may participate in the annual ceremony. Students must be in good academic standing and have received a grade in all courses completed.

# Master of Business Administration

The Master of Business Administration (MBA) degree provides students an opportunity to complete a graduate degree while advancing their career in the most efficient way. Students will acquire essential general business concepts and techniques while developing a better understanding of management in areas such as accounting, finance, marketing, human resources, strategic management and planning, and skills relative to problem solving and decision making.

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. Drawing on USU exceptional professional-practice faculty, students learn firsthand from industry experts who bring relevance and currency to the classroom. Students can immediately apply the lessons learned in the classroom to their current job, while preparing to advance their careers to the next level.

Through careful selection of elective classes, students in the MBA program can leverage their knowledge for additional academic and practical programs in areas such as customer service relations, negotiations and conflict, management in the public sector, entrepreneurship, and management in e-commerce.

## Program Learning Outcomes

1. Demonstrate the ability to use accounting and financial tools to inform managerial/business decisions
2. Understand the utility of and create marketing strategy to inform managerial decisions in an organization
3. Demonstrate an understanding of business ethics and social responsibility and the organization's role in shaping ethical behavior
4. Demonstrates an understanding of the role of HR managers in HR strategy, planning, and implementation in the organization
5. Demonstrate an understanding of multiple frames associated with the dynamics of leadership in organizational behavior including political, structural, and human resource systems
6. An understanding of managerial role in the strategic planning processes and demonstrates the ability to create appropriate strategies for organizations in specific environments
7. Demonstrate the ability to use information technology to inform business decisions
8. Demonstrate an understanding of competencies and practical skills necessary to effectively manage across both internal and external cultures and borders

## General Plan

- I. Requires 36 credits to complete degree
- II. Pre-Requisites (3 credits)\*
- III. Major Program Requirements (30 credits)
- IV. Electives (6 credits)
- V. 30 credits must be taken at USU. MGT 518 (Portfolio/Capstone) may not be transferred.

***\*Students must complete MGT 301 Data Analysis and Decision Making for Managers (or transfer in an equivalent course) prior to starting the Major Program Requirements.***

A cumulative grade point average of 3.00 (B) or higher is required in all courses taken at United States University, as well as in the courses designated Major Program Requirements. The time it will take to complete the MBA degree can vary. The duration of the program depends on several factors, including the number of credits accepted for transfer and whether or not students take time off between courses. Students who are granted the maximum number

of transfer credits and enroll full-time (9 credits per semester for 3 semesters each academic year) can complete the degree in one and half (1-1/2) years. Students who enroll part-time (6 credits per semester for 3 semesters each academic year) will complete the program in two (2) years.

**MBA Pre-Requisite Courses (3 semester credits)**

Course Number	Course Title	Credits
MGT 301	Data Analysis & Decision Making for Managers	3

**MBA Major Program Requirements (30 semester credits)**

Course Number	Course Title	Credit
MGT 500	Information Technology for Managers	3
MGT 502	Ethical Issues in Management	3
MGT 504	Human Resource Management	3
MGT 506	Marketing Management	3
MGT 508	Organizational Behavior & Management	3
MGT 510	Business Finance	3
MGT 512	Cross-Cultural Management	3
MGT 514	Accounting for Business	3
MGT 516	Strategic Management & Planning	3
MGT 518	Portfolio/Capstone	3

**MBA Program Electives (6 semester credits. Choose 2 courses from the list)**

Course Number	Course Title	Credits
MGT 501	Customer Service Relations	3
MGT 503	Negotiation & Conflict in Management	3
MGT 505	Management in the Public Sector	3
MGT 507	Organizational Change and Management	3
MGT 509	Entrepreneurship and Management	3
MGT 511	Management in the Global Environment	3
MGT 513	Management in Health Services	3
MGT 515	Management and e-Commerce	3

# **Master of Science in Nursing**

## **Family Nurse Practitioner Program (MSN/FNP)**

This 49 credit, 720 clinical-hours Master of Science in Nursing 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 of "La Familia" 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 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 health care in variety of multicultural health care settings within the community.

### **Requirements for Admission to the MSN/FNP Program**

- US University Application
- \$60 Application Fee
- Active unencumbered RN license
- Graduate Admissions 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.
- Applicants who do not possess the equivalent of a US Bachelor's degree may enroll in the University's Bachelor of Science
- 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

### **Prior to enrollment student must:**

- Strongly recommend students acquire PDA (see nursing handbook for the manufacturer information. Phones are not allowed).

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.

## Laboratory/Clinical Experience

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 health care professionals. The educational outcome of the Family Nurse Practitioner Program is to prepare graduates for nursing positions in which they provide primary health care in a variety of multicultural health care settings within the community.

## Program Learning Outcomes

Upon completion of the courses included in the MSN-FNP program, the student will be able to:

1. Demonstrate the ability to effectively and engage in collaborative intra and inter-disciplinary relationships in the conduct of advanced practice.
2. Demonstrate leadership and effective management strategies for advanced practice, including proficiency in the use of information technology/technology resources to support practice and 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 health care 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 nursing practice
6. Utilize the process of scientific inquiry to validate and refine knowledge relevant to nursing
7. Demonstrate effective direct patient care, clinical prevention and population health care within the context of socio-economic policies, appropriate scientific data, and exigencies of the individual patient
8. Demonstrate expertise in a defined area of advanced practice and develop and articulate a vision for nursing practice in a selected organization.

## MSN-FNP Program

- I. Major Requirements (49 credits, includes one credit for Portfolio)
- II. Clinical (720 hours)

The MSN-FNP Program is 24 months in length. Students who enroll in the program without taking any time off can complete the program in 6 semesters.

### MSN-FNP Program Requirements (49 semester credits)

Course Number	Course Title	Credit Hours	Clinical Hours
FNP 511	Advanced Role Development, Theory and Leadership	3	
FNP 522	Healthcare Systems: Policy, Change & Informatics	3	
FNP 533	Evidence Based Practice: Theory and Critical Inquiry	3	
FNP 544	Health Promotion, Education & Disease Prevention Across the Lifespan	2	
FNP 551	Advanced Pathophysiology	4	
FNP 552	Advanced Pharmacology	4	
FNP 553	Advanced Health and Physical Assessment Across the Lifespan	3	
FNP 556	Common Illnesses Across the Lifespan	3	
FNP 557	Common Illnesses Across the Lifespan – Clinical Practicum	3	144
FNP 567	Primary Healthcare of Chronic Clients/Families Across the Lifespan	3	
FNP 566	Primary Healthcare of Chronic Clients/Families Across the Lifespan – Clinical Practicum	3	144
FNP 559	Primary Healthcare of Acute Clients/Families Across the Lifespan	3	
FNP 558	Primary Healthcare of Acute Clients/Families Across the Lifespan – Clinical Practicum	3	144
FNP 577	Nurse Practitioner Practice Management	1	
FNP 578	Clinical Residency	6	288
FNP 588	Evidence Based Family Health Project Field Work	2	

# Master of Science in Nursing –Specialization in Administration

The Master of Science in Nursing Specialization in 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 portfolio/integrative project in MSN administration.

## Admission Requirements for MSN Administration

- Bachelor's Degree from an accredited College/University
- Completion of Application Form (\$60)
- Active unencumbered RN License
- Cumulative Undergraduate GPA of 2.5
- Official Transcripts (before completion of the second course)
- Personal Goal Statement
- International Students (BA, BS from foreign institution)
  - Official course evaluation
  - TOEFL score of 500 (paper based)/173 (computer based)/61(online version)Paper Based PBT – 500

## Program Learning Outcomes

1. Apply the knowledge and skills in leadership, management, and administration to influence Nursing practice and healthcare policy.
2. Create strategies and approaches in developing programs that addresses health promotion and disease prevention needs of populations.
3. Explain the role of planning, organizing, leading and controlling in healthcare organizations.
4. Apply principles of ethics and understand legal implications in relation to administrative and clinical problem solving and decision-making.
5. Use leadership role in influencing regulatory, legislative, and public policy to promote healthy communities
6. Assess theories and conceptual frameworks from Nursing and related disciplines as a foundation for implementing change in a healthcare organization.
7. Evaluate the influence of diversity, in relation to decision-making, in the areas of clinical practice and administration.

The time it will take to complete the MSN degree can vary. The duration of the program depends on several factors, including the number of credits accepted for transfer and whether or not students take time off between courses. Students who enroll full-time (9 credits per semester for 3 semesters each academic year) can complete the degree in approximately one and half (1-1/2) years. Students who enroll part-time (6 credits per semester for 3 semesters each academic year) will complete the program in two (2) years.

## MSN in Administration Program Requirements (21 Semester Credits)

Course Number	Course Title	Credits
MSN 500	Nursing Management Theories	3
MSN 502	Leadership and Organizational Behavior	3
MSN 504	Nursing Research	3
MSN 506	Quality Measures, Safety, and Effectiveness in Health Care	3
MSN 508	Diversity and Social Issues in Healthcare	3
MSN 510	Legal and Ethical Issues in Healthcare Management	3
MSN 516	Portfolio/Integrative project in Nursing Administration	3

**MSN in Administration Specialization (15 Semester credits)**

Course Number	Course Title	Credits
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
MSN 511	Nursing Informatics	3
MSN 513	Epidemiologic Methods	3

# Master of Science in Nursing -Specialization in Education

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

The Master of Science in Nursing Specialization in 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 portfolio/integrative project in nursing education assignment.

## Admission Requirements for MSN –Education

- Bachelor's Degree from an accredited College/University
- Completion of Application Form (\$60)
- Active unencumbered RN License
- Cumulative Undergraduate GPA of 2.5
- Official Transcripts (before completion of the second course)
- Personal Goal Statement
- International Students (BA, BS from foreign institution)
  - Official course evaluation
  - TOEFL score of 500 (paper based)/173 (computer based)/61(online version)

## Program Learning Outcomes

1. Critique, evaluate, and utilize concepts and theories of nursing, educational pedagogy, and curriculum development to meet educational objectives of an educational program.
2. Integrate teaching learning theories and educational objectives in nursing education and clinical settings.
3. Communicate effectively and collaboratively with students, colleagues, and administrators.
4. Appraise ethical, political, economic, legal, and regulatory issues that impact nursing and nursing education.
5. Implement a variety of teaching strategies to facilitate student learning.
6. Evaluate selected learning theories and their influence on student outcomes in the classroom and clinical setting.
7. Identify and evaluate health care outcomes and educational outcomes.

The time it will take to complete the MSN degree can vary. The duration of the program depends on several factors, including the number of credits accepted for transfer and whether or not students take time off between courses. Students who enroll full-time (9 credits per semester for 3 semesters each academic year) can complete the degree in one and half (1-1/2) years. Students who enroll part-time (6 credits per semester for 3 semesters each academic year) will complete the program in two (2) years.

### **MSN in Education – Program Requirements (21 Credits)**

<b>Course Number</b>	<b>Course Title</b>	<b>Credits</b>
MSN 500	Nursing Management Theories	3
MSN 502	Leadership and Organizational Behavior	3
MSN 504	Nursing Research	3
MSN 506	Quality Measures, Safety, and Effectiveness in Health Care	3
MSN 508	Diversity and Social Issues in Healthcare	3
MSN 510	Legal and Ethical Issues in Healthcare Management	3
MSN 516	Portfolio/Integrative project in Nursing Administration	3

### **MSN in Education – Specialization (15 Semester Credits)**

<b>Course Number</b>	<b>Course Title</b>	<b>Credits</b>
MSN 515	Introduction to Philosophy of Nursing Education	3
MSN 517	Theoretical Basis of Teaching and Learning	3
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	Evaluation of Educational Outcomes in Nursing	3

# Master of Arts in Education

The Master of Arts in Education degree is designed to enhance the preparation in administration and leadership of individuals both within the education profession and those seeking initial or professional teaching certification. The focus of the Master of Education is curriculum, instruction, assessment, leadership and administration.

A student may choose one of two tracks in the MAED program:

1. MAED
2. MAED- Concentration in Special Education

## Program Learning Outcomes

Upon completion of the Masters of Arts in Education the student will be able to:

1. Critically analyze the historical, social, economic, and political influences on education institutions and practices.
2. Identify the structures in educational organizations that can be mobilized for engagement in practice.
3. Delineate the roles and tasks of education leaders and education professionals in a range of institutions.
4. Apply education leadership theories and research skills that promote accountability and advancement of student-centered education.
5. Recognize and analyze sources of diversity and inequity related to the needs of Latino and marginalized individuals/populations.
6. Identify and analyze legal and ethical issues that arise in education practices and institutions.
7. Write scholarly essays on policy, programs and issues relating to education and education leadership.

## Admission Requirements

Students seeking admission to the Graduate Program in Education at USU must provide a baccalaureate degree transcript from an accredited college or university, with a minimum GPA of 2.5 or better.

Pre-requisite courses may be required in the Education program if the student does not hold a degree in education or have experience in the field of Education. The successful completion of one or more college/university courses with content that adequately covers (a) the history and foundation of the United States of America education system, and (b) the classic and contemporary teaching theories.

International students must have a minimum TOEFL score of 500 (paper based)/173 (computer based)/61 (online version).

## Transfer Policies

USU may transfer up to 30% of the semester credits required to complete the Master's in Education program. The transferring course(s) must be from accredited graduate level institution(s); must meet the same general content standards as the USU courses; and must have earned a Grade of "B" (3.0) or better.

## Requirements for Graduation

To qualify for the Master of Arts in Education (MAED), students must successfully fulfill the following requirements:

- Complete each required graduate course with a grade of "B-" or better.
- Maintain an overall GPA of "B" (3.0) or better for all graduate level coursework applying toward the degree.

- Complete minimum of 27 semester credits of residency at United States University for the Master's Degree (up to 9 post baccalaureate semester credits may be transferable from other accredited university/college). The final requirement for graduation is the portfolio (which is the capstone for all work done in the program).
- File a graduation application with Admissions and Academic Records.

### Prerequisites

Student without a degree in education or teacher education or teaching background: the successful completion of one or more college/university courses with content that adequately covers (a) the history and foundations of the United States of America education system, and (b) the classic and contemporary teaching and learning theories. If such courses have not been successfully completed, the student must take the following pre-requisite courses before registering for the MAED courses:

#### MAED Prerequisite Courses

Course Number	Course Title	Credit
MAE 400	The History and Foundation of the USA Education System	3
MAE 420	Contemporary & Classic Teaching Theories	3

#### MAED Required Core Courses (24 credits)

Course Number	Course Title	Credits
MAE 500	Psychology of Education	3
MAE 502	Concepts in Educational Inquiry	3
MAE 504	Management in the Public Sector	3
MAE 506	Cultural Perspectives in Education	3
MAE 508	Teaching Subject Matter with Technology	3
MAE 510	Accommodating Different Literacy Learners	3
MAE 512	Assessment in Education	3
MAE 514	Integrative Project in Educational Leadership	3

#### MAED Elective Courses (Choose 12 credits from the list below)

Course Number	Course Title	Credits
MAE 503	Educational Leadership	3
MAE 505	Teaching Across Cultural Differences and Schools	3
MAE 507	Educational Policy	3
MAE 509	Educating Immigrant Students	3
MAE 511	Quality Measures in Education	3
MAE 514	Integrative Project in Educational Leadership	3

## MAED – Specialization in Special Education

#### Special Education Specialization Required Core Courses (24 credits)

Course Number	Course Title	Credits
MAE 500	Psychology of Education	3
MAE 502	Concepts in Educational Inquiry	3
MAE 504	Management in the Public Sector	3

MAE 506	Cultural Perspectives in Education	3
MAE 508	Teaching Subject Matter with Technology	3
MAE 510	Accommodating Different Literacy Learners	3
MAE 512	Assessment in Education	3
MAE 514	Integrative Project in Educational Leadership	3

**Special Education Specialization Elective Courses (Choose 12 credits from the list below)**

Course Number	Course Title	Credits
MAE 513	Collaboration and Consultation in Special Education	3
MAE 515*	Literacy Instruction for Students with Mild Disabilities	3
MAE 517	Policies, Practices, and Perspectives in Special Education	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

\*Students should have a background in special education before enrolling for this course.

# MASTER OF SCIENCE IN HEALTH SCIENCES

The Master of Science in Health Sciences (MSHS) degree program is 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.

A student may choose one of two tracks in the MSHS program:

1. MSHS
2. MSHS – Health Education Concentration

## Program Learning Outcomes

1. Demonstrate advanced knowledge of theories and practices relevant to diverse disciplines of professional practice in the health sciences.
2. Critically evaluate research findings in applicable fields of professional practice in the health sciences.
3. Distinguish between and reconcile the economic, political and social forces that impact the environment in which health science professionals and educators function.
4. Critically assess new developments and advances relevant to professional practice in the health sciences.
5. Develop and implement plans/programs/policies addressing contemporary issues in professional practice in the health sciences.
6. Apply, in a critical manner, legal and ethical practice and decision making in professional practice.
7. Demonstrate effective written communication skills in professional practice.

## Admission Requirements

Students seeking admission to the MSHS must have an earned baccalaureate degree from an accredited college or university in a health related field, with a minimum GPA of 2.5 or higher. No academic entrance exams are required for admission such as GRE, MAT or GMAT.

Students who have no background or experience in a health related field may be required to complete an additional 6 credits of prerequisite courses.

International students must have a minimum TOEFL score of 500 (paper based)/173 (computer based)/61 (online version).

## Transfer Policies

USU may accept for transfer credits to the Master's degree up to 9 semester graduate level credits from other accredited colleges or universities. All transferred course credits must have a GPA of 2.5 or better.

## MSHS – Specialization in Health Education

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 Concentration, 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.

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).

### Program Learning Outcomes (PLOs)

1. Demonstrate advanced knowledge of theories and practices relevant to contemporary health education.
2. Identify and critically evaluate research findings in health education.
3. Distinguish between and reconcile the economic, political and social forces that impact the environment in which the health educator functions.
4. Critically assess new developments and advances relevant to professional practice in health education.
5. Develop and implement plans for promoting health and facilitating voluntary changes in health behaviors while collaborating with other professionals.
6. Apply, in a critical manner, legal and ethical practice and decision making as a health educator.
7. Demonstrate effective written communication skills as a health educator while assessing individual and community needs and plan effective health education programs.

### Health Education Specialization Required Core Courses (24 credits)

Course Number	Course Title	Credits
MHS 500	Health Through the Life Span	3
MHS 502	Health Promotion, 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

### Health Education Specialization Elective Courses (Choose 12 credits from the list below)

Course Number	Course Title	Credits
MHS 501	Aging and Health Education	3
MHS 503	Perspectives in Community Health Education	3
MHS 505	Applied Community Health Education Research	3

MHS 507	Ethical Issues in Public Health	3
MHS 509	Health Education Program Development and Evaluation	3
MHS 511	Public Policy Issues in Health Education	3

## **Office of Lifelong Learning**

*(Previously Office of Extended Education)*

### **Lifelong Learning**

United States University is committed to respond to the needs of working adult learners by providing access to higher education beyond the regular program for undergraduates. Through the Office of Lifelong Learning; faculty assists groups and individuals who are looking for degree completion, personal improvement, career advancement, enhancement of personal and cultural skills, and updating of occupational competencies.

US University offers two types of courses. The first include providing courses from the University catalog that fulfill graduation requirements. The second are specially designed courses and seminars for professional and personal development to meet the needs of specific community and professional groups.

Specially designed seminars and workshops can be taken for credit or non-credit. These can be arranged with the program director and are usually limited to participants in the agency or company that requested the seminar.

Courses can be taken for credit or non-credit. Although students who register for extension courses are not required to submit transcripts, students are expected to meet the same high standards as students in a regular degree program. Admission to Continuing Education programs does not constitute admission to a regular degree program of the University.

Extension courses are self-supporting and administered by the Office of Life Long Learning. Credit granting courses may be applicable to a students' undergraduate degree, but may not exceed 15 credits applicable to the major. These courses must be pre-approved by the Program Director.

Non-credit courses may apply toward a certificate from national accrediting associations, state agencies, or local educational, professional, or medical agencies or institutions. US University encourages students to have transfer approval from such agencies or institutions before registering for class.

### **General Information**

Students seeking admission to extended education courses must complete an admission application, but are not required to provide official transcripts. The Office of Life Long Learning

- Offers upper and lower division credits.
- Offers courses in a variety of modules; weekend schedules, intensive Saturday courses, and/or modular intensive one month courses.
- Offers non-credit educational programs such as conferences, seminars, field studies, and workshops.
- University academic standards, rules, and regulations apply to Extended Education programs. All grades earned through the credit programs become part of the student's academic records.
- Transcripts are sent to students on completion of a course. Students may also request additional transcripts from the Office of the Life Long Learning.
- Students are eligible for student services and have the right to meet with an educational advisor.



# Certificate Programs

The Office of Life Long Learning offers a series of courses for a Certificate of Achievement from US University. The programs consist of courses in an area of study. Although some courses are within a degree program, the certificate is a non-degree program. The certificate conveys evidence that the student has attained a level of proficiency in an area of study. Transfer of credits from a certificate depends on the receiving institution (US University transfers certificate credits earned at US University).

The following certificate programs are available through the University:

## Non-Profit Studies Certificate

### Required Courses (15 semester credits)

Course Number	Course Title	Credits
NPS 300	Introduction to Non-Profit Organization	3
NPS 302	History of Non-Profits, Philanthropy, and Social Change	3
NPS 304	Non-Profit Leadership & Development	3
NPS 306	Marketing and Communications for Non-Profit	3
NPS 308	Legal Aspects of Non-Profit Organizations	3

## Medical Case Management

### Required Courses (18 semester credits)

Course Number	Course Title	Credits
HES 480	Healthcare Delivery System	3
HES 450	Issues in Case Management	3
HES 452	Effective Case Management	3
HES 454	Quality Measures in Case Management	3
BHE 302	Health Promotions & Lifestyle Modifications	3
BHE 308	Cultural Competence in Health Care	3

## Criminal Justice Certificate

### Emphasis in Crime Scene Investigation

The Certificate is a well-rounded, hands-on certificate program that provides a foundation for a career in Crime Scene Investigation (forensic investigation).

The program is designed for individuals who would like to enter the field of crime scene investigation and those currently in the field who would like to further develop their skills and expertise.

The Criminal Justice Certificate with emphasis in Crime Scene Investigation may prepare you to work in a variety of positions in the law enforcement field in the public or private sectors. The instruction includes comprehensive investigation studies, practical applications techniques (including crime scene forensics). Employment opportunities include federal, state and local law enforcement agencies, as well as private investigation and security firms.

## Admission Requirements:

Students seeking admission to United States University to the Certificate of Criminal Justice must meet the following criteria:

Transfer student from another accredited college or university in good academic standing with an earned Associate's degree, and obtained a minimum grade of "C-" (GPA of 1.75) or better in all general education courses.

Students who meet the admission criteria and wish to enroll at the University must:

1. Pay the non-refundable enrollment fee.
2. Complete required placement exams.
3. Submit official transcripts from all institutions attended.

Transcripts must come directly from the issuing institution to The Office of the Registrar. Students who completed college coursework outside the United States must submit transcripts that have been translated and evaluated. (See Foreign Credit for additional information.)

Students will be conditionally accepted, pending receipt of all required official documentation.

At the completion of the Certificate Program, the Student will be able to:

- Describe criminal law and police delivery systems on the local and federal levels.
- Discuss elements of investigation, including crime scenes, witnesses and evidence, and includes such topics as crime scene surveying, forensic photography, investigative techniques, evidence collection, preservation and documentation.
- Describe scientific theory and the practices and techniques used to process a crime scene.
- Present the basics of crime scene management including the proper collection and preservation of evidence, and chain-of-custody issues.
- Be confident in performing crime scene investigations.
- Have the technical skills to sample, photograph and recover evidence at a crime scene.

Certificate Requirement:

In order to earn a certificate, students must successfully complete 24 semester credits.  
The Certificate credits may be transferable towards a Criminal Justice undergraduate degree program.

### Required Courses (24 semester credits for the Certificate)

Course Number	Course Title	Credits
CJS 300	Introduction to Law Enforcement Operations	3 CREDITS
CJS 302	Introduction to Criminal Law	3 CREDITS
CJS 304	Introduction to Corrections	3 CREDITS
CJS 306	Introduction to Criminal Investigation	3 CREDITS
CJS 308	Introduction to Firearms & Ballistics	3 CREDITS
CJS 310	Introduction to Criminal Law & Procedures	3 CREDITS
CJS 312	Laws of Arrest, Search and Seizure	3 CREDITS
CJS 314	Law Enforcement Report Writing	3 CREDITS

**NOTE:** Students will be required to purchase forensic kits, possess digital cameras, flashlight, measuring tape and laboratory supplies for the investigation and forensic courses.

## Course Information & Descriptions

Course numbers are assigned as follows:

### **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 prerequisite must ask permission from the faculty to register for the course.

## Course Prefixes

ANT Anthropology	ENG English	NUR Nursing
ARC Archeology	FNP Family Nurse Practitioner	PHI Philosophy
ART Art	GEO Geography	POS Political Science
AST Astronomy	GLG Geology	POR Portfolio
BHE Health Education	HES Health Science	PSY Psychology
BIO Biology	HIS History	SCI Science
CHM Chemistry	LIN Linguistics	SOC Sociology
CIS Computer Information Literacy	MAT Mathematics	SPA Spanish
CJS Criminal Justice	MGT Management	TEB Bilingual Credential
COM Communications	MHS Master Health Science	TED Teacher Education
ECN Economics	MSN Master of Science in Nursing	TEM Multiple Subject Credential
EDU Education	MUS Music	TES Single Subject Credential

## ANTHROPOLOGY

### **ANT 101 (formerly ANTH 182) 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 282 (formerly ANTH 282) Physical Anthropology (3 credits)**

This course looks at the organic basis of life, the relationship between human biology and nature; the structure and behavior of living primates; fossil evidence for human evolution; genetics; the biological basis of human society.

Prerequisite: None

### **ANT 382 (formerly ANTH 382) Cultures of Mexico (3 credits)**

This course explores the evolution of indigenous groups and their contribution to the development of Mexico. Students will research Pre-Columbian cultures to the present time. The course includes art, language, literature, movement, music, and history of indigenous groups. Prerequisites: ENG 130

### **ANT 383 (formerly ANTH 383) Culture and Society (3 credits)**

Students will research the relationships between human societies and cultural adaptation and learn about social and cross-cultural behavior, language, customs, and social organizations. Prerequisites: ENG 130

### **ANT 450 (formerly ANTH 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: ENG 201

## ASTRONOMY

### **AST 101 (formerly ASTR 100) Introduction to Astronomy (3 credits)**

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

### **AST 101L (formerly ASTR 100L) Astronomy lab (1 credit)**

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

## **ART**

### **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

### **ART 160 Visual and Performing Arts (3 credits)**

Conceptual and working knowledge of Art, Music, Dance, and Theater. Prerequisites: None

### **ART 206 (formerly ART 106) Art for Teachers (3 credits)**

Basic skills, techniques, conceptual foundations of art. Prerequisites: None

## **HEALTH EDUCATION**

### **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.

### **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 concentration in Health Education.

### **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.

## **BIOLOGY**

### **BIO 100 (formerly BIOL 100) Introduction to Biology (3 credits)**

The course is designed to understand the structure, function, and diversity of the cell and the chemistry of life. An inquiry based approach to understanding biological processes is emphasized.

### **BIO 100L (formerly BIOL 100L) Introduction to Biology lab (1 credit)**

Laboratory activities for BIO 100.

### **BIO 150 (formerly BIOL 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

**BIO 150L (formerly BIOL 150L) General Biology lab**(1 credit)

Laboratory activities for BIO 150

**BIO 251 (formerly BIOL 251) Introductory 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 152 & BIO 252

**BIO 251 (formerly BIOL 251L) Introductory Microbiology lab** (1 credit)

Laboratory activities for BIO 251

**BIO 252 (formerly BIOL 252) Human Physiology** (3 credits)

Physiology of nerve and muscle, digestive, circulatory, respiratory, excretory, endocrine and reproductive systems. Prerequisites: BIO 152

**BIO 252 (formerly BIOL 252L) Human Physiology lab** (1 credit)

Laboratory activities for BIO 252

**BIO 261 (formerly BIOL 152) 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. Prerequisite: BIO 150

**BIO 261L (formerly BIOL 152L) Anatomy Lab.** (1 credit)

Laboratory activities for BIO 261

**BIO 350 (formerly BIOL 350) Botany** (3 credits)

Plant description, identification, classification, and nomenclature with emphasis on evolutionary patterns, interdisciplinary data acquisition, and phylogenetic analysis. Prerequisites: BIO 150

**BIO 350L (formerly BIOL 350L) Botany Lab** (1 credit)

Laboratory activities for BIO 350

**BIO 351 (formerly BIOL 351) Cell Biology** (3 credits)

A study of the organization of cells with emphasis on structure, chemical composition, bioenergetics, metabolism, regulation of metabolism, and cell division. Prerequisites: BIO 150

**BIO 351L (formerly BIOL 351L) Cell Biology lab**(1 credit)

Laboratory activities for BIO 351

**BIO 352 (formerly BIOL 352) Plant Biology** (3 credits)

A survey course covering those aspects of cytology, physiology, systematic anatomy, and morphology. Prerequisites: BIO 150 and BIO 250

**BIO 352L (formerly BIOL 352L) Plant Biology lab**(1 credit)

Laboratory activities for BIO 352

**BIO 360 (formerly BIOL 360) Genetics** (3 credits)

Students will study the fundamental concepts and technological advances in human genetics. The relation and relevance of genetics to various diseases will be emphasized. Prerequisites: BIOL 150

**BIO 402 (formerly BIOL 402) Immunology (3 credits)**

Overview of the immune system: inflammation, immune response, antibody production, aids and related symptoms. Prerequisite: BIO 150

**BIO 450 (formerly BIOL 450) Invertebrate Zoology (3 credits)**

Classification of invertebrate animals, with emphasis on marine forms. Includes evolution and adaptation of forms and function. Prerequisite: BIO 150 or BIO 250

**BIO 451 (formerly BIOL 451) Comparative Anatomy (3 credits)**

The evolution of vertebrate structure. Comparative morphology of vertebrate types. Prerequisites: BIOL 150 or 250

**BIO 451L (formerly BIOL 451L) Comparative Anatomy Lab (1 credit)**

Laboratory activities for BIO 451

**BIO 452 (formerly BIOL 452) Marine Biology (3 credits)**

Marine life of the world with special emphasis on the shore and shallow sea. Identification, distribution, physiological and morphological adaptation of marine forms.

**BIO 452L (formerly BIOL 452L) Marine Biology lab(1 credit)**

Laboratory activities for BIO 452

## **CHEMISTRY**

**CHM 101 (formerly CHEM 101) Introduction to Chemistry (3 credits)**

Fundamental principles of inorganic chemistry, structure of atoms and molecules, periodic table, states of matter. Pre-requisite: Algebra

**CHM 101L (formerly CHEM 101L) Introduction to Chemistry Lab (1 credit)**

Laboratory activities for CHM 101

**CHM 102 (formerly CHEM 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.

**CHM 102L (formerly CHEM 102L) Introduction to Chemistry Lab (1 credit)**

Laboratory activities for CHM 102

**CHM 162 (formerly CHEM 162) Chemistry & Lab (3 credit)**

Elementary principles of chemistry. Activities and projects developed for elementary classroom.

**CHM 200 (formerly CHEM 200) General Chemistry (3 credits)**

General principles of chemistry; focus on inorganic matter. Pre-requisite: Algebra

**CHM 200L (formerly CHEM 200L) General Chemistry Lab (1 credit)**

Laboratory activities for CHM 200

**CHM 331 (formerly CHEM 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. Pre-requisite: CHEM 101 or CHEM 102

**CHM 331L (formerly CHEM 331L) Organic Chemistry I Lab (1 credit)**

Laboratory activities for CHM 331

**CHM 332 (formerly CHEM 332) Organic Chemistry II (3 credits)**

Continuation of CHM 331

**CHM 332L (formerly CHEM 332L) Organic Chemistry II Lab (1 credit)**

Laboratory activities for CHM 332

**CHM 351 (formerly CHEM 351) Physical Chemistry I (3 credits)**

Basic laws of thermodynamic states and changes of state, solutions, equilibrium, phase rule kinetic molecular theory and chemical kinetics.

**CHM 351L (formerly CHEM 351L) Physical Chemistry I Lab (1 credit)**

Laboratory activities for CHM 351

**CHM 352 (formerly CHEM 352) Physical Chemistry II (3 credits)**

Continuation of CHM 351

**CHM 352L (formerly CHEM 352L) Physical Chemistry II Lab (1 credit)**

Laboratory activities for CHM 352

## COMMUNICATION

**COM 104 (formerly COMM 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. Prerequisite: None

**COM 105 (formerly COMM 183) 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 verbal strategies. Prerequisites: None

**COM 204 (formerly COMM 204) Argumentation (3 credits)**

Basic principles and skills involved in understanding, criticizing, constructing arguments, and skills for participation in debate. Includes experiences in oral presentation. Prerequisites: None

## COMPUTER LITERACY

**CIS 120 Computer & Information Literacy (3 credits)**

Introduction to computer and Internet technologies for school research and writing. Provides a quick overview of data, electronic information and files and methods of organizing information as well as an overview of applications software related to school research and writing. Includes strategies for using a variety of electronic resources emphasizing technological skills and critical thinking abilities as well as coping with the changing nature of information resources, computer and Internet ethics and security. Prerequisite: none

**CIS 200 Technology Level 1 (3 credits)**

Introduction to computers, concepts, techniques and terminology. General overview of systems operations, networks

and the Internet. Includes Word, Excel and PowerPoint. Prerequisite: none

### **CIS 201 Foundation of Information Literacy (3 credits)**

Introduction to computer and Internet technologies for school research and writing. Provides a quick overview of data, electronic information and files and methods of organizing information as well as an overview of applications software related to school research and writing. Includes strategies for using a variety of electronic resources emphasizing technological skills and critical thinking abilities as well as coping with the changing nature of information resources, computer and Internet ethics and security.

## **CRIMINAL JUSTICE**

### **CJS 300 Introduction to Law Enforcement Operations (3 credits)**

In this course, students will learn of the various law enforcement agencies on city, county, state and federal levels, such as police departments, sheriff offices and stated and federal agencies. Understand their purpose, jurisdictional authorities, chain of command structures, daily operations, specialized divisions, exposure to academy training modules, how they interface with other criminal justice agencies and the courts and so on.

### **CJS 302 Introduction to Criminal Law (3 Credits)**

In this course students will be introduced to the Criminal Court System, process of arrest leading up to conviction or acquittal; legal writing (criminal), understanding legal elements, prima facie requirements, general crimes such as; Murder, Manslaughter, Burglary, Robbery, Thefts, Sex Crimes, Battery, Assaults, Miranda Advisement, 5th Amendment protection, Criminal complaint and so on.

## **ECONOMICS**

### **ECN 101 (formerly ECON 300) 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: ENGL 201

### **ECN 201 (formerly ECON 200) Macroeconomic Principles (3 credits)**

Introduction to domestic and international factors affecting national income, inflation, and unemployment. The role of money and taxes, and government policy. Prerequisites: none

### **ECN 205 (formerly ECON 100) Microeconomic Principles (3 credits)**

Introductory course on problems of scarcity and the allocation of limited resources among competing uses. ENG130

# EDUCATION

## **EDU 202 Introduction to Educational Technology (3 credits)**

This course emphasizes the use of instructional technologies in educational settings. Of particular emphasis is access and equity in technology with diverse populations. Candidates will explore a variety of electronic communication tools and address the areas of information literacy, the digital divide, and using technology to create life-long learners.

## **EDU 277 (formerly EDUC 477) Theory and Practice of PE (3 credits)**

This course provides students with the study and planning of sequential, developmental, age-appropriate physical education programs embedded in the California State Frameworks. Prerequisites: none

## **EDU 401 (formerly EDUC 505) Diversity in Education (3 credits)**

This course provides an overview of the educational history of racial and ethnic groups in the United States. Emphasis will be on culturally sensitive pedagogy and awareness of social, psychological and cultural forces which impact academic success. These include cross-cultural understanding, policies of inclusion, and contributions of underserved and underrepresented populations in U.S. society.. Prerequisites: US History

## **EDUC 403 Introduction to Special Education (formerly EDUC 506 Mainstreaming) (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

## **EDU 404 (formerly EDUC 490) Language and Literacy (3 credits)**

This course explores the relationship between literacy and language development among diverse populations in the United States. Focus will be on current research addressing k-12 school populations and in particular second language learners.

## **EDU 408 Health & Nutrition in Education (1 credit)**

This course will introduce health concepts, skills, and behaviors important for making informed choices. Candidates will be able to gather, interpret, evaluate, and use health information and topics in their future activities as teachers. The course will cover California health frameworks, consumer and community health resources, personal health (including nutrition, tobacco, drugs, and alcohol use) health choices that impact communicable and chronic diseases and environmental health (including injury prevention and safety).

## **EDU 410 (formerly EDUC 520) Introduction to Classroom Teaching (3 credits)**

This course is a pre-requisite 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

## **TEB 580 (formerly EDUC 605) Latino 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. Prerequisites: HIS 224

**TEB 581 (formerly EDUC 623) 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 biliteracy and selection and use of primary language materials. Prerequisites: Spanish Proficiency

**TED 503 (formerly EDUX 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 (formerly EDUX 504) Educational Psychology**

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 522 (formerly EDUX 522) First & 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 (formerly EDUX 525) English Language Development Strategies for English Language Learners (SDAIE) (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

**TED 526 (formerly EDUX 526) Teaching Methods and Strategies (2 credits)**

The course focus is to provide opportunities for teacher candidates to learn and develop competence in lesson planning, teaching methods and strategies and classroom management. Students will become familiar with curriculum content areas and California State adopted frameworks. Prerequisites: Admission to credential program

**TEM 524 (formerly EDUM 534) Curriculum and Instruction A (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 525 (formerly EDUM 535) Curriculum and Instruction B**

Continuation of TEM 524. 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 (formerly EDUM 536) Language Arts and Reading (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.

### **Student Teaching Block (16 weeks total) Multiple Subjects**

#### **TEM 561 Student Teaching (clinical practice)** (formerly EDUC 561 Student Teaching) (3 credits)

This course is a full time 8 week supervised placement in a public elementary school. Teacher candidates are required to do their clinical practice in a culturally diverse setting which includes English Language Learners and Special Needs populations.

#### **TEM 562 Directed Student Teaching Seminar** (formerly EDUC 562 Student Teaching) 3 credits

Students are required to attend a seminar as a companion course to student teaching. The seminar will serve as support for clinical practice.

#### **TEM 563 Student Teaching (clinical practice)** (formerly EDUC 563 Student Teaching) 3 credits

This course is a full time 8 week supervised placement in a public elementary school. Teacher candidates are required to do their clinical practice in a culturally diverse setting which includes English Language Learners and Special Needs populations.

#### **TEM 564 Directed Student Teaching Seminar** (formerly EDUC 564 Student Teaching) 3 credits

Students are required to attend a seminar as a companion course to student teaching. The seminar will serve as support for clinical practice.

#### **TES 540 (formerly EDUS 570) Secondary Teaching Strategies 1** (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 (formerly EDUS 571) Secondary Teaching Strategies 2** (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 (formerly EDUS 572) 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

### **Student Teaching Block (16 weeks total) Single Subjects**

#### **TES 565 Student Teaching (clinical practice)** (formerly EDUC 561 Student Teaching) (3 credits)

This course is a full time 8 week supervised placement in a public secondary school. Teacher candidates are required to do their clinical practice in a culturally diverse setting which includes English Language Learners and Special Needs populations.

**TES 566 Directed Student Teaching Seminar** (formerly EDUC 562 Student Teaching) 3 credits

Students are required to attend a seminar as a companion course to student teaching. The seminar will serve as support for clinical practice.

**TES 567 Student Teaching (clinical practice)**(formerly EDUC 563 Student Teaching) 3 credits

This course is a full time 8 week supervised placement in a public elementary school. Teacher candidates are required to do their clinical practice in a culturally diverse setting which includes English Language Learners and Special Needs populations.

**TES 568 Directed Student Teaching Seminar** (formerly EDUC 564 Student Teaching) 3 credits

Students are required to attend a seminar as a companion course to student teaching. The seminar will serve as support for clinical practice.

**TED 551 TPA I 0 Credits (Fee Required)**

**Teaching Performance Assessment 1**

*0 Semester Hours:* Students enrolled in the course will complete Task 1 of the Teaching Performance Assessment.

Fee required: Special approval required by educational advisor

**TED 552 TPA 2 0 Credits (Fee Required)**

**Teaching Performance Assessment 2**

*0 Semester Hours:*

Students enrolled in the course will complete Task 2 of the Teaching Performance Assessment.

Fee required: Special approval required by educational advisor

**TED 553 TPA 3 0 Credits (Fee Required)**

**Teaching Performance Assessment 3**

*0 Semester Hours*

Students enrolled in the course will complete Task 3 of the Teaching Performance Assessment.

Fee required: Special approval required by educational advisor

**TED 554 TPA 4 0 Credits (Fee Required)**

**Teaching Performance Assessment 4**

*0 Semester Hours*

Students enrolled in the course will complete Task 4 of the Teaching Performance Assessment.

Fee required: Special approval required by educational advisor

## ENGLISH

**ENG 121 (formerly ENGL 121) Introduction to Academic Rhetoric A** (3 credits)

Introduces academic writing, including APA style format, the rhetorical modes, and a review of effective sentencings, paragraphing, and essay organization. First in a two-course series. Prerequisites: Placement exam

**ENG 125 (formerly ENGL 125) Introduction to Academic Rhetoric B (3 credits)**

A continuation of ENG 121. Prepare students to effectively develop paragraphs and organize essays according to the common rhetorical modes. Applies principles of grammar to composition in revising essays. Prerequisites: ENG121 or Placement exam

**ENG 130 (formerly ENGL 130) English Composition and Reading (3 credits)**

Expressing ideas and conveying information in writing. Includes reasoning, factual support, clarity of purpose, organization, and language. Instruction and practice in reading and writing of expository and argumentative essays. Prerequisite: ENG 125 or Placement exam

**ENG 140 (formerly ENGL 201) Critical Thinking & Composition (3 credits)**

Academic language development, argumentation, and practice in analytical and research essays, including selection and documentation of research sources. Includes critical assessment of statement and argument as well as analysis of cultural assumptions and values. Encourages development of style that is clear, convincing, interesting, and readable. Prerequisite: ENG 130 or equivalent

**ENG 200 (formerly ENGL 200) Introduction to Literature (3 credits)**

A survey of literary genres: poetry, drama, essay, short story, and novel. Compare and contrast the different forms and themes. Literary criticism and analysis. Authors represent human diversity and a variety of philosophies and styles. Prerequisites: ENG 130

**ENG 210 (formerly ENGL 210) Advanced Composition for Non-Native English Speakers (3 credits)**

Introduction and practice to enhance competence in writing short expository and argumentative composition. Reading to stimulate clarity in thought and written expression. Prerequisites: ENG 130 & ENG 140

**ENG 302 (formerly ENGL 302) Literary Criticism (3 credits)**

Theory and practice of literary criticism. Consideration given to techniques and major critical theories. Emphasis on the work of important critics and on development of student's own critical writing. Prerequisites: ENG 310

**ENG 303 (formerly ENGL 303) English Literature (3 credits)**

Study of selected English authors with emphasis on literary movements and backgrounds. Includes poetry, drama, essay, short story, and novel. Literary criticism and analysis. Prerequisites: ENG 310

**ENG 304 (formerly ENGL 304) American Literature A (3 credits)**

Study of selected works of American authors. Includes poetry, drama, essay, short story, and novel. Literary criticism and analysis. Authors represent human diversity and a variety of philosophies and styles. Prerequisites: ENG 310

**ENG 305 (formerly ENGL 305) World Literature (3 credits)**

Study of selected works from different countries and different eras. Includes poetry, prose, essay, short stories and novels. Emphasis is on the development of the genre and the influence of literature on different writers. Prerequisite: ENG 310

**ENG 306 (formerly ENGL 306) American Literature B (3 credits)**

Study of selected works from authors from the Civil War to the present time. Prerequisites: ENG 310

**ENG 307 (formerly ENGL 307) World Classics (3 credits)**

Study of classical works from different cultures to include Greek and Roman classics as well as European. Prerequisites: ENG 310

**ENG 310 (formerly ENGL 310) Advanced Grammar and Composition (3 credits)**

Designed for research in a variety of academic disciplines. Enables students to translate research activities into written reports that conform to the expectations of scientific and academic writing. Prerequisites: ENG 201.

**ENG 350 (formerly ENGL 350) The Novel (3 credits)**

A comparative approach to themes and forms in the novel. Focus on themes, figures, genres of great writers from different cultures. Prerequisites: ENG 310

**ENG 351 (formerly ENGL 351) American Short Story (3 credits)**

Selected short stories by American Authors. Focus on themes, figures, genre, plot, and character development. Prerequisites: ENG 310

**ENG 400 (formerly ENGL 400) Academic Writing (3 credits)**

Study of principles and advanced practice for academic writing in research papers. Prerequisites: ENG 310

**ENG 401 (formerly ENGL 401) Women and Literature (3 credits)**

Literature by and about women; appraisals of women's place in various genres; addresses historical and contemporary themes. Prerequisites: ENG 310

**ENG 402 (formerly ENGL 402) Chicano-Latino Literature in the United States (3 credits)**

Survey of literary creation of Chicano-Latino writers in the United States from 1500 to present time. Emphasis on novel, poetry, short stories and essays. Prerequisites: ENG 310

**ENG 403 (formerly ENGL 403) Multi-ethnic Children's Literature (3 credits)**

Focus on various genres for young people. Includes picture books, classics, personified machine heroes, realistic books, etc. Includes enrichment ideas which teachers can use with young children. Prerequisites: ENG 201

**ENG 405 (formerly ENGL 405) Great Works Seminar (3 credit)**

Seminar in reading of literature from different genre and cultures. Prerequisites: Junior or senior status. Prerequisites: ENG 310

## **FAMILY NURSE PRACTITIONER**

**FNP 485 (formerly NURS 485) Introduction to Nursing Research & Current Issues (3 credits)**

This course explores the theories, concepts, values and behaviors required to transition to the professional nursing role. Included are historical, ethical, legal, legislative and political processes that impact the practice of professional nursing in the contemporary healthcare system. Introduced is the impact of culture on delivering nursing care to diverse clients, their families and communities.

**FNP 511 (formerly NURS 580/MSN 511) Advanced Role Development, Theory & 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.

**FNP 522 (formerly NURS 585/MSN 522) Healthcare Systems: Policy, Change & 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. The current policies regarding NPs, including furnishing numbers and standardized procedures will also be reviewed.

**FNP 533 (formerly NURS 590/MSN 533) Evidence Based Practice: Theory & 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 MSN 675 Evidence Based Project Seminar and MSN 698 Evidence Based Health Project Field Work. Evidence based rationale used for standardized procedures will be a discussion point. Students will be reminded of the importance of furnishing numbers in the state of California.

**FNP 544 (formerly NURS 602/MSN 544) Health Promotion, Education & Disease Prevention across the Lifespan (2 credits)**

This course examines health promotion 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. The use of standardized procedures will be explored, with emphasis on developing teaching plans. Focus is also on risk assessment and gaining knowledge of national and local preventive resources and services. Furnishing numbers will be briefly discussed when medication therapy is discussed.

**FNP 551 (formerly NURS 608/MSN 551) Advanced Pathophysiology (4 credits)**

This course builds on a basic understanding of pathophysiology and uses a body system approach to explore the pathophysiologic sequel of common disorders and diseases of adults and children. An understanding of the underlying disease processes is established to use as a foundation for clinical decision making used when assessing, planning and implementing nursing actions. Content is approached conceptually; only selected diseases/disorders are addressed. Selected diseases/disorders with standardized procedures will be discussed. Furnishing numbers will be briefly discussed when disease treatment with medications are reviewed.

**FNP 552 (formerly NURS 615/MSN 552) Advanced Pharmacology (4 credits)**

This course focuses on the synthesis of pharmacology, pharmacodynamics, and pharmacokinetics across the lifespan. Classifications of pharmaceuticals are examined in relation to indication for use and evidence of efficacy. Side effects, idiosyncratic effects, interactions, and allergic reactions are detailed. Specific problems related to nutritional, developmental, health status, client teaching and counseling are addressed with attention to elements promoting adherence, cost-effectiveness, and a positive therapeutic response. Emphasis is also on legalities of and regulations in prescription-writing privileges. Also included is the use of standardized procedures within the NP scope of practice. The necessity of furnishing numbers and DEA numbers prior to prescribing will be discussed.

**FNP 553 (formerly NURS 621/MSN 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. Standardized procedures/furnishing numbers/legal implications will also be discussed.

**FNP 556 (formerly NURS 626/MSN 556) Common Illnesses across the Lifespan (3 credits)**

This course explores levels of prevention and beginning primary care management of common health care problems experienced by clients and their families. 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. Focus is also on health promotion counseling, screening, and client education to optimize health. Emphasis is also on critical thinking, diagnostic reasoning, implementing appropriate diagnostic tests, prescribing pharmacologic and non-pharmacologic integrative healing therapies, professional interpersonal relationships, the caring professional role, legal and ethical issues (including the CA Nurse Practice Act, furnishing numbers, etc.), and teaching/coaching techniques and standardized procedures. Laboratory practice includes common minor procedures such as ingrown toe nail removal, removal of foreign objects, removal of cerumen impaction, and respiratory management such as pulmonary function testing, metered-dose inhaler, nebulizer therapy, and peak flow meter. Also included are demonstration and practice of women health exams, vaginal exams and insertions of contraceptive intrauterine devices, men's health exams, and infant and pediatric exams.

**FNP 557 (formerly NURS 634/MSN 557) Common Illnesses across the Lifespan-Clinical Practicum (3 credits)**

In this clinical practice preceptor course, Nurse Practitioner students observe their preceptors' history and physical exam techniques and then perform supervised focused assessments. This practice opportunity assists in refining problem focused assessment techniques and beginning diagnostic reasoning to establish a differential diagnosis as well as offering opportunities to use communication and counseling techniques. 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 is emphasized. Standardized procedures will be used for treatment of common illnesses. Refer to the Student Clinical Handbook for detailed information. Nurse Practitioner limitations will be discussed prior to actual patient contact. Other important issues such as furnishing numbers, interpreters, etc. will also be discussed.

**FNP 578 (formerly NURS 685/MSN 578) Clinical Residency (6 credits)**

During this preceptor clinical course students advance from beginner to intermediate to advanced levels. Each level builds upon the previous to prepare for entry into nurse practitioner practice. Preceptors supervise clinical skills and assist in the critical analysis of interview and physical assessment data to develop differential diagnoses, working diagnoses and a plan of care. In this course it is expected that all role functions are performed with an increasingly complex caseload. Focus is on normal and common pathological conditions in the primary care of adult women, men, geriatric and children populations both as individuals and within the family of varied diverse cultural and socioeconomic backgrounds. It is an expectation that the students will use Standardized Procedures. Furnishing numbers will also be discussed. Refer to the Student Clinical Handbook for detailed information.

**FNP 588 (formerly NURS 695/MSN 588) Evidence Based Family Health Project Field Work (2 credits)**

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 US University Graduate Student Research Forum.

**FNP 566 (formerly NURS 642) 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, use of standardized procedures, medication therapy including furnishing numbers/DEA numbers, and clinical decision making in the provision of culturally congruent care of patients with chronic conditions. Issues related to systematic interrelationships are incorporated. Laboratory includes interpretation of lab results, mental status exams, wound care and dermatological conditions across the lifespan.

**FNP 567 (formerly NURS 650) 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. 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. Furnishing numbers will also be discussed. Refer to the Student Clinical Handbook for detailed information.

### **FNP 558 (formerly NURS 658) Primary Healthcare of Acute Clients/Families across the Lifespan (3 credits)**

This course focuses on advanced practice within a hospital or E/urgent care setting delivering care to a varied patient population, including pediatric, maternity, adult and geriatric all who many have numerous diagnoses and co-morbidities. Knowledge gained in Pathophysiology, pharmacology, and previous clinical courses form the foundation for 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 includes a review of basic radiology interpretation, 12 lead EKG reading, suturing, and trigger point injection techniques. It is an expectation that the students will use Standardized Procedures in the care of acutely ill clients. Furnishing numbers will also be discussed.

### **FNP 559 (formerly NURS 667) Primary Healthcare of Acute Clients/Families across the Lifespan-Clinical Practicum (3 credits)**

In this clinical practice preceptor course, Nurse Practitioner students are exposed to acute care clinical situations, strategies and a variety of treatment modalities. Students rotate through various acute care settings with different providers including an emergency room/urgent care practitioner, hospitalist, pediatric acute care provider and obstetric/acute and women's health care practitioner. The use of standardized procedures within the NP scope of practice will be included in the course. Furnishing numbers will also be discussed. Refer to the Student Clinical Handbook for detailed information.

### **FNP 577 (formerly NURS 675) Nurse Practitioner Practice Management (1 credit)**

During this preceptor clinical course students advance from beginner to intermediate to advanced levels. Each level builds upon the previous to prepare for entry into nurse practitioner practice. Preceptors supervise clinical skills and assist in the critical analysis of interview and physical assessment data to develop differential diagnoses, working diagnoses and a plan of care. In this course it is expected that all role functions are performed with an increasingly complex caseload. Focus is on normal and common pathological conditions in the primary care of adult women, men, geriatric and children populations both as individuals and within the family of varied diverse cultural and socioeconomic backgrounds. The use of standardized procedures with the NP scope of practice will be emphasized as well as legal and ethical issues (including furnishing numbers).

## **GEOLOGY & GEOGRAPHY**

### **GEO 101 (formerly GEOG 168) Physical Geography (3 credit)**

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. Analysis of oceanographic, climate, and biographic patterns. Prerequisites: None

### **GEO 106 Geography for Teachers (3 credits)**

Study of the physical forces of the environment that help shape the landscape with an introduction to teacher preparation, including lesson planning and the state standards. Topics to be included are map reading and interpretation, development of the Earth's interior and exterior character and analysis of oceanographic, climate, and biographic patterns.

**GEO 368 (formerly GEOG 368) Cultural Geography (3 credits)**

Major themes on the cultural and human aspects of geography .Emphasis on the ability to geographically see the human landscape on a worldwide basis, and to interpret it. Prerequisites: ENGL 201

## **HEALTH SCIENCES**

**HES 140 (formerly HEAL 140) Introduction to Nutrition (3 credits)**

A study of nutrition relating to physical development and health; functions of food nutrients and their requirements for digestion, absorption, metabolism, and planning for normal diets. Pre-requisites: None

**HES 240 (formerly HEAL 240) Cross Cultural Health Practices (3 credits)**

An overview of health practices used by different cultures and societies both historical and actual. Includes rituals, religion, and magic. Prerequisites: ENGL 130

**HES 256 (formerly HEAL 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

**HES 257 (formerly HEAL 257) Introduction to Health Education (3 credits)**

An introduction to the professional field of health education. Includes the field of public health, the role of health promotion and illness prevention. Includes the relationship between health, the social and physical environment, health care delivery, and personal health behavior. Prerequisite: None

**HES 350 (formerly HEAL 350) Holistic Health (3 credits)**

Principles of theories and practices of natural herbs and substances. Study of ethnic and religious groups' customs and beliefs. Pre-requisites: HES 256

**HES 356 (formerly HEAL 356) Health Aspects of Drug Use (3 credits)**

Analysis of factors and problems related to the use and misuse of drugs and their effect on the health and welfare of the individual, family, and society. Prerequisite: HES 256

**BHE 305 (formerly HES 357) Health and Nutrition (3 credits)**

Fundamentals of nutrition emphasizing practices and problems related to health, wellness and disease across the lifespan. Complex scientific concepts in nutrition are simplified and analyzed. Prerequisites: HES 256

**HES 358 (formerly HEAL 358) Community Health Action (3 credits)**

Basic concepts and techniques of Community Health as applied to the initiation and enhancement of community health and health related services. Prerequisites: HES 256.

**HES 359 (formerly HEAL 359) Family Health (3 credits)**

Health aspects of the family, health plans, home accidents, children's diseases, prenatal care, pregnancy, infant, adult, and elderly care. Prerequisites: HES 256

**BHE 315 (formerly HES 400) Environmental Health and Sustainability (3 credits)**

The interactions between humankind and the environment comprise environmental health and sustainability. This course is designed to recognize, intervene, and prevent environmental diseases. Prerequisites: HES 256

**HES 401 (formerly HEAL 401) Evolution (3 credits)**

Mechanism of natural selection and genetic basis of variation are discussed in this course. Practical impact on human health is emphasized. Prerequisites: HES 256

**BHE 302 (formerly HES 402) Health Promotions and Lifestyle Modification (3 credits)**

Health is defined as the absence of disease and a harmonious balance of the physical, emotional, social spiritual and intellectual aspects. Health promotion is achieved through lifestyle modification. Healthy behaviors as precursors to modification are discussed. Prerequisites: HES 256

**HES 403 (formerly HEAL 403) Decision Making in Managed Care (3 credits)**

This course describes managed care and the implication of medical necessity to health care delivery. Cost containment, affordability and quality of life as major determinants to decision making is emphasized. Prerequisites: HES 256

**BHE 313 (formerly HES 404) Gerontology (3 credits)**

The course deals with the foundations, biological, safety and security needs of the aging population. Special issues discussed include health care systems, financial stability and end of life decisions. Prerequisites: HES 256

**BHE 404 (formerly HEAL 405) Epidemiology (3 credits)**

Basic principles and methods of epidemiology pertinent to public health. Measures of disease occurrence, clinical epidemiology, and disease screening are emphasized. Prerequisites: HES 256

**HES 456 (formerly HEAL 456) Health Services for the Disabled (3 credits)**

Examination of policies and practices of health and medical services available to the disabled at the national, state, and local levels. Prerequisites: HES 256

**HES 457 (formerly HEAL 457) International Health (3 credits)**

An analysis of health problems in selected countries. Study of the origin, orientation, and purposes of agencies functioning in this field. Prerequisites: HES 256

**HES 458 (formerly HEAL 458) Community Health Education (3 credits)**

Program planning and evaluation of education in the community; factors that influence decision-making on health; changing health behavior; utilization of community health agencies. Prerequisite: HES 156

**HES 459 (formerly HEAL 459) Health Problems for the Disadvantaged (3 credits)**

In-depth study of interrelationships between conditions of poverty and health. Includes a socio-psychological analysis of the interaction between health problems, urban poverty, and minority group membership. Prerequisite: HES 257

**HES 460 (formerly HEAL 460) Solving School-Community Health Problems. (3 credits)**

Strategies to develop programs to solve school and community health problems. Prerequisites: HES 256

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. In this course, students will practice and master key information literacy competencies introduced and developed in earlier coursework.

### **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 & advocating for health and health education.

### **BHE 302 Health Promotion and Lifestyle Modification (3 credits)**

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

### **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.

### **BHE 308 Cultural Competence in Health Care (3 credits)**

This course will teach students to review, analyze, discuss, and present (both verbally, and in writing) issues regarding how culture is defined and measured, with a specific emphasis on the health professions.

### **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.

### **BHE 400 Health Care Delivery Systems (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.

### **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.

### **BHS 360 Health Care 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, power and so on.

### **BSH 362 Research Methods and Statistics for Health Care Professionals (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.

## **HISTORY**

### **HIST 120 (formerly HIST 120) U.S. History & Constitution 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 121 (formerly HIST 121) African American Studies (3 credits)**

Survey of African history from Ancient Egypt to Civil War. In depth view of the experience of the African in America, with emphasis on slave trade and slavery. Prerequisites: None

### **HIS 122 (formerly HIST 220) 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. Prerequisite: HIS 120

### **HIS 125 (formerly HIST 125) Filipino American Studies (3 credits)**

Historical evolution and immigration patterns of the Filipino community. Emphasis on early arrival and the role in the contributions they made to the development of the West. Prerequisites: None

**HIS 222 (formerly HIST 124) Chicano-Latino Studies A (3 credits)**

Historical evolution of Northern Mexico under Spanish rule to the Mexican-American War. Includes social, economic, literary, immigration patterns, demographics, and political development to 1950. Prerequisites: None

**HIS 224 (formerly HIST 224) Chicano-Latino Studies B (3 credits)**

A survey of modern Chicano-Latino history. Emphasis on history after 1950. Includes the social issues, laws, Chicano movements, politics, groups, literary works, immigration patterns, demographics and leaders from 1950 the present. Prerequisites: None

**HIS 320 (formerly HIST 320) California History (3 credits)**

The political, economic, social, and intellectual growth of California from Spanish colonial era to the present, with emphasis on the themes and movements identified in the California State Framework. Prerequisites: ENG 130

**HIS 321 (formerly HIST 321) World History A (3 credits)**

Themes in the institutional, political, socio-economic, and cultural development of ancient societies. The growth of civilizations and the interrelationships of peoples of Europe, Asia, Africa, and America. Prerequisites: ENG 130

**HIS 322 (formerly HIST 322) World History B (3 credits)**

Themes in the institutional, political, socio-economic, and cultural development of society and socio-political changes. The growth of civilizations and the interrelationships of peoples of Europe, Asia, Africa, and America. Prerequisites: HIS 321 or permission of Faculty.

**HIS 323 (formerly HIST 323) History of Latin America (3 credits)**

Survey of the history of Latin American countries from Indigenous cultures to the present. Includes religion, education, art, literature, political and social institutions, and the relationship with the United States. Prerequisites: HIS 120, HIST 122, & ENG 130

**HIS 324 (formerly HIST 324) History of Latinas (3 credits)**

Roles and contributions of Hispanic women in the United States with emphasis on historical roles, cultural values and conflicts. Contributions made by Hispanic women in the past and present. Prerequisites: HIS 120, HIS 122, & ENG 130

**HIS 325 (formerly HIST 325) History of Native Americans (3 credits)**

Overview of the historical, social, political, economic, cultural, tribal development of the Native Americans. Emphasis on the diversity and contributions of Native Americans to the United States. Prerequisite: HIS 120, HIS 122, & ENG 130

**HIS 333 (formerly HIST 333) Modern History C (3 credits)**

Includes history and geography of world societies after 1900 to the present time. Prerequisites: HIS 321 & HIS 322

**HIS 420 (formerly HIST 420) History of Asia (3 credits)**

History, geography, and culture of Pan Asian countries. Includes great leaders, governments, geography, religions, and events that turned the tide of history. Students compare and contrast western with eastern philosophies. Prerequisites: HIS 321 & HIS 322

**HIS 421 (formerly HIST 421) History of Africa (3 credits)**

History, geography, and culture of Pan African countries. Includes leaders, governments, geography, religions, and events. Analysis of consequences of European intervention and effects of slavery. Prerequisites: HIS 321 & HIS 322

**HIS 422 (formerly HIST 422) History of Mexico (3 credits)**

Survey of the historical and social development of Mexico from pre-Columbian times to the present. Emphasis on the social and political philosophies and the relationship to the United States. Prerequisites: ENG 130

**HIS 423 (formerly HIST 423) The American Revolution (3 credits)**

The origin, development, and consequences of the American Revolution. Includes its national and international effects. Prerequisites: HIS 120, HIS 121 & ENG 130

## LINGUISTICS

**LIN 301 (formerly LING 301) General Linguistics (3 credits)**

The scientific study of language. Emphasis on the linguist's ways of studying language and working with language data. Includes structure and organization of language. Prerequisites: ENG 140

**LIN 321 (formerly LING 321) Etymology (3 credits)**

The study of the origins of words in Greek and Latin. Identifying English cognates with other languages. Tracing words to the ancestral forms. Prerequisites: ENG 140

**LIN 401 (formerly LING 401) Comparative Linguistics (3 credits)**

Compare and contrast language systems: phonology, morphology, structure and syntax with English. Includes major languages spoken in schools. Prerequisites: ENG 140

**LIN 478 (formerly LING 478) Linguistics (3 credits)**

This course is an in depth study of the relationship between language and schooling. Focus is placed on the analysis of classroom language use and variations in instructional settings. Emphasis will also be on practical applications of socio-linguistics, psycho-linguistics and ethno-linguistics as they apply to English Language Learners.. Prerequisites: ENG 140

## MANAGEMENT

**MGT 300 Business Writing (3 credits)**

This course will examine the importance of business writing within communications networks of organizations (formal and informal), and special topics such as technology assisted communications, letters, memorandums, reports and etiquette associated with email business communications (netiquette). Students will learn skills that are applicable to the 21<sup>st</sup> century managerial environment.

**MGT 301 Data Analysis & Decision Making for Managers (3 credits)**

This course examines how managers use large amounts of data to make informed decisions and solve problems in the business environment. Students will develop skills in using the computer to examine, prepare, and report data. Applied skills will lend to the practices of gathering, organizing, and analyzing data for forecasting and/or business decisions, which will be communicated in written reports and/or group discussions.

**MGT 302 Management Ethics (3 credits)**

This course provides students with the tools necessary to examine moral problems and make effective decisions on ethical issues faced in the workplace. Topics considered include discrimination, affirmative action, sexual harassment, informational privacy, drug testing, ethics in advertising, business and the environment, and global

ethics. Emphasis will be placed on the study of the ethical values, principles, and theories pertinent to management. Students will also examine social responsibilities of managers in the workplace.

### **MGT 303 Training and Development Management (3 credits)**

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. Group collaboration and participation will enable students to better understand the value of person-job fit theory, which leads to both the individual and organization learning and effectiveness.

### **MGT 304 Understanding Informational Contexts and Management Applications (3 credits)**

This course extends beyond information technology information literacy and uses Eisenberg, Johnson and Berkowitz's (2010) Big6 approach. This approach focuses on an information problem-solving process; a set of skills which provide a strategy for effectively and efficiently meeting information needs. Students will also utilize various software applications to assist in a myriad of situations, which requires information to solve a problem, make a decision or complete a task.

### **MGT 305 Supply Chain Management (3 credits)**

This course extends beyond buyer-supplier relationships and covers major topics in supply chain management such as supply chain, inventory, contracts, vendor management, third party logistical functions, and global supply chain issues. It emphasizes the manager's role throughout the entire flow of the supply chain, including information technology use and effect.

### **MGT 306 Human Resource Management (3 credits)**

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

### **MGT 307 Project Management (3 credits)**

This course introduces students to best practices in project management, including guest speakers who are leaders in the field. Topics include definitions of project management and the environment, writing proposals, project deliverables, work breakdown structure (WSB), emergency procedures, risk management, and development of budgets for projects. Group collaboration is emphasized to assist in understanding the effects of team/group dynamics in project management.

### **MGT 308 Principles of Marketing (3 credits)**

This course provides a familiarization the field of marketing with an emphasis on the elements of marketing and associated strategies (analyses of customer, company, and competitor). Case assignments will address current organizations managerial marketing decisions that led to success and/or failure in an industry. A marketing project will be used to personally expand marketing knowledge, and strategic decision making required by managers.

### **MGT 309 Quality Management (3 credits)**

This course introduces quality management principles used by management to lead organizations toward improved performance. Topics include quality assurance, internal and external effects, continuous process improvements, and

maintenance of quality standards. Through assignments and group discussions, the focus extends beyond product/service quality to emphasizing the processes and means to achieve the quality.

### **MGT 310 Organizational Behavior and Management (3 credits)**

The purpose of this course is to develop student skills in applying theories and concepts of organizational behavior to enable the student to identify and resolve behavioral issues within global organizations. Topics include factors affecting individual and group motivation in the workplace, development of effective groups and teams, organizational cultures, ethical issues in organizational behavior, as well as organizational behavior issues in global organizations. Using Rousseau and Heinz (2008) Evidence Based Management (EBM) learning, active participation in class helps students develop skills that will serve them well no matter how far they go on that path or what course their careers follow.

### **MGT 311 Foundation of Sports Management (3 credits)**

This course provides students with a fundamental understanding of the managerial role in the sports industry. Topics include historical background of sports management and current trends and issues. A variety of sport industries will be examined such as professional entertainment, amateur, for profit, not for profit, and sporting goods and services.

### **MGT 312 Finance and Budgeting for Managers (3 credits)**

The purpose of this course is to introduce basic financial principles and interpret the basics of organizations balance sheets. Topics considered are employing company funds, employee staffing, revenues, expenses, and cash flow after operations. Emphasis is on understanding and gauging the health of an organization to assist in managerial decision-making and strategic planning to ensure the organizations success.

### **MGT 313 Emergency and Natural Disaster Management (3 credits)**

This course focuses on natural, technological, man-made and public health disasters. Group participation and class discussion will emphasize disasters that have occurred globally and the role of emergency management at all levels. Guest speakers who are experts in emergency and disaster management contribute to exploring this ever relevant topic.

### **MGT 314 International Management (3 credits)**

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

### **MGT 315 Employee Performance & Appraisal Management (3 credits)**

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

### **MGT316 Strategic Management (3 credits)**

This course is an examination of the entire range of the strategic management concepts. It studies the full set of commitments, decisions, and actions required for a firm to achieve strategic competitiveness and achieve positive operational results. Students will develop analytical tools critical to assessing environments, opportunities, and threats needed to build and sustain long-term competitive advantage. Addresses knowledge, skills, and approaches necessary to generate, evaluate, and implement strategic alternatives. Emphasis is on interrelationships of various organizational functions.

**MGT 317 Management of Non-for-Profit Organizations (3 credits)**

This course explores the dynamics of leadership and accountability associated with nonprofit organizations. Topics include impact of stakeholders, volunteers and staff, fiscal responsibility and management, governing boards, and international locations. Emphasis will focus primarily on 501(c)3 organizations.

**MGT 318 Business Law (3 credits)**

This course provides an overview of the U.S. legal system structure, and basic terms and concepts of Business Law. Topics may include legal issues associated with ethical conduct in business, consumer protection, employment law, and social responsibility of corporations. Information literacy skills are honed as students learn to retrieve, read, and analyzes business law cases.

**MGT 319 Hospital and Medical Facilities Management (3 credits)**

This course aims explores the day-to-day operations managers face in hospitals and medical facilities in the healthcare industry. Students will examine challenges and opportunities facing healthcare managers and techniques to remain efficient in a variety of settings, which include primary care, private, hospice, etc. Emphasis is also placed on technological tools and how they assist in improving managerial decision making in the healthcare industry.

**MGT 320 Managing and Leading Organizations (3 credits)**

This course focuses on management skills 21<sup>st</sup> century leaders need to be successful. Emphasis is on the difference between managing and leading, leadership styles, and motivational techniques in the organization. Topics include diversity in the workplace, organizational culture, organizational change, and effective communication.

**MGT 321 Special Topics in Leadership and Management (3 credits)**

This course provides an in-depth view of leadership in management exploring a myriad of topics relevant to the 21<sup>st</sup> century leader such as power and influence, leadership and values, motivation of followers', and contingency planning in implementation. Emphasis is placed on group participation guest speakers from various backgrounds provide valuable and current topics in Leadership and Management.

**MGT 322 Portfolio (3 credits)**

In this course students design, develop, and complete a comprehensive portfolio project which integrates their studies in the BA in management curriculum. The purpose of this project will be to demonstrate the ability to evaluate, assess, and synthesize the undergraduate-level learning obtained in the Bachelor of Management 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.

**MGT 323 Customer Service Management (3 credits)**

In this course, students examine the services sector relationship with customers from the initial first encounter to long lived loyalty that provides a competitive advantage in a specific industry. Emphasis is on an integrative perspective that leads to customer satisfaction, which synthesizes perspectives of company operations, service managers, information technology, and other people in an organization with direct or indirect contact with customers.

### **MGT 325 Managing Small Business (3 credits)**

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, market a product or service, and implement strategies to finance, control and staff a small business. Small business owners/entrepreneurs appear as guest speakers to add relevance and currency for small business owners and/or those with aspirations to become small business owners/entrepreneurs.

### **MGT 327 Consulting Management (3 credits)**

This course exposes students to consulting management for those preparing to become consultants, and managers with oversight of consultants. Students will perform hands-on activities which involves developing a project and performing phases associated with the project such as selling the project, consultant-client relations, identifying issues, implementing solutions, and exit. Emphasis is placed on ethical and legal issues associated with consulting and best practices through case studies.

### **MGT 515 Management in e-Commerce (3 credits)**

This course explores e-commerce theories, concepts and tools used to implement e-commerce through the Internet. A broad range of topics are examined such as the components, roles, and ethical and legal issues relative to e-Commerce. Students will work in groups and independently to role play in developing an e-Commerce business and use lessons learned to identify and reach web customers, apply effective Web business practices, and engage in web marketing approaches and branding.

## **MATHEMATICS**

### **MAT 100 (formerly MATH 100) Algebra and Geometry (3 credits)**

Algebraic concepts. Includes linear and quadratic equations and inequalities, systems of equation. Two and three dimensional geometric objects and coordinate geometry. Prerequisite: pass Math Assessment test

### **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.

### **MAT 221 (formerly MATH 120) Math for Elementary Teachers A (3 credits)**

The structure of mathematics taught in the K-8 school curricula. Includes problem solving, whole numbers and integers, algorithms, number theory and fundamentals of algebra. Prerequisites: none

### **MAT 222 (formerly MATH 121) Math for Elementary Teachers B (3credits)**

The structure mathematics taught in the elementary school curricula Includes ratio, proportion, data collection, distribution, shapes and measurement in geometry. Prerequisites: Math 221

### **MAT 241 (formerly MATH 241) Introduction to Probability and Statistics (3 credits)**

Basic concepts of probability and statistics. Includes sets and probability, random variables and probability distribution, sampling, estimation theories, tests of hypotheses. Prerequisites: Passing Math Assessment test

### **MAT 342 (formerly MATH 342) Statistical Analysis (3 credits)**

Fundamental analysis of variance; experiments with a single variable of classification; Latin squares and factorials. Normal Poisson, Student "t" and hyper geometric distributions. Prerequisites: MAT 241

### **MAT 344 (formerly MATH 344) Educational Statistics (3 credits)**

Designed for school teachers to acquire skills in analyzing statistical data and interpreting standardized tests scores to develop criteria for assessment. Prerequisites: MAT 241

## **MUSIC**

### **MUS 106 ((formerly MUSC 106) Music for Teachers (3 credits)**

Basic elements of music: melody, rhythm, and harmony. Develop understanding through instrumental and vocal experiences. Keyboarding and simple melodic and harmonic instruments used in elementary schools. Prerequisites: None

## **MASTER OF SCIENCE IN HEALTH SCIENCE**

### **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 502 Health Promotion, 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 504 Cultural and Cross-Cultural Perspectives in Health (3 credits)**

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.

### **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.

### **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.

# MASTER OF SCIENCE IN NURSING

## **MSN 500 Advanced Nursing Theories (3 credits)**

This course examines the conceptual models and theories of Nursing where students will learn how to interpret the view of current theorists the concepts of the Molloy Humanistic Framework. Students will learn, compare and contrast important MSN theorists and their application to professional Nursing practice.

## **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.

## **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.

## **MSN 503 Nursing Administration and Healthcare Policy(3 credits)**

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.

## **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.

## **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.

## **MSN 506 Quality Measures, Safety and Effectiveness in Healthcare (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.

## **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.

**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.

**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.

**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.

**MSN 511 Nursing Informatics (3 credits)**

This course analyzes the role of a Nurse in health care information technology in evaluating, purchasing, implementing, and supporting information system technology. Students will be introduced to project management skills utilized in health care informatics, use of databases, media, and computer applications.

**MSN 513 Epidemiologic Methods in Healthcare (3 credits)**

This course will examine epidemiologic concepts and methods for disease prevention, surveillance, detection, and intervention to promote the health of populations. The course will also explore the steps in the epidemiologic investigation process as well as epidemiologic research methods in order to describe patterns of health and disease in populations.

**MSN 515 Introduction to Philosophy of Nursing Education (3 credits)**

This is a study of various philosophies of education and their influence on nursing education

**MSN 516 Portfolio/Integrative project in Nursing Education (3 credits)**

This culminating integrative course provides the opportunity for students to apply nursing education theory in the health care educational setting. The portfolio integrates content from the core courses and the elective courses in the

MSN in Education. An electronic portfolio will be submitted as a culminating project. This course will be taken as the last course in the program.

**MSN 517 Theoretical Basis of Teaching and Learning (3 credits)**

This course explores the application of nursing educational theories, principles, and techniques in the classroom, clinical and staff development settings. Students will learn teaching strategies to accommodate different learning styles and diversity of the audience. It will include examination of current trends in affecting nursing education and health care industry as a whole.

**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.

**MSN 521 Instructional Technology (3 credits)**

This course will introduce students to educational technologies and effective instructional methods, 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.

**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.

**MSN 525 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.

**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.

# NURSING

## **NUR 415 (formerly NURS 415) Professional Role, Issues, and Trends (3 credits)**

This course explores the theories, concepts, values, and behaviors required to transition to the professional nursing role. Included are historical, ethical, legal, legislative, and political processes that impact the practice of professional nursing in the contemporary healthcare system. Introduced is the impact of culture on delivering nursing care to diverse clients, their families and communities.

## **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.

## **NUR435 Evidence Based Practice in 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 310 (formerly NURS 510/NUR 510) 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 (formerly NURS 515/NUR 515) Foundations of Professional Nursing Clinical Applications (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 (formerly NURS 520/NUR 520) Nursing Care of Adults & 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 (formerly NURS 525/NUR 525) Nursing Care of Adults & Older Adults Clinical Applications (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 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 (formerly NURS 530/NUR 530) 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 (formerly NURS 535/NUR 535) Nursing Care of Critically Ill Adults & 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 (formerly NURS 540/NUR 540) Nursing Care of Critically Ill Adults & Older Adults Clinical Applications (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 (formerly NURS 545/NUR 545) 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 (formerly NURS 550/NUR 550) Women's Health Nursing Clinical Applications (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 (formerly NURS 555/NUR 555) 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 (formerly NURS 560/NUR 560) Children's Health Nursing Clinical Applications (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 (formerly NURS 565/NUR 565) 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, 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 (formerly NURS 568/NUR 568) Mental Health Nursing Clinical Applications (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 460 (formerly NURS 572/NUR 572) Nursing Leadership (1 credit)**

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 (formerly NURS 576/NUR 576) Nursing Leadership Clinical Applications (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.

## PHILOSOPHY

### **PHI 101 (formerly PHIL 180) 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 (formerly PHIL 182) 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 201 (formerly PHIL 181) Introduction to Logic (3 credits)**

Basic concepts of logic. Includes deductive and inductive reasoning, techniques of argumentation, analysis and assessment, evaluation of evidence, language, definition, and fallacies. Prerequisites: None

### **PHI 380 (formerly PHIL 380) Ethics in Health Care(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: ENG 140

## POLITICAL SCIENCE

### **POS 100 (formerly POLI 100) Contemporary Issues in Law and Politics. (3 credits)**

An analysis of the political/governmental processes through tracing policy formulation and program implementation. Prerequisites: None

### **POS 120 Introduction to 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.

### **POS 300 (formerly POLI 300) American Political Institutions (3 credits)**

Development and dynamics of American political institutions and political processes including the role of women and ethnic groups. Compares and contrasts US Constitution with CA Constitution. Prerequisites: HIS 120

### **POS 326 (formerly POLI 326) Civil Rights, Law, and the Legal System (3 credits)**

Forces influencing the making of laws, nature and limits of the judicial function. Includes civil rights, public policy, legislative process, comparative governments. Prerequisites: HIS 120

### **POS 327 (formerly POLI 327) U.S. International Politics (3 credits)**

The study of international politics from the standpoint of theories of international politics. Examination of paths and obstacles to world peace. Prerequisites: HIS 321

### **POS 328 (formerly POLI 328) Principles of International Law (3 credits)**

Overview of international law and how this relates to U.S. policy. Case studies of legal precedents affecting the regulation of the international community; evaluation on the efficacy of international judicial sanctions. Prerequisites:

HIS 321

**POS 329 (formerly POLI 329) Social Political Ideas (3 credits)**

An analysis of the major theories and ideologies from the Greeks and Romans; the Renaissance and Enlightenment; modern and contemporary theorists. Prerequisites: Prerequisites: HIS 321

**POS 330 (formerly POLI 330) Comparative Governments (3 credits)**

A study of the basic concepts and principles of comparative government; major approaches; and analytical systems with special emphasis on the problems of cross-cultural comparison involving non-Western and underdeveloped nations. Prerequisites: HIS 321

**POS 427 (formerly POLI 427) International Relations of Developing Nations (3 credits)**

Analysis of the political beliefs, governmental evolution, and international relations of the developing areas of the world and how these influence U.S. political relations. Prerequisites: HIS 321

**POS 430 (formerly POLI 430) Federal, State and Local Governments (3 credits)**

A study of the political, administrative, and judicial systems: includes federal, state, counties, cities, and special districts. Emphasis on intergovernmental relations, functions, trends, current problems. Prerequisites: HIS 321

## PORTFOLIO

**POR 499Portfolio (3 credits)**

Development of an individual project that reflects synthesis, integration and application of previously acquired knowledge in the program. Each student submits a comprehensive, scholarly portfolio paper and present to the class via PowerPoint with audio (where available) or in person.

**POR 599 (formerly PORT 599) Portfolio (1 credit)**

Credential project presented at exit interview. Includes autobiography, philosophy, resume, transcripts, letters of recommendation, awards, lesson plans, TPAs and other materials. The portfolio is based on the Six California Standards for the Teaching Profession.

## PSYCHOLOGY

**PSY 101 Introduction to Psychology (formerly PSYC 185) General 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 285 (formerly PSYC 285) Child Development (3 credits)**

Development from conception to pre-adolescence. Includes biological, psychological, cognitive- structural, stimulus response, humanistic views. Parental care, attachment-separation, parenting, and institutional care. Prerequisites: None

**PSY 290 Introduction to Developmental Psychology (3 credits)**

Introduces the research and theory of developmental psychology, including biological, cognitive, emotional, social and moral development from conception to death. The impact of personal experience upon our beliefs and practices will also be evaluated. Prerequisites: PSY 101 recommended

**PSY 370 (formerly PSYC 370) Abnormal Psychology (3 credits)**

Major models of abnormal psychology--psychological, biological and sociological. Also includes current treatments, legal, and ethical issues. Prerequisite: PSY 101

**PSY 380(formerly PSYC 380) Cognitive Psychology (3 credits)**

The study of thinking, problem solving, language, concept learning, decision making, reasoning, cognitive development and cognitive structure. Prerequisites: PSY 101

**PSY 385 (formerly PSYC 385) The Exceptional Child (3 credits)**

Introduction to the social, psychological and educational problems of exceptional persons. Includes persons with mental, emotional, sensory, motor, multiple handicaps and gifted children. Prerequisites: PSY 101

**PSY 480 (formerly PSYC 480) Pre-Adolescent and Adolescent Psychology (3 credits)**

Psychological development of the individual from childhood to adolescence. Prerequisites: PSY 101

**PSY 485 (formerly PSYC 485) Developmental Psychology (3 credits)**

This advanced course encourages critical thinking about topics relevant to applying tenets of developmental psychology to practical applications. The research and theory of developmental psychology are explored utilizing biological, cognitive, emotional, social and moral development of human beings from conception to death. Prerequisites: PSY 101

**PSY 490 (formerly PSYC 490) Adolescent Psychology (3 credits)**

Theories and research in the physical, cognitive, social, physical and psychological development of adolescents. Includes issues of gender, social class, racial/ethnic factors, age, norms, cultural-family conflict, and deviant behavior. Prerequisites: PSY 101

## **SCIENCE**

**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. Pre-requisites: None

**SCI 330 Earth and Space Science (3 credits)**

Selected topics on Earth, Space, and Oceanography. Concepts and content found in CA Standards for Elementary schools. Prerequisites: 3 credits of science

**SCI 450 Capstone Microbiology (3 credits)**

The fundamentals of microbiology are presented by correlating etiology, pathogenesis and laboratory diagnosis to disease entities caused by bacteria, viruses, fungus, and parasites.

**SCI 451 Capstone Anatomy (3 credits)**

Basic anatomical relationships are presented in a regional manner. Case-based presentations are utilized for clinical discussion.

**SCI 452 Capstone Physiology (3 credits)**

Functions of human structures in relation to homeostasis and diseases. Case-based presentations are utilized for clinical discussions.

**SCI 453 Capstone Review Microbiology (1 credit)**

A concise review of selected microbial agents in disease entities commonly found in clinical settings.

**SCI 454 Capstone Review Anatomy (1 credit)**

An overview of human structure in relation to the performance of basic allied and health care skills.

### **SCI 455 Capstone Review Physiology (1 credit)**

A brief review of the diseases caused by bacteria, viruses, fungi, and parasites in preparation for allied and healthcare programs.

## **SOCIOLOGY**

### **SOC 101 (formerly SOCI 180) Introduction to Sociology (3 credits)**

Study of human behavior. Includes sociological perspective, culture, socialization, social organization and stratification, deviant behavior and the family. Prerequisite: None

### **SOC 305 (formerly SOCI 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

### **SOC 325 (formerly SOCI 325) World Religions (3 credits)**

Survey of world religions both East and West. Includes history, philosophy, influence on culture and society. Prerequisites: ENG 140

### **SOC 425 (formerly SOCI 425) Women in Society (3 credits)**

Social, cultural, economic, political, and intellectual contributions of women. Emphasis on women's contribution to society and to the United States. Prerequisites: None

## **SPANISH**

### **SPA 110 (formerly SPAN 110) Elementary Spanish A (3 credits)**

Fundamentals of Spanish. Includes listening, speaking, grammar, reading, and writing. Emphasis placed on classroom vocabulary and development of communicative skills in cultural context. Prerequisites: None

### **SPA 11 (formerly SPAN 111) Elementary Spanish B (3 credits)**

Fundamentals of Spanish. Continuation of Spanish 101. Includes listening, speaking, grammar, reading, and writing. Emphasis placed on classroom vocabulary and development of communicative skills in cultural context. Prerequisites: SPA 110 or placement test.

### **SPA 210 (formerly SPAN 210) Intermediate Spanish A (3 credits)**

Fundamental principles of Spanish grammar and vocabulary applied to the classroom. Includes listening, speaking, reading, and writing. Emphasis on cultural material, vocabulary and communicative skills in cultural context. Prerequisites: Placement test

### **SPA 211 (formerly SPAN 211) Intermediate Spanish B (3 credits)**

Continuation of Spanish 210. Includes vocabulary and reading. Introduction to writing through culture and literature. Prerequisites: SPA 210

### **SPA 212 (formerly SPAN 212) Spanish for the Spanish Speaker A (3 credits)**

Fundamentals of grammar and composition designed for native speakers. Emphasizes use of literature for writing. Prerequisite: Placement test or permission of Faculty.

### **SPA 213 (formerly SPAN 213) Spanish for the Spanish Speaker B (3 credits)**

Advanced grammar and composition designed for native speakers. Composition based on selected literature. Prerequisites: SPA 212

**SPA 214 (formerly SPAN 214) Grammar & Composition (3 credits)**

Review of selected grammatical structures through use of literary and cultural issues. Practice in expository and argumentative writing. Prerequisites: Placement test or permission of Faculty.

**SPA 215 (formerly SPAN 215) Introduction to Spanish Literature (3 credits)**

Survey of Spanish literature, including poetry, drama, short story, and novel of peninsular and American. Prerequisite: Placement test or permission of Faculty.

**SPA 216 (formerly SPAN 216) Educational Translation Skills (3 credits)**

Theoretical grounding and practical problems of translation as applied to educational settings. Practice in translation and interpretation between Spanish and English. Prerequisites: Permission of Faculty.

**SPA 300 (formerly SPAN 300) The Short Story (3 credits)**

Survey of short stories from various authors from Spain and Latin America. Emphasis on development of writing skills, interpretation skills, and beginning of literary critique. Prerequisites: SPA 214

**SPA 305 (formerly SPAN 305) Composition and Reading (3 credits)**

Advanced composition based on short readings. Includes literary critique of poetry, drama, and prose. Prerequisites: Six credits of basic college Spanish or placement test

**SPA 310 (formerly SPAN 310) Advanced Composition (3 credits)**

Expository writing. Mastery of style and use of MLA format. Content based on literary works. Prerequisites: Placement test or permission of Faculty

**SPA 311 (formerly SPAN 311) Survey of Spanish Literature A (3 credits)**

Introduces students to the highlights of Spanish literature from its origins to the Golden Age. Prerequisites: SPA 310 or permission of Faculty.

**SPA 312 (formerly SPAN 312) Survey of Spanish Literature B (3 credits)**

Survey of selected works from Spanish authors from the Golden Age until the present. Prerequisites: SPA 310 or permission of Faculty.

**SPA 313 (formerly SPAN 313) Survey of Latin American Literature I (3 credits)**

A survey of literary genres: poetry, drama, essay, short story, and novel of Latin American authors. Prerequisites: Placement test or permission of Faculty.

**SPA 314 (formerly SPAN 314) Survey of Latin American Literature II (3 credits)**

A survey of literary genres: poetry, drama, essay, short story, and novel of Latin American authors. From 1900 to the present. Prerequisites: SPA 313

**SPA 315 (formerly SPAN 315) Literature of the Golden Age (3 credits)**

A study of the major trends in the literature of the Golden Age. Includes Cervantes and the novel, poetry, epic, lyric, drama, essay. Prerequisites: Placement test or permission of Faculty.

**SPA 316 (formerly SPAN 316) Mexican History & Culture (3 credits)**

Survey of the origins and history of the development of Mexico. Includes pre-Columbian cultures, the colonies, independence, revolution, and U.S. relationship. Prerequisites: HIS 120 & HIS 122 and placement test

**SPA 317 (formerly SPAN 317) Latin American History & Culture (3 credits)**

A study of selected aspects of the history, culture, and society of Latin America and an analysis of the relation of these aspects to the contemporary situation. Prerequisites: None

**SPA 318 (formerly SPAN 318) Selected Authors (3 credits)**

Selected works from a variety of authors both Spanish and Latin American. Literary critique of works used in AP classes. Prerequisites: Placement test

**SPA 351 (formerly SPAN 351) Spanish for Educators I (3 credits)**

Advanced Spanish for classroom teachers who are bilingual. Emphasis on composition based on vocabulary and terms used in the classroom and in the school curriculum. Prerequisite: 3.5 on the oral proficiency exam.

**SPA 352 (formerly SPAN 352) Spanish for Educators II (3 credits)**

Advanced Spanish composition and grammar. Content based on pedagogical and academic terminology. Prerequisite: SPA 351

**SPA 410 (formerly SPAN 410) Structure of the Spanish Language (3 credits)**

Advanced grammar and structure. Includes basic linguistics: sounds, sound relationships, sentence inflection, and analysis of structure and basic principle of phonetics. Preparation to teach AP Language. Prerequisites: Placement test

**SPA 411 (formerly SPAN 411) Mexican Literature (3 credits)**

Survey of selected works of Mexican authors. Including indigenous writing. Analysis of trends and how literature influenced society. Prose, poetry, essay, and the novel. Prerequisite: Placement test

**SPA 412 (formerly SPAN 412) Spanish History & Civilization (3 credits)**

Overview of Spanish history. Includes customs, traditions, political and literary movements. Contributions Spain gave to the civilization and to the Americas. Prerequisites: Placement test

**SPA 413 (formerly SPAN 413) Methods of Teaching Spanish (3 credits)**

Teaching of Spanish includes contemporary theory and methods, language acquisition theories, methodologies of learning languages, regalia for classrooms. Prerequisites: None

**SPA 414 (formerly SPAN 414) Comparative Structures of Spanish and English (3 credits)**

A comparative study of the Spanish and English linguistic structures, phonetics, morphology, syntax, false cognates as part of the bilingual learning process. Prerequisites: ENG 310 and placement test

**SPA 415 (formerly SPAN 415) Spanish Children's Literature (3 credits)**

Study of form, content, and theme in children's literature in Spanish, classic, and contemporary. Includes ideas for teachers in designing literature-based thematic credits. Prerequisites: Placement test

**SPA 416 (formerly SPAN 416) Literatura Afrolatinoamericana (3 credits)**

Novels, short stories, prose, and poetry written by Afro-Latino-American authors. Presentation and analysis of little known works between 1492-1992. Prerequisites: SPA 311 and SPA 312

## **SPECIAL TOPICS**

**SPTP 199 Special Topics**

This course is a course designed for independent study at the freshman level. The topic is not covered in any of the courses in the regular program.

**SPTP 299 Special Topics**

This course is a course designed for independent study at the sophomore level. The topic is not covered in any of the courses in the regular program.

**SPTP 399 Special Topics**

This course is a course designed for independent study at the junior level. The topic is not covered in any of the courses in the regular program.

**SPTP 499 Special Topics**

This course is a course designed for independent study at the senior level. The topic is not covered in any of the courses in the regular program.

## Faculty

Adams, Rosemarie, M.A.  
Adlman, Lea, BSN, RN  
Adams, Celene, M.A.  
Aliyeva, Gabi, MSN, RN  
Arteaga, Patricia, M.S.  
Ashkiani, Ali, Ph.D.  
Ballejos-Campos, Christina M., MSN, CNS  
Barker, Tami, M.A.  
Bas, Bulent, M.S.  
Becker, Mary, MSN, RN  
Bedoya, Drina, M.A.  
Betron, Rocio, M.A.  
Bishop-Greenburg, Valerie, Ph.D.  
Boffman, Roena, J.D.  
Boulazreg, Kamal, Ph.D.  
Bright, Jill, M.A.  
Brock, Barbara, MSN, RN  
Bryson, Paulina, Ph.D.  
Brock, Barbara, MSN, RN  
Cabico, Julie, BSN, RN  
Cassat, Ashley, M.S.  
Chavez, Lorena, M.A.  
Coleman, Andre, M.S.  
Cueva, Luis, Ph.D.  
D'Elia, Tom, Ph.D.  
De la Cruz, Flordelis, Lisa MSN, RN  
Dinovo, Salvatore, Ph.D.  
Ditona, Anna, MSN, RN  
Dizon, Dennis, MSN, RN  
Dominguez, Adriana, J.D.  
Drain, Christopher, M.A.  
Driver, Thoma, Ph.D.  
Escamilla, Heriberto, Ph.D.  
Escobar, Martha, Ph.D.  
Eustaquio, Carmenchita, MBA  
Ewing, Christopher, Ph.D.  
Fernando, Helen, BSN, RN  
Fimbres, Gloria, EdD  
Flowers, Jeremy, MSN, FNP, WHNP, CUNP, CNOR,  
CNMT, RVS  
Fox, Sally, M.A.  
Franz, Sally, MSN, RN  
Gandhi, Kamal, Ph.D.  
Garcia, David, M.D.  
Goedecke, Patricia "Trish", M.S.  
Heinemann, Carol, M.S.  
Johston, Jennifer, BSN, RN  
Johnson, Stefanie, M.S.  
Knisely, Jennifer, MBA, RN  
Lekmine, Narimene, M.S.  
Lin, Eric, Ph.D.  
Macagba, Zenaida, MSN, RN  
Marquez-Martēja, Melinda, BSN, RN  
Martinez, Debora, BSN, RN  
Martinez, Gabriel, M.A.  
Martinez-Caceres, Arturo, M.Sc.  
Marx, Michael, M.A.  
McCain, Natalie, MSN, RN  
Merian, Harold, MSN, RN  
Metwalli, Sari, M.D.  
Mittelstaedt, Denice, Ph.D.  
Moriarty, Patricia M.A.  
Murray, Erica, MSN, RN  
Newmann, Jennifer, Ed.D.





## **Administration**

**Yoram Neumann, Ph.D.**

President and CEO

**Edith Neumann, Ph.D.**

Provost and Chief Academic Officer

**Tom Finaly, B.B.A.**

Chief Operating Officer (COO)

**Roy Finaly, MBA**

Chief Information Officer (CIO)

**Josh Kim, MBA**

Chief Financial Officer (CFO)

**Lewis, Shelia, Ph.D.**

Associate Provost

**Castillo, Rolando, Ph.D.**

Director of Internationally Trained Professionals Program

**Cordova, Lucy, B.A.**

Director of Financial Aid

**Garcia, Veronica, M.Ed.**

Chula Vista Campus Director/Registrar

**Igein, Godwin, Ph.D.**

Director of Program Review

**Khong, Jasmine, M.Ed.**

Executive Director of Student Success

**Maso-Fleischman, Roberta, Ph.D.**

Director of Institutional Research and Assessment

**Milla, Rosalinda Elena, M.D.**

Chula Vista Campus Academic Director

**Poet, Anthony, Ed.D.**

Director of Center for Lifelong Learning

## **School Directors**

**Archer, Elizabeth, Ph.D.**

Director - School of Liberal Studies

**Hamel, Elisabeth, RN, MSN, Ed.D.**

Interim Director – School of Nursing

**Lewis, Shelia, Ph.D.**

Director – Neumann School of Business and Management

**Milla, Rosalinda Elena, M.D.**

Director-School of Health Sciences

**Cardenas, Blanca, MSN, FNP**

MSN-FNP Coordinator

**Flowers, Jeremy, MSN, FNP, WHNP, CUNP, CNOR, CNMT, RVS**

MSN-FNP

## Administrative Staff

**Aguilar, Max**

IT Support

**Azcarate, Veronica**

Educational Advisor

**Cannady, Laurie**

Bursar

**Carrillo, Irma, M.A.**

Library Assistant

**Constantine, Brandis, MSc**

Administrative Director for School of Nursing

**Cooper, David, B.S.**

Director of IT & Facilities

**De Guzman, Darrell**

IT Support

**Erbes, Melody**

Payroll Administrator

**Frausto, Anjelica**

Assistant to the President

**Gonzales, Jenny**

Administrative Assistant and Receptionist

**Guzman, Diana**

Records Clerk

**Inthavong, Chanthone**

Administrative Assistant for School of Nursing

**Lopez, Catalina, M.S.**

Director of Library Services

**Lopez, Lizbeth**

Receptionist

**Martinez, Karina**

Transcript Evaluator & Assistant to the Registrar

**Martinez, Yadira**

Financial Aid Assistant

**McGee, David, B.A.**

University Relations Manager

**Naanos, Anna-May, B.A.**

Assistant to the Provost/Faculty Services Coordinator

**Sandoval, Shannen**

Educational Advisor

**Silcox, Sophia**

Accounts Payable Manager

**Sorianos, Earvin**

IT Support

**Tan, Arlene**

IT Support

**Vega, Karla, B.A.**

Enrollment Advisor

**Zolin, Allison, B.A.**

Enrollment Advisor