

**UNITED STATES UNIVERSITY**



**CATALOG**  
**2010-2011**  
**FIRST PART**



# United States University 2010-2011 Catalog



**United States University  
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Version 1

## Table of Contents

<b>INTRODUCTION .....</b>	<b>8</b>
ACCREDITATION .....	8
Western Association of Schools and Colleges (WASC).....	8
California Commission on Teacher Credentialing (CCTC).....	8
Board of Registered Nursing.....	8
STUDENTS CATALOG RIGHTS .....	10
ACADEMIC CALENDAR 2010-2011 .....	11
MISSION .....	12
VISION .....	12
CORE VALUES.....	12
UNIVERSITY EDUCATIONAL GOALS.....	12
<b>APPLICATION AND ADMISSION .....</b>	<b>14</b>
Application to the University .....	14
Admission Requirements .....	15
General Education Development (GED) Test.....	15
Placement Exam.....	16
Placement Test for Bilingual Classes.....	16
Selection of Candidates .....	16
International Student English Proficiency Requirements.....	16
INTERNATIONAL STUDENTS .....	17
Maintaining Student Status .....	18
Academic Changes.....	18
Transferring Between Institutions.....	18
Changing Status .....	18
Travel and Re-entry .....	19
Working during the Academic Term.....	19
Working after You Have Completed Your Studies .....	19
Notice of Address.....	20
REGISTERING FOR CLASSES.....	21
Add and Drop of Classes .....	21
TRANSFERRING CREDIT .....	22
<i>Undergraduate Programs</i> .....	22

International Baccalaureate (IB) Policy .....	22
<i>Graduate Programs</i> .....	22
<i>Transfer Credit Policy</i> .....	22
<b>TUITION &amp; FEES</b> .....	<b>26</b>
Tuition .....	26
General Fees .....	26
Payments and Release of Records.....	26
Refund Policy .....	27
Withdrawal and Date of Determination .....	27
Cancelled Course .....	27
<b>FEDERAL FINANCIAL AID</b> .....	<b>28</b>
Financial Aid Refund Policy.....	28
<b>SATISFACTORY ACADEMIC PROGRESS</b> .....	<b>29</b>
Reimbursement to Military Personnel, Veterans and Eligible Dependents.....	31
Military Tuition Assistance.....	31
GI Bill .....	31
Active Duty.....	31
Selected Reserve.....	31
Survivors and Dependents Educational Assistance Program (DEA).....	31
Post 9/11 GI Bill .....	31
Military Spouse Career Advancement Account (MYCAA).....	32
Veterans Education Benefits.....	32
<b>ACADEMIC POLICIES</b> .....	<b>33</b>
Academic Freedom .....	33
Grading .....	33
Incomplete Grades.....	33
Withdrawal .....	33
Repeating a Course .....	34
Directed Study .....	34
Minimum Grade Point Average (GPA) .....	34
Academic Probation .....	35
Academic Probation Process .....	35
Attendance and Performance.....	36
Unauthorized Withdrawal from Institution.....	36

Leave of Absence (LOA).....	36
General Graduation Requirements.....	36
Choosing a Minor.....	37
Residency Requirement.....	37
Honors .....	37
President's List.....	38
<b>STUDENT GRIEVANCE .....</b>	<b>39</b>
Student Grievance Procedure .....	39
Dismissal .....	39
Grade Challenges .....	39
Student Ethical Behavior .....	41
Academic Honesty .....	41
Plagiarism .....	41
Drug and Alcohol Policies/Drug Free Campus .....	43
Violations of Student Code of Conduct.....	43
Disciplinary Hearing .....	44
Interim Suspension .....	45
<b>STUDENT RIGHTS .....</b>	<b>46</b>
Diversity .....	46
Student Privacy Rights .....	46
Directory Information.....	46
Retention of Student Records.....	47
Discrimination on the Basis of Gender .....	48
Discrimination on the Basis of Race, Color, or National Origin .....	48
Discrimination on the Basis of Age .....	48
Discrimination on the Basis of Disability.....	48
Discrimination on the Basis of Marital Status, Religion, or Sexual Orientation.....	48
<b>STUDENT RESPONSIBILITIES.....</b>	<b>49</b>
E-Mail Communication .....	49
Racial and Sexual Harassment .....	49
Sexual Assault and Acquaintance Rape .....	49
Campus Security .....	50
Campus Emergency.....	50
Smoking .....	50

Parking .....	50
<b>STUDENT SERVICES AND RESOURCES .....</b>	<b>51</b>
Academic Tutoring .....	51
Academic Resources .....	51
Marin Library .....	51
Registrar and Admissions & Academic Records .....	52
Financial Aid .....	52
Testing Services .....	52
Licensure .....	52
Student ID .....	52
Student Success Center .....	52
Enrollment Advisors .....	53
Educational Advisors .....	53
New Student Orientation .....	53
Career Center .....	53
ADA Services .....	54
<b>UNDERGRADUATE ACADEMIC PROGRAMS .....</b>	<b>55</b>
<b>General Education .....</b>	<b>57</b>
US University General Education Courses .....	58
<b>Bachelor of Arts in Interdisciplinary Studies (IDS) .....</b>	<b>61</b>
Bachelor of Arts (BA) in IDS (Pasante Track) .....	61
<b>Bachelor of Arts in Liberal Studies .....</b>	<b>64</b>
BA in LBS (History Minor) Required General Education Requirements .....	65
Bachelor of Arts in LBS (History Minor) Program Core (45 semester credits) .....	66
BA in LBS with History Minor (Credential Track) .....	68
BA in LBS (Spanish Minor) Required General Education Requirements .....	70
BA in LBS with Spanish Minor (Credential Track) .....	73
<b>Bachelor of Arts in Spanish .....</b>	<b>76</b>
Bachelor of Arts in Spanish Required General Education Requirements .....	77
Bachelor of Arts in Spanish (Credential Track) .....	79
<b>Bachelor of Science (B.S) .....</b>	<b>82</b>
BS in Health Sciences Required General Education Requirements .....	82
<b>Bachelor of Science in Nursing (RN to BSN) .....</b>	<b>85</b>
RN – BSN (Bachelor’s Degree in a Different Field) .....	85

RN – BSN (With Associates Degree in Nursing) .....	86
RN – BSN (With Diploma in Nursing) .....	87
<b>TEACHING CREDENTIAL PROGRAM .....</b>	<b>89</b>
Single Subject Credential .....	89
Single Subject Credential (Bilingual Emphasis) .....	91
Multiple Subject Credential.....	93
Multiple Subject Credential (Bilingual Emphasis).....	95
<b>Post-Baccalaureate .....</b>	<b>98</b>
<b>Entry Level (Pre-Licensure) Master’s Nursing Program (ELM).....</b>	<b>98</b>
<b>GRADUATE PROGRAMS .....</b>	<b>101</b>
General Graduate Level Graduation Requirements .....	101
<b>Master of Science in Nursing .....</b>	<b>102</b>
<b>Family Nurse Practitioner Program (MSN/FNP) .....</b>	<b>102</b>
<b>Office of Lifelong Learning .....</b>	<b>106</b>
Certificate Programs.....	107
<b>Course Information &amp; Descriptions .....</b>	<b>108</b>
ANTHROPOLOGY .....	109
ASTRONOMY .....	109
ART .....	110
BIOLOGY .....	110
CHEMISTRY .....	112
COMMUNICATION .....	113
COMPUTER LITERACY .....	113
ECONOMICS .....	113
EDUCATION .....	114
ENGLISH .....	117
GEOLOGY & GEOGRAPHY .....	119
HEALTH SCIENCES.....	120
HISTORY .....	121
LINGUISTICS.....	123
MATHEMATICS .....	123
MUSIC.....	124
NURSING.....	124
PHILOSOPHY .....	130

POLITICAL SCIENCE .....	130
PORTFOLIO .....	131
PSYCHOLOGY .....	131
SCIENCE .....	132
SOCIOLOGY.....	133
SPECIAL TOPICS.....	135
<b>Faculty .....</b>	<b>137</b>
<b>Administration .....</b>	<b>138</b>
<b>Administrative Staff.....</b>	<b>139</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. The University offers degree programs in Nursing, Science, Education, Spanish, and Interdisciplinary Studies, is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC), and is based in National City, California.

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 is planning to move to a state of the art facility in Chula Vista in December 2010, to add 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 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**

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 in 2010 and the FNP program were approved by the Board in 2010.

## STUDENTS CATALOG RIGHTS

This catalog is in effect from September 1, 2010 to August 31 2011. 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 2010-2011

Fall Session I First Day of Classes .....	August 30
Labor Day Holiday .....	September 6
Fall Session I Final Exams .....	October 18-22
Fall Session II First Day of Classes .....	October 25
Fall Session I Grades Due.....	October 29
Veteran's Day Holiday .....	November 11
Thanksgiving Holiday.....	November 25 – 26
Fall Session II Final Exams .....	December 20-24
Fall Session II Grades Due.....	December 29
Winter Break .....	December 25 – Jan 2
Spring Session I First Day of Classes.....	January 3
Martin Luther King Jr. Holiday.....	January 17
President's Day Holiday.....	February 21
Spring Session I Final Exams.....	February 28 – March 4
Spring Session II First Day of Classes.....	March 7
Spring Session I Grades Due .....	March 11
Spring Session II Last Day of Classes.....	April 29
Spring Session II Final Exams.....	May 2- 6
Summer Session I First Day of Classes .....	May 9
Spring Session II Grades Due .....	May 13
Independence Day Holiday.....	July 4
Summer Session I Final Exams .....	July 5- 8
Summer Session I Grades Due .....	July 15

## MISSION

United States 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 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

# 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. High school graduate
2. Successfully complete the General Educational Development (GED) test
3. 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 2.0) 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

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 you to reach your future goals.
3. Letter of Recommendation from a teacher or school official
4. 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.
5. Financial Certification for International Students
6. 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. ELS Language Centers (ELS) Proficiency Report certifying completion of Level 107 or higher.
      3. Completion through advanced intermediate level at any other accredited Language program, to be assessed on a case-by-case basis.
      4. One semester of freshman composition with grade B or higher at an accredited U.S. college or university.
7. 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. Upon entering the US, an immigration inspector will request that you read and sign a statement on the Certificate of Eligibility for Nonimmigrant (F-1) Student Status-For Academic and Language Students, also known as the I-20 form. Your signature signifies your agreement to abide by the conditions of F-1 status while in the US.

To maintain student status, students must:

- Remain enrolled full-time at the institution authorized to attend
- Hold a valid, current Certificate of Eligibility for Nonimmigrant (F-1) Student Status-For Academic and Language Students, also known as the I-20
- 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 a Certificate of Eligibility for Nonimmigrant (F-1) Student Status-For Academic and Language Students, also known as the 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 with assistance 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 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 may find themselves in serious trouble with USCIS.

## **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. As a first step, get the advice of the international student advisor. If the advisor does not have the expert information needed, students may wish to speak to an immigration attorney. 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 or responsible officer on campus. 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 and USIA regulations and are available only to students who have maintained their immigration status and academic standing. F-1 students may work on campus without permission from the USCIS or the international student advisor. To work off campus, however, F-1 students must obtain approval from the international student advisor or the USCIS, depending on the circumstances. 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	2010	September - October
	Fall Session II	2010	November - December
Semester 2	Spring Session I	2011	January - February
	Spring Session II	2011	March - April
Semester 3	Summer Session I	2011	May - June
	Summer Session II	2011	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. One credit hour of lecture is equal to 15 contact hours. A contact hour (or sit hour) is defined as a 50 minute class session (as opposed to a clock hour of 60 minutes). Classes routinely require two (2) to three (3) hours of outside preparation for every hour spent in class.

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

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 automatically 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 one scheduled class meeting, students may still register with faculty approval.

It is the student's responsibility to inform the University immediately of their intent to drop or withdraw from a course. Students who wish to drop or withdraw from the course must submit the Change in Registration form to the Registrar's Office after obtaining authorization for the drop or withdraw from their educational advisor and clearance from the Financial Aid Department. Students must submit the form to be eligible for a pro-rated refund, if applicable. Students who notify the Registrar's Office of their wish 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

## *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 to the 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.

## **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 32 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). Completion of DD Form 214 and/or DD Form 295 is required to evaluate training and/or experience. The University will maintain written record of previous education and/or training.

### **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 Defense Activity for Non-Traditional Education Support (DANTES).

- **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)

## **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  
<http://www.aacrao.org>

Milwaukee, WI 53203-3470  
Phone: (414) 289-3400  
Fax: (414) 289-3411  
email: eval@ece.org  
<http://www.ece.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  
<http://www.iescaree.com>

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

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  
<http://www.educei.com>

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  
<http://www.eres.com>

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

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

Educational Credential Evaluators, Inc.  
P.O. Box 514070

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>

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)

SpanTran 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>

<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 cash or 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 *(effective June 28, 2010)*

	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	\$500	One-time
Student Services Nursing Program	\$300	One-Time
Technology	\$100	Annually (pro-rated by semester)
Library	\$100	Annually (pro-rated by semester)
Graduation	\$100	Each occurrence
Challenge Exam	\$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 withdraw from the University at any time. If student withdraws 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 the Registrar's Office immediately of their intent to drop or withdraw from a course by completing the "Change in Registration" form.

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

- (a) Date the school received notice from the student they are withdrawing 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 of withdrawal.

*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 do not attend courses for three (3) consecutive months.

## 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 recipient, you will also need to receive approval from the California Student Aid Commission to continue receiving funding.

Recipients of Direct Stafford Loan: If a Direct Stafford 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 3 consecutive months.

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.

## **SATISFACTORY ACADEMIC PROGRESS**

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 courses 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.

The grade for the passed course will be the one remaining on the US University transcripts. The conditions for the repeat and cancel are as follows:

- **Undergraduate Students:** Three (3) grades of less than C during the duration of undergraduate studies may be repeated and cancelled.
- **Masters' Level Students:** Three grades (3) of less than a C during the duration of the masters' level studies may be repeated and cancelled.

*See the Repeat and Cancel Policy for additional information.*

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.

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

### **Military Tuition Assistance**

Students can utilize Tuition Assistance (TA) funding to help fund their education. Armed Forces TA funds are available to members of the Army, Navy, Marines, Air Force, and Coast Guard. Tuition assistance programs provide assistance of 75% to 100% of allowable tuition costs, depending on the branch of service.

Military TA verification forms can be obtained from the student's military education office. Students must provide course codes, class title, and tuition costs per class to complete the form. Once a pre-approved TA verification form is obtained, a copy of the approved form must be submitted to the University's Financial Aid Department. Students utilizing military TA resources must provide completed verification forms to obtain a Promissory Note.

### **GI Bill**

Students may also qualify for GI Bill funding to cover tuition costs not already covered by TA. In all cases, eligibility for military benefits is dependent on completion of application requirements as administered by the student's branch.

### **Active Duty**

The MGIB program, commonly known as Chapter 30, provides up to 36 months of education benefits which can be utilized for degree and certificate programs, apprenticeships/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 after release from active duty.

### **Selected Reserve**

The MGIB-SR program is available to members of the Selected Reserve which includes the Army Reserve, Navy Reserve, Air Force Reserve, Marine Corps Reserve, Coast Guard Reserve, Army National Guard, and Air National Guard. Funds may be used for degree and certificate programs, apprenticeship/on-the-job training and correspondence courses. Remedial, deficiency and refresher courses may be approved under certain circumstances.

### **Survivors and Dependents Educational Assistance Program (DEA)**

DEA provides education and training opportunities to eligible dependents of veterans who are permanently and totally disabled due to a service-related condition. The program offers up to 45 months of education benefits. These benefits may be used for degree and certificate programs and apprenticeship/on-the-job training. Spouses are also eligible for correspondence courses. Remedial, deficiency and refresher courses may be approved under certain circumstances.

### **Post 9/11 GI Bill**



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. Students must receive an honorable discharge to be eligible for the Post 9/11 GI Bill. The bill covers training received on or after August 1, 2009. The amount of support a student qualifies for is dependent on where the student resides and the type of degree student is pursuing. Approved training includes graduate and undergraduate degrees, and vocational/technical training. All training programs must be offered by an institution of higher learning and approved for GI Bill benefits. Tutorial assistance and licensing and certification test reimbursement is approved under this bill. The Post 9/11 GI Bill offers some service members the opportunity to transfer their GI Bill benefits to dependents.

### **Military Spouse Career Advancement Account (MYCAA)**

This program provides up to \$6,000 of financial assistance for military spouses who are pursuing degree programs, licenses or credentials leading to employment in portable career fields. Spouses of active duty members and federally activated members of the National Guard and Reserve components are eligible. The period of eligibility for spouses of Guard and Reserve members is from the date of Alert of Warning Order for Military Recall or Mobilization, through activation and deployment until 180 days following De-Mobilization.

MYCAA financial assistance pays for education and training programs, tuition, and licensing and credentialing fees. This includes degree programs (associates, bachelors, masters, doctoral, and post doctoral), continuing education classes (including those offered through professional associations), Bar, CPA and other similar exams, and state certifications for teachers, medical professionals, and other licensed occupations. The costs of books, supplies or equipment necessary for the performance of the spouse's chosen occupation may be covered under this program if not billed separately.

### **Veterans Education Benefits**

Veterans and/or dependents of veterans who are disabled or deceased may qualify for educational financial assistance. Students should contact their local Veteran's Service Office for information. For information or for resolution of specific problems, the veteran should call the Department of Veteran Affairs nationwide toll free number at 1-800-827-1000

#### **Sample Form:**

#### **REIMBURSEMENT TO VETERANS AND ELIGIBLE PERSONS**

For information or for resolution of specific payment problems, the veteran should call the Department of Veterans' Affairs nationwide toll free number at 1-800-827-1000.

*Institution is approved by the California State approving Agency to enroll veterans and other eligible persons. Approved for the training of veterans and eligible persons under the provisions of Title 38, United States Code.*

I have received a copy of the Veterans Information Bulletin, which contains the rules, regulations, course completion requirements, and costs for the specific course in which I have enrolled.

Print Name (Veteran of Eligible Person): \_\_\_\_\_

Signature: \_\_\_\_\_

Social Security or C-Number: \_\_\_\_\_

Enrolled by: \_\_\_\_\_

Date: \_\_\_\_\_

(See Financial Aid Officer for form)

# 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

Students must initiate the request for an Incomplete (I) before the end of the course/academic term. An Incomplete (I) is a temporary grade which the faculty – at their discretion – may give to a student. The assignment of an incomplete grade is appropriate when circumstances beyond the student's control, such as illness or necessary absence, have prevented the student from completing the course requirements by the end of the academic term. Only students who have attended the class more than 60% of the session are eligible to receive an Incomplete grade.

## Withdrawal

Students who are unable to complete a course in which they are currently registered may withdraw from the course by submitting the Change in Registration form to the Registrar's Office, after obtaining authorization from the educational advisor and Program Director. Before the withdrawal can be processed, students must also complete a Withdrawal Survey and obtain tuition and fee clearance from Library Services, Bursar's Office, and Financial Aid Department. 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 withdraw through the first two-thirds (2/3 or 66%) of the class. Failure to give proper notification of intent to withdraw from a course will result in an "F" being posted on the student's official record. Students who withdraw from a course are not eligible to receive a refund. A withdrawal grade is not computed into the student's GPA. For information regarding the refund policy on withdrawals, see the University Refund Policy. Withdrawals will not be processed by the Registrar's Office until the student has obtained all necessary signatures and clearance.

## **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 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 a junior or senior, and in good academic standing at the institution. Directed Study courses shall bear the regular course title and number on the student's official transcript, along with the designation "DS".

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 Program 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 "C+" (2.35) and maintain a minimum grade point average 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 Director of the Program 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 will be placed on academic probation by the Registrar, upon approval from the Director of the program.

Placement on academic probation will result in the following action: (1) a letter (sent by email and US postal mail) 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 during the following session that he/she was placed on probation status.

Once the student has met the academic requirements, 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' and may be academically disqualified. 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 and U.S. postal 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 the Office of the Registrar 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 has adopted the following policy:

Students may request a leave of absence at any time prior to the first day of the session by submitting a written request to their educational advisor. Students who are on leave for no more than three consecutive semesters will retain their current catalog rights and will not be required to reapply for admission. Students who wish to take more than 12 months of leave will not be eligible to continue attendance under their initial catalog and will be required to reapply to the University.

## General Graduation Requirements

In order to be eligible for graduation, 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
- Complete at least 57 credits of General Education coursework

- Obtain and submit copy of a departmental evaluation, signed by their educational advisor. One copy must be submitted to the Registrar's Office and a copy kept by the student for his/her records. The departmental evaluation indicates formal approval by the faculty that the student is eligible for graduation.
- File a Graduation Application with the Registrar's Office after completion of 100 credits. This will ensure students register in the correct courses required for graduation. Students who are unsure about which courses to enroll in to meet program requirements must meet with their counselor for clarification.

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.

### **Choosing a Minor**

Although a minor is not required for a Baccalaureate degree, students are encouraged to select a minor to strengthen preparation in areas related to the major field of study or future career. Students may, in conjunction with a Bachelor's degree program, elect to complete the requirements for one or more minors.

Students must present the choice of the minor to the educational advisor for advising and scheduling. A minor form, along with a minor departmental evaluation, must be presented to the Office of the Registrar. The completion of a minor will be indicated on the transcript at the time of graduation or thereafter when requirements are met.

Students wishing to pursue academic minors should become acquainted with the following guidelines:

- The minimum number of credits required in a minor program is 18 upper division credits.
- Restrictions against overlapping credit in the General Education program are not applicable to courses in the minor program.
- A minor evaluation must be presented to the Registrar's Office.
- Failure to complete a declared minor program will not impede a student from obtaining a Bachelor's degree.
- The minor is recorded on the student's transcript but is not indicated on the diploma.

### **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 in the major.
- All upper division credits required in the minor.

## **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 rights and appeals will be protected by the University in a broad gamut of concerns, including instruction, dismissal, promotion, withdrawal, the correction of educational records, University tuition refund, among others.

## Student Grievance Procedure

When a student has a personal concern involving a faculty or an academic matter relating to a faculty member, he/she should communicate to the faculty directly, without involving outside parties.

If the matter cannot be resolved between the student and the faculty, the student may take it to the appropriate Director, without involving outside parties.

If the matter cannot be handled properly by the appropriate Director, or if the student feels it was not properly resolved, it should be taken to the Provost. The Provost' decision is final on any student grievance matter.

## 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 Program 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, and which order is consistent with any of the other provisions of this section
- 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.

# S U N I T S

## iv re ty

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- 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

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 personnel and students take as their personal responsibility the enforcement of parking and traffic regulations. The National City Police regularly patrol the area to ensure that parking regulations are followed. Such enforcement includes the issuance of warnings or citations for violations of University parking, traffic and vehicle regulations, and/or the towing of vehicles. Vehicles parked outside of marked stalls will be issued citations. 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.

**Criterion:** All students subscribe to the online system for essay writing assistance.

**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 the main building. 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 online journals from CINAHL® Plus with Full Text, MEDLINE® with Full Text, EBSCO NURSING (Cochrane Methodology Register), EBSCO NURSING (Cochrane Database of Systematic Reviews), JSTOR Arts & Sciences I Collection, JSTOR Language & Literature, ERIC® , Nursing Reference Center™ , Academic Search™ Complete, PsycARTICLES® ,AMED Allied and Complementary Medicine, Global Health, LexisNexis® Academic, AccessMedicine, ProQuest Nursing & Allied Health Source™ , NHS Economic Evaluation Database, Health Technology Assessments, EBSCO Nursing (Database of Abstracts of Reviews of Effects).

Students also have access to the National City Library which has more than 100,000 books. It has 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 of San Diego, University of California San Diego, and San Marcos.

The University has also established an inter-library loan program that students have access to. Students who wish to participate in this program must see the University Librarian for information.

## **Registrar, Admissions, & Academic Records**

The Registrar and Admissions & Academic Records serves the students with registering students in classes, establishing and maintaining academic records of students, grade reporting, processing outgoing transcripts, name and address changes, enrollment verification, and evaluating students' academic records for graduation.

## **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 administering the CLEP exam payable to the University in addition to the \$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.

Challenge exams are also available and scheduled by appointment through the Registrar's Office. Students may also schedule make-up exams for courses with the librarian.

## **Licensure**

Students are assisted in preparing their documents for substitute credentials. 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 on the University bulletin board.

## **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 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.

## **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. 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's 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 and effective information to those who inquire to become students at our institution.

## Educational Advisors

United States University works collaboratively with every students to help them develop and accomplish academic and life 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 are aware of what and how many courses they would need to complete their degree/certificate program
- 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 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
- Look at USU degree program information.

## **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.

# UNDERGRADUATE 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:

## Bachelor's Degree

- Bachelor of Arts in Interdisciplinary Studies (Pasante Track)
- Bachelor of Arts in Liberal Studies with History Minor
- Bachelor of Arts in Liberal Studies with History Minor (Credential Track)
- Bachelor of Arts in Liberal Studies with Spanish Minor
- Bachelor of Arts in Liberal Studies with Spanish Minor (Credential Track)
- Bachelor of Arts in Spanish
- Bachelor of Arts in Spanish (Credential Track)
- Bachelor of Science in Science (Health Science Emphasis)
- 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)

## Post-Baccalaureate

- Teacher Credential Program
  - 2042 Single Subject Credential
  - 2042 Single Subject Credential (Bilingual Emphasis)
  - 2042 Multiple Subject Credential
  - 2042 Multiple Subject Credential (Bilingual Emphasis)
- Pre-Licensure Nursing Program

## Graduate Degrees

- Master of Science in Nursing/Family Nurse Practitioner Program (MSN/FNP)



## Institutional Learning Outcomes

All students who graduate from United States University should achieve the Institutional Learning Outcomes.

United States University is dedicated to the following Institutional Learning Outcomes:

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

## 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
	ENG 130 Composition & Reading	3	
AREA B Critical Thinking	<u>Two courses from the following:</u> COM204-Argumentation	3	6
	ENG 140- Critical Thinking & Composition	3	
	MAT 241 Probability & Statistics	3	
	PHI 101-Introduction to Philosophy	3	
	PHI 201-Logic	3	

AREA C Mathematics	<b>One course from the following:</b>		3
	MAT 105 College Algebra	3	
	MAT 140 Number Systems	3	
	MAT 143 Introduction to Trigonometry	3	
	MAT 150 Calculus 1	3	
AREA D Sciences	<b>Two courses from the following:</b>		6
	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	
SCI 220 Survey of Physical Science	3		
AREA E Arts & Humanities	<b>Two courses from the following:</b>		6
	ART 137 Art Appreciation (3 credits)	3	
	ART 160 Visual & Performing Arts	3	
	ENG 306 American Literature B	3	
AREA F Social Sciences	<b>Two courses from the following:</b>		6
	ENG 307 World Classics	3	
	ANT 101 Introduction to Anthropology	3	
	ECN 101 Principles of Economics		
	ECN201 Macroeconomics Principles	3	
	ECN 205 Microeconomics Principles	3	
AREA G Cultural Studies	<b>Three courses from the following:</b>		9
	PSY 101 Introduction to Psychology	3	
	SOC 101 Introduction to Sociology	3	
	ANT 382 Cultures of Mexico	3	
	ANT 383 Culture and Society	3	
	ANT 450 Culture and Health	3	
AREA H History	<b>Two courses from the following:</b>		6
	COM 105 Intercultural Communication	3	
	HIS 222 Chicano Latino Studies A	3	
	HIS 224 Chicano Latino Studies B	3	
	HIS 120 U.S. History & Constitution I	3	
AREA I Information Literacy	<b>Two courses from the following:</b>		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	
AREA J International & Language Studies	CIS 120 Computer & Information Literacy	3	3
AREA J International & Language Studies	<b>Two courses of the following:</b>		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	
			57

## Bachelor of Arts in Leadership Studies II S

The next discipline. Degree is offered to students who have completed the major by the college course syllabus. The program is designed to provide students with a solid foundation in the liberal arts and to prepare them for professional careers and advanced education. The College of Arts and Sciences is committed to providing a high quality education for all students. The program is designed to provide students with a solid foundation in the liberal arts and to prepare them for professional careers and advanced education. The College of Arts and Sciences is committed to providing a high quality education for all students.

Students who apply for admission must complete the required courses for the degree. The program is designed to provide students with a solid foundation in the liberal arts and to prepare them for professional careers and advanced education. The College of Arts and Sciences is committed to providing a high quality education for all students.

Upon graduation, the student should be prepared to enter the workforce or to continue education.

### Prerequisite Learning Outcomes

- Write and be proficient in connecting
- Interpret and evaluate social and political structures
- Interpret statistical data in the social sciences
- Recognize and explain the origins and effects of diversity in American culture
- Evaluate issues based on moral and ethical principles
- Assess and evaluate the moral responsibility
- Collaborate with others in the workplace
- Evaluate the political and social structures in the United States
- Interpret and evaluate the moral and political issues

### General Program

- I. Requires 24 credits to complete degree
- II. Utilize maximum of 9 credits may be accepted for transfer
  - Transfer credit course must have a grade of "C" or better
- III. 3 credits must be completed at University

The time it will take to complete the Degree varies. The program is designed to provide students with a solid foundation in the liberal arts and to prepare them for professional careers and advanced education. The College of Arts and Sciences is committed to providing a high quality education for all students.

### Behavioral Outcomes (B) in Leadership Studies Track

If an error is identified in the curriculum, students must provide verification that at least two courses from the area have been completed.

**BA in IDS (Pasante Track) Required General Education Requirements (24 semester credits)**

Area	Course Number, Title, and Credits	Credits per Course	Required Credits
<b>AREA C</b> Mathematics	<b>One course from the following:</b> MAT 105 College Algebra	3	3
	MAT 140 Number Systems	3	
	MAT 143 Introduction to Trigonometry	3	
	MAT 150 Calculus 1	3	
	MAT 150 Calculus 2	3	
<b>AREA D</b> Sciences	<b>Two courses from the following:</b> Any college level chemistry or physics course	3	6
	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>Two courses from the following:</b> ART 137 Art Appreciation (3 credits)	3	6
	ART 160 Visual & Performing Arts	3	
	ENG 306 American Literature B	3	
	ENG 307 World Classics	3	
<b>AREA F</b> Social Sciences	<b>Two courses from the following:</b> ANT 101 Introduction to Anthropology	3	6
	ECN 101 Principles of Economics		
	ECN 201 Macroeconomics Principles	3	
	ECN 205 Microeconomics Principles	3	
	PSY 101 Introduction to Psychology	3	
	SOC 101 Introduction to Sociology	3	

**BA in IDS (Pasante Track) General Electives (66 semester credits from the remaining areas)**

Area	Course Number and Title	Credits per course
<b>AREA A</b> Communication	COM 104 Speech	3
	ENG 130 Composition & Reading	3
<b>AREA B</b> Critical Thinking	COM204-Argumentation	3
	ENG 140- Critical Thinking & Composition	3
	MAT 241 Probability & Statistics	3
	PHI 101-Introduction to Philosophy	3
	PHI 201-Logic	3
<b>AREA G</b> Cultural Studies	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
<b>AREA H</b> History	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 120 Computer & Information Literacy	3
<b>AREA J</b> International & Language Studies	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	

**Bachelor of Arts in IDS (Pasante Track) Program Core (34 semester credits)**

Course Number	Course Title	Credit Hours
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
POR 499	Capstone (Must be taken in last session)	1



## 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 four (4) minors: (a) History (b) History (Credential track), (c) Spanish, and (d) Spanish (Credential Track). Students should meet with their educational advisor and identify required upper division courses in the academic plan for a specified minor.

### 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 (History Minor) General Plan

- I. Requires 121 credits to complete degree
- II. General Education (57 credits)
- III. Major Requirements (46 credits, includes one semester hour portfolio)
- IV. Minor Requirements (12 credits)
- V. Electives (6 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.

**BA in LBS (History Minor) 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
	ENG 130 Composition & Reading	3	
<b>AREA B</b> Critical Thinking	<u>Two courses from the following:</u> COM204-Argumentation	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	<u>One course from the following:</u> MAT 105College Algebra	3	3
	MAT 140 Number Systems	3	
	MAT 143 Introduction to Trigonometry	3	
	MAT 150 Calculus 1	3	
	MAT 150 Calculus 2	3	
<b>AREA D</b> Sciences	<u>Two courses from the following:</u> Any college level chemistry or physics course	3	6
	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 101Physical Geography	3	
	SCI 220Survey of Physical Science	3	
<b>AREA E</b> Arts & Humanities	<u>Two courses from the following:</u> ART 137 Art Appreciation (3 credits)	3	6
	ART 160 Visual & Performing Arts	3	
	ENG 306 American Literature B	3	
	ENG 307 World Classics	3	
<b>AREA F</b> Social Sciences	<u>Two courses from the following:</u> ANT 101 Introduction to Anthropology	3	6
	ECN 101 Principles of Economics		
	ECN 201 Macroeconomics Principles	3	
	ECN 205 Microeconomics Principles	3	
	PSY 101Introduction to Psychology	3	
<b>AREA G</b> Cultural Studies	SOC 101 Introduction to Sociology	3	9
	<u>Three courses from the following:</u> 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		

<b>AREA H</b> History	<b>Two courses from the following:</b>	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 120 Computer & Information Literacy	3	3
<b>AREA J</b> International & Language Studies	<b>Two courses of the following:</b>	(6) 2 x 3	6
	Any two foreign language courses		
	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		

**Bachelor of Arts in LBS (History Minor) Program Core (45 semester credits)**

Course Number	Course Title	Credit Hours
<b>Science/ Math/ Technology (15 semester credits. Choose 5 courses from the following)</b>		
ANT 282	Physical Anthropology	3
ARC 101	Intro to Archaeology	3
ARC 101L	Intro to Archaeology Lab	1
AST 101	Intro to Astronomy	3
AST 101L	Intro to Astronomy Lab	1
BIO 100	Intro to Biology	3
BIO 150	General Biology	3
BIO 150L	General Biology Lab	1
BIO 360	Genetics	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
SCI 220	Survey of Physical Science	3
SCI 330	Earth and Space Science	3
<b>Humanities (15 semester credits. Choose 5 courses from the following)</b>		
ENG 306	American Literature	3
ENG 307	World Classics	3
ART 206	Art for Teachers	3
ART 160	Visual & Performing Arts	3
ENG 200	Intro to Literature	3
ENG 302	Literary Criticism	3
ENG 304	American Literature A	3

ENG 305	World Literature	3
ENG 402	Chicano-Latino Literature in the US	3
ENG 403	Multi-ethnic Children's Literature	3
LIN 401	Comparative Linguistics	3
MUS 106	Music for Elementary School Teachers	3
PHI 101	Intro to Philosophy	3
<b>Social Science / History (15 semester credits. Choose 5 courses from the following)</b>		
HIS 321	World History A	3
HIS 322	World History B	3
ANT 101	Intro to Anthropology	3
EDU 401	Diversity in Education	3
EDU 403	Intro to Special Education	3
PSY 101	Intro to Psychology	3
PSY 285	Child Development	3
PSY 385	The Exceptional Child	3
PSY 290	Intro to Developmental Psychology	3
PSY 490	Adolescent Psychology	3
SOC 305	Critical Perspectives in Society	3

**Bachelor of Arts in LBS (History Minor) History Core (12 semester credits)**

Course Number	Course Title	Credit Hours
ECN 101	Principles of Economics	3
HIS 320	California History	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 Arts in LBS (History Minor) Remaining Requirements (7 semester credits)**

Course Number	Course Title	Credit Hours
<b>Electives</b>	Select an elective not previous taken	3
<b>Electives</b>	Select an elective not previous taken	3
<b>POR 499</b>	Must be taken in last session	1

## BA in LBS with History Minor (Credential Track)

Many of the major courses for teacher credential 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 with History Minor (Credential Track) General Plan

- I. Requires 120 credits to complete degree
- II. General Education (58 credits)
- III. Major Requirements (50 credits, includes 1 semester credit hour Portfolio)
- IV. Minor Requirements (9 credits)
- V. Electives (3 credits)

The time it will take to complete the LBS with History Minor (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.

### BA in LBS with History Minor (Credential Track) Required 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	3	7
	BIO 150L General Biology Lab	1	
	SCI 220	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	
AREA H History	<b>Two courses from the following:</b>	3	6
	HIS 120 U.S. History & Constitution I		
	HIS 122 U.S. History II	3	
AREA I Information Literacy	EDU 202 Intro to Education Technology	3	3
AREA J International & Language Studies	HIS 321 World History A	3	6
	HIS 322 World History B	3	

**BA in LBS with History Minor (Credential Track) Program Core (50 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)</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)</b>		
ART 206	Art for Teachers	3
MUS 106	Music for Teachers	3
EDU 277	PE for Teachers	3
<b>Senior Education Prerequisites (10)</b>		
EDU 403	Intro to Special Education	3
EDU 404	Language and Literacy	3
EDU 408	Health and Nutrition	1
EDU 410	Intro to Classroom Teaching	3
POR 499	Must be taken in last session	1

**BA in LBS with History Minor (Credential Track) History Core (9 semester credits)**

Course Number	Course Title	Credit Hours
<b>Choose 3 from the list below</b>		
ECN 101	Principles of Economics	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
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**BA in LBS with History Minor (Credential Track) Electives (3 semester credits)**

Course Number	Course Title	Credit Hours
Elective of Student Choice	Cannot double dip with other courses taken or transferred for the program	3

**Bachelor of Liberal Studies (Spanish Minor) General Plan**

- I. Requires 121 credits to complete degree
- II. General Education (57 credits)
- III. Major Requirements (46 credits, includes one semester hour portfolio)
- IV. \*\*\*Minor Requirements (18 credits)

The time it will take to complete the LBS (Spanish Minor) 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*

**BA in LBS (Spanish Minor) Required 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
	ENG 130 Composition & Reading	3	
<b>AREA B</b> Critical Thinking	Choose from Area B	3	6
	Choose from Area B	3	
<b>AREA C</b> Mathematics	Choose from Area C	3	3
<b>AREA D</b> Sciences	Choose from Area D	3	6
	BIO 150L General Biology Lab	1	
	Choose from Area D	3	
<b>AREA E</b> Arts & Humanities	Choose from Area E	3	3
<b>AREA F</b> Social Sciences	Choose one course from Area F	3	9
	Choose one course from Area F	3	
	Choose one course from Area F	3	

<b>AREA G</b> Cultural Studies	Choose from Area G	3	9
	Choose from Area G	3	
	Choose from Area G	3	
<b>AREA H</b> History	Choose from Area H	3	6
	Choose from Area H	3	
<b>AREA I</b> Information Literacy	CIS 120 Computer and Information Literacy	3	3
<b>AREA J</b> International & Language Studies	Choose from Area J	3	6
	Choose from Area J	3	

**BA in LBS (Spanish Minor) Core Requirements (46 Semester Credits)**

Course Number	Course Title	Credit Hours
<b>Science/ Math/ Technology (15 semester credits. Choose 5 courses from the following)</b>		
ANT 282	Physical Anthropology	3
ARC 101	Intro to Archaeology	3
ARC 101L	Intro to Archaeology Lab	1
AST 101	Intro to Astronomy	3
AST 101L	Intro to Astronomy Lab	1
BIO 100	Intro to Biology	3
BIO 150	General Biology	3
BIO 150L	General Biology Lab	1
BIO 360	Genetics	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
SCI 220	Survey of Physical Science	3
SCI 330	Earth and Space Science	3
<b>Humanities (15 semester credits. Choose 5 courses from the following)</b>		
ENG 306	American Literature	3
ENG 307	World Classics	3
ART 206	Art for Teachers	3
ART 160	Visual & Performing Arts	3
ENG 200	Intro to Literature	3
ENG 302	Literary Criticism	3
ENG 304	American Literature A	3
ENG 305	World Literature	3
ENG 402	Chicano-Latino Literature in the US	3
ENG 403	Multi-ethnic Children's Literature	3
LIN 401	Comparative Linguistics	3
MUS 106	Music for Elementary School Teachers	3
PHI 101	Intro to Philosophy	3
<b>Social Science/History (15 semester credits. Choose 5 courses from the following)</b>		
HIS 321	World History A	3
HIS 322	World History B	3



ANT 101	Intro to Anthropology	3
EDU 401	Diversity in Education	3
EDU 403	Intro to Special Education	3
PSY 101	Intro to Psychology	3
PSY 285	Child Development	3
PSY 385	The Exceptional Child	3
PSY 290	Intro to Developmental Psychology	3
PSY 490	Adolescent Psychology	3
SOC 305	Critical Perspectives in Society	3
HIS 320	California History	3
ECN 101	Principles of Economics	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	American Revolution	3
POR 499	Must be taken in last session	1

**Bachelor of Arts in LBS (Spanish) Minor Core (18 semester credits)**

Course Number	Course Title	Credit Hours
<b>Choose 6 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 with Spanish Minor (Credential Track)

Many of the major courses for teacher credential 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 with Spanish Minor (Credential Track) General Plan

- I. Requires 126 credits to complete degree
- II. General Education (58 credits)
- III. Major Requirements (50 credits, includes one semester hour portfolio)
- IV. \*\*\*Minor Requirements (18 credits)

The time it will take to complete the LBS with Spanish Minor (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*

### BA in LBS with Spanish Minor (Credential Track) Required 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	
	Choose one course from Area F	3	
<b>AREA G</b>	HIS 222 Chicano Studies A	3	9

Cultural Studies	HIS224 Chicano Latino Studies B	3	
	EDU 401 Diversity in Education	3	
AREA H History	HIS 120 U.S. History & Constitution I	3	6
	HIS 122 U.S. History II	3	
AREA I Information Literacy	EDU 202 Intro to Education Technology	3	3
AREA J International & Language Studies	HIS 321 World History A	3	6
	HIS 322 World History B	3	

**BA in LBS with Spanish Minor (Credential Track) Program Core (50 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)</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)</b>		
ART 206	Art for Teachers	3
MUS 106	Music for Teachers	3
EDU 277	PE for Teachers	3
<b>Senior Education Prerequisites (10)</b>		
EDU 403	Intro to Special Education	3
EDU 404	Language and Literacy	3
EDU 408	Health and Nutrition	1
EDU 410	Intro to Classroom Teaching	3
POR 499	Must be taken in last session	1

**BA in LBS with Spanish Minor (Credential Track) Minor Core (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	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

**UNITED STATES UNIVERSITY**



**CATALOG**  
**2010-2011**  
**SECOND PART**



## 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. Major Requirements (34 credits, includes Portfolio Course of one (1) semester credit)
- III. Emphasis (30 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 prerequisite requirements by presenting Advanced Placement scores or CLEP exam scores.***

***\*\*\*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
	ENG 130 Composition & Reading	3	
<b>AREA B</b> Critical Thinking	Choose from Area B	3	6
	Choose from Area B	3	
<b>AREA C</b> Mathematics	Choose from Area C	3	3
<b>AREA D</b> Sciences	Choose from Area D	3	6
	Choose from Area D	3	
<b>AREA E</b> Arts & Humanities	Choose from Area E	3	3
<b>AREA F</b> Social Sciences	Choose one course from Area F	3	9
	Choose one course from Area F	3	
	Choose one course from Area F	3	
<b>AREA G</b> Cultural Studies	Choose from Area G	3	9
	Choose from Area G	3	
	Choose from Area G	3	
<b>AREA H</b> History	Choose from Area H	3	6
	Choose from Area H	3	
<b>AREA I</b> Information Literacy	CIS 120 Computer and Information Literacy	3	3
<b>AREA J</b> International & Language Studies	Choose from Area J	3	6
	Choose from Area J	3	

**Bachelor of Arts in Spanish Core Requirements (34 Semester Credits)**

Course Number	Course Title	Credit Hours
<b>Science/ Math/ Technology (6 semester credits. Choose 2 courses from the following)</b>		
ARC 101	Intro to Archaeology	3
ARC 101L	Intro to Archaeology Lab	1
AST	101 Intro to Astronomy	3
AST 101L	Intro to Astronomy Lab	1
BIO 100	Intro to Biology	3
BIO 150	General Biology	3
BIO 150L	General Biology Lab	1
BIO 360	Genetics	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

SCI 220	Survey of Physical Science	3
SCI 330	Earth and Space Science	3
<b>Humanities (15 semester credits. Choose 5 courses from the following)</b>		
ENG 306	American Literature	3
ENG 307	Survey of World Classics	3
ART 206	Art for Teachers	3
ART 160	Visual & Performing Arts	3
ENG 200	Intro to Literature	3
ENG 302	Literary Criticism	3
ENG 304	American Literature A	3
ENG 305	World Literature	3
ENG 402	Chicano-Latino Literature in the US	3
ENG 403	Multi-ethnic Children's Literature	3
LIN 401	Comparative Linguistics	3
MUS 106	Music for Elementary School Teachers	3
PHI 101	Intro to Philosophy	3
<b>Social Science/History (12 semester credits. Choose 4 courses from the following)</b>		
HIS 321	World History A	3
HIS 322	World History B	3
ANT 101	Intro to Anthropology	3
PSY 101	Intro to Psychology	3
PSY 285	Child Development	3
PSY 385	The Exceptional Child	3
PSY 290	Intro to Developmental Psychology	3
PSY 490	Adolescent Psychology	3
SOC 305	Critical Perspectives in Society	3
HIS 320	California History	3
ECON 300	Principles of Economics	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	American Revolution	3
POR 499	Must be taken in last session	1

#### Bachelor of Arts in Spanish Major Core (30 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	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

### **Bachelor of Arts in Spanish (Credential Track)**

Many of the major courses for teacher credential 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 of Arts in Spanish (Credential Track) General Plan**

- I. Requires 120 credits to complete degree
- II. General Education (58 credits)
- III. Upper Division Core Requirements (29 credits, includes one semester hour portfolio)
- IV. \*\*\*Minor Requirements (30 credits)
- V. Electives (3 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**

**BA in Spanish (Credential Track) Required 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 344 Educational Statistics	3	3
<b>AREA D</b> Sciences	Choose from Area D	3	7
	Choose from Area D	3	
	Choose from Area D (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	
	Choose one course from Area F	3	
<b>AREA G</b> Cultural Studies	HIS 222 Chicano Studies A	3	9
	HIST224 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	

**BA in Spanish (Credential Track) Upper Division Core (29 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 (10)</b>		
EDU 403	Intro to Special Education	3
EDU 404	Language and Literacy	3
EDU 408	Health and Nutrition	1
EDU 410	Intro to Classroom Teaching	3

POR 499	Must be taken in last session	1
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**BA in Spanish (Credential Track) Minor Core (30 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	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

**BA in Spanish (Credential Track) Electives (3 semester credits)**

Course Number	Course Title	Credit Hours
Elective of Student Choice	Cannot double dip with other courses taken or transferred for the program	3

## Bachelor of Science (B.S)

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

- Synthesize information to present arguments
- Use ethical reasoning in culturally diverse settings
- Use critical thinking for problem solving and decision making
- Analyze health science issues to determine needs, plan treatment, and promote wellness
- Embrace leadership and advocacy in health using professional competence and cultural diversity
- Access the needed information effectively and efficiently
- Support the principles of teaching and learning

### General Plan:

- I. General Education (57 credits)
- II. Prerequisite Requirements (27 credits)\*\*\*
- III. Major Requirements (31 credits, includes one credit for Portfolio)
- IV. Electives (6 credits)

\*\*\*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 Health Sciences Required General Education Requirements (lower division, 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
	Choose from Area B	3	
<b>AREA C</b> Mathematics	Choose from Area C	3	3
<b>AREA D</b> Sciences	BIO 150 General Biology	3	6
	Choose from Area D	3	
<b>AREA E</b> Arts & Humanities	Choose from Area E	3	3

<b>AREA F</b> Social Sciences	Choose from Area F ( <i>Recommend ANT 101</i> )	3	9
	Choose from Area F ( <i>Recommend PSY 101</i> )	3	
	Choose one course from Area F ( <i>Recommend SOC 101</i> )	3	
<b>AREA G</b> Cultural Studies	Choose from Area G ( <i>Recommend HIS 222</i> )	3	9
	Choose from Area G ( <i>Recommend HIS 224</i> )	3	
	Choose from Area G	3	
<b>AREA H</b> History	Choose from Area H ( <i>Recommend HIS 120</i> )	3	6
	Choose from Area H ( <i>Recommend HIS 122</i> )	3	
<b>AREA I</b> Information Literacy	Choose from Area I ( <i>Recommend CIS 120</i> )	3	3
<b>AREA J</b> International & Language Studies	Choose from Area J ( <i>Recommend HES 457</i> )	3	6
	Choose from Area J	3	

#### BS in Health Sciences Prerequisite Requirements (27 semester credits)

Course Number	Course Title	Credit Hours
ENG 310	Advanced Grammar & Composition	3
ENG 307	Survey of World Classics	3
PHI 380	Ethics in Healthcare	3
MAT 241	Probability & Statistics	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
HES 256	Health & Society	3

#### BS in Health Sciences Major Program Requirements (31 semester credits)

Course Number	Course Title	Credit Hours
BIO 360	Genetics	3
BIO 402	Immunology	3
HES 357	Health & Nutrition	3
HES 400	Environmental Health & Sustainability	3
HES 402	Health Promotions & Lifestyle Modification	3
HES 480	Healthcare Delivery System	3
HES 403	Decision Making in Managed Care	3
HES 404	Gerontology	3
HES 405	Epidemiology	3

HES 470	Cultural Competence in Healthcare	3
POR 499	Must be taken in last session	1

**BS in Health Sciences Electives (6 semester credits)**

Course Number	Course Title	Credit Hours
HED 310	Informatics in Health	3
HES 401	Evolution	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.
3. Have obtained a minimum of a grade of "C" in all nursing courses.
4. Have obtained a minimum of a grade of "C" 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
2. RNs who earned an Associate's degree in Nursing
3. RNs who earned a diploma from a hospital school of nursing

### **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 125 credits to complete degree
- II. Up to a maximum of 94 credits may be accepted for transfer
  - All transferred courses must have a grade of "C" [2.00] or better

III. 31 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 (34 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
POR 499	Capstone (Must be taken in last session)	1

**RN – BSN (With Associates Degree in Nursing)**

- I. Requires 125 credits to complete degree
- II. Up to a maximum of 73 credits may be accepted for transfer
  - All transferred courses must have a grade of "C" [2.00] or better
- III. Prerequisite Requirements (12 credits)\*\*\*
- IV. Major Requirements (31 credits, includes one credit 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 (12 semester credits)**

Course Number	Course Title	Credit Hours
HES 256	Health & Society	3
PHI 380	Ethics in Healthcare	3
SOC 305	Critical Perspective in Society	3



HED 300	Informatics in Health	3
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**RN – BSN (Associates Degree in Nursing) Program Core (31 semester credits)**

Course Number	Course Title	Credit Hours
HES 405	Epidemiology	3
HES 357	Health & Nutrition	3
NURS 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
POR 499	Capstone (Must be taken in last session)	1

**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
HES 400	Environmental Health & Sustainability	3
HES 402	Health Promotions & Lifestyle Modifications	3
HES 403	Decision Making in Managed Care	3
HES 404	Gerontology	3

**RN – BSN (With Diploma in Nursing)**

- I. Requires 125 credits to complete degree
- II. Up to a maximum of 30 credits from Nursing Diploma may be accepted for transfer
  - All transferred courses must have a grade of "C" [2.00] or better
- III. Up to a maximum of 22 credits from General Education credits may be accepted for transfer
  - All transferred courses must have a grade of "C" [2.00] or better
- IV. Prerequisite Requirements (30 credits)\*\*\*
- V. Major Requirements (31 credits, includes one 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 (30 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 (31 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
POR 499	Capstone (Must be taken in last session)	1

**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
HES 400	Environmental Health & Sustainability	3
HES 402	Health Promotions & Lifestyle Modifications	3
HES 403	Decision Making in Managed Care	3
HES 404	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.*

**Step 3:** Candidates apply to one of the credential programs. When the file is complete, a faculty member interviews the applicant. The faculty member evaluates the applicant on the basis of academic achievement and commitment to teaching. Faculty recommends candidates to the Education Committee.

**Step 4:** After the Committee reaches a decision regarding the admission of the applicant, they notify candidates of their status.

## 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
- 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 Courses (15 credits)

VI. Single Subject Credential (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

### Single Subject 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

### Single Subject Credential (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
<b>STUDENT TEACHING: SECONDARY (CLINICAL PRACTICE)</b>		
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
  - 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:*
    - 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 Courses (15 credits)
- VII. Single Subject Credential (21 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.

**Single Subject Credential (Bilingual Emphasis) 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

**Single Subject Credential Program (Bilingual Emphasis) 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

**Single Subject Credential (Bilingual Emphasis) (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
<b>STUDENT TEACHING: SECONDARY (CLINICAL PRACTICE)</b>		
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) (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

### 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 Courses (15 credits)

### VI. Multiple Subject Credential (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

#### Multiple 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



**Multiple Subject 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 (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
<b>STUDENT TEACHING: Multiple Subjects (CLINICAL PRACTICE)</b>		
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:*
  - 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 Courses (15 credits)

VII. Single Subject Credential (21 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.

#### Multiple Subject Credential (Bilingual Emphasis) 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

**Multiple Subject Credential Program (Bilingual Emphasis) 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 (Bilingual Emphasis) (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) (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 (Pre-Licensure) Master's 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.

Upon satisfactory completion of all requirements of the nursing program, candidates will be eligible to sit for the NCLEX-RN Examination in the State of California. This program is not a degree granting program.

#### 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
  - Applicants who do not possess the equivalent of a US Bachelor's degree may enroll in the University's Bachelor Science or Bachelor of Arts Degree in Interdisciplinary Studies if they have studied in foreign universities.
- GPA 2.5 (last 60 semester or 90 quarter credits of the Bachelor's degree and a "C" or better in all admission prerequisite courses)
- Purpose Statement (between 300 – 500 typed words). Include the following:
  - Career goals and how the Nursing Program relates to these goals
  - Description of health-related experiences
  - Plans for managing the academic load of an accelerated program
  - Special skills and attributes possessed and how they contribute to a career in nursing (second language, leadership, community involvement, etc.)
- Letter of Professional Recommendation attesting to character and potential success in the program
- Test of Essential Academic skills (TEAS)—must receive minimum score of 73%. Recency of TEAS 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 Nursing Staff 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 screen.**

### **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 (39 credits)\*\*\*
- II. Major Requirements (36 credits)
- III. Clinical (816 hours)
- IV. Lecture (304 hours)

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

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.

**ELM Pre-Licensure Nursing Program Prerequisite Requirements (39 semester credits)**

Course Number	Course Title	Credit Hours
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
MAT 100	Algebra & Geometry	3
HIS 224	Chicano Studies B	3
PSY 101	Introduction to Psychology	3
SOC 101	Introduction to Sociology	3
Ethics	Ethics	3
Humanities	Humanities	3
CIS 120	Computer & Information Literacy	3

**ELM Pre-Licensure Nursing Program Requirements (36 semester credits)**

Course Number	Course Title	Credit Hours	Lecture Hours	Clinical Hours
NUR 510	Foundations of Professional Nursing	3	48	
NUR 515	Foundations of Professional Nursing – Clinical Application	3		144
NUR 520	Nursing Care of Adults & Older Adults	4	64	
NUR 525	Nursing Care of Adults & Older Adults – Clinical Application	4		192
NUR 530	Pharmacology for Nurses	3	48	
NUR 535	Nursing Care of Critically Ill Adults & Older Adults	2	32	
NUR 540	Nursing Care of Critically Ill Adults & Older Adults – Clinical Application	2		96
NUR 545	Women's Health Nursing	2	32	
NUR 550	Women's Health Nursing – Clinical Application	2		96
NUR 555	Children's Health Nursing	2	32	
NUR 560	Children's Health Nursing – Clinical Application	2		96
NUR 565	Mental Health Nursing	2	32	
NUR 568	Mental Health Nursing - Clinical Application	2		96
NUR 572	Nursing Leadership	1	16	
NUR 576	Nursing Leadership – Clinical Internship	2		96
<b>TOTAL</b>		<b>36</b>	<b>304</b>	<b>816</b>

# 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. Submit proof of having taken the GRE or Miller's Analogy

## 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
- Obtain and submit copy of a departmental evaluation, signed by their advisor
- 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 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
- 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.
  - Applicants who do not possess the equivalent of a US Bachelor's degree may enroll in the University's Bachelor Science or Bachelor of Arts Degree in Interdisciplinary Studies if they have studied in foreign universities.
- GPA 2.5 (last 60 semester or 90 quarter credits of the Bachelor's degree and a "C" or better in all admission prerequisite courses)
- Purpose Statement (between 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
- Successful Interview with Nursing Director

### **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. Develop the interrelated roles of a Nurse Practitioner; clinician, teacher, researcher, advocate, consultant, change agent, collaborator, and leader/manager of systems working in concert with other health care professionals, effecting change, advocating for and marketing the profession and role, advancing levels of competence, utilizing technology and business strategies to enhance practice, functioning within legal scope of practice, maintaining professional boundaries, and ensuring client confidentiality and privacy.
2. Value the importance of acknowledging personal strengths and professional limits, assuming professional and personal accountability and development, and consistently engaging in reflective practice.
3. Consider the variety of Nurse Practitioner roles when delivering primary health care understanding accountabilities with regard to ethical dilemmas that emerge personally, professionally and organizationally, and determining strategies for effective decision making to pursue their resolution.
4. Integrate into practice a variety of nursing and other related theories to establish a framework for use of best practice in the delivery of quality, primary health care.
5. Assess the type and level of care needed for diverse (multicultural) and complex client populations in an increasingly global society recognizing socio-economic, legislative and political considerations of health systems in order to interpret, evaluate and articulate policies that impact client outcomes, advance nursing roles and practice, positively influence health care delivery and promote and preserve healthy safe communities.
6. Compare the organization and economics of a variety of health care systems (public/private/for profit/not for profit/governmental/community/acute) to determine their influence on health planning and resources, clinical decision making, fiscal accountability, technology, health care choices, client access, and quality care.
7. Evaluate selected evidence based findings to advance nursing practice by using new knowledge to analyze outcomes of nursing interventions, initiating changes and impacting treatment regimes, conducting research studies, and utilizing available research findings to improve practice.
8. Relate changes in physiology over the lifespan examining alterations in normal and pathological states and research findings to analyze physiologic responses to determine illness and treatment modalities.
9. Design, using relevant epidemiological, social and environmental data, holistic evidence based plans of care and education that positively affect clients: individuals, families and communities and that when implemented offer disease prevention/management, health promotion services, health protection interventions that raises awareness and fosters client adherence to achieve better health outcomes.

10. Combine critical thinking and diagnostic reasoning with objective/subjective assessments using a comprehensive database to determine diagnoses, differential diagnoses, priorities and best approaches for treatment plans/interventions to manage, over time, the health/illness status of clients across the lifespan.
11. Synthesize information obtained from health histories, physical examinations, laboratory findings, screening, and comprehensive assessments including risk assessment, assessment of lifestyle and health status and relate it to underlying pathology to develop an effective and therapeutic plan of care taking into consideration life circumstances, culture, ethnicity, psychosocial and developmental variations and the need for consultation and referral, if appropriate.
12. Create a climate of mutual trust, comfort and emotional support with clients giving them control over their decision making and using self-reflection to further therapeutic relationships.
13. Collaboratively plan the overall care of clients: individuals, families and communities based on their bio-psycho-social needs inclusive of hygiene, nutrition, family situations, and financial resources, cultural diversity, cultural norms, spirituality and health care practices, variations in health and physiology, and community assets to affect culturally competent/sensitive safe levels of personalized health and wellness.
14. Select appropriate and effective pharmacological agents to manage client health problems across the lifespan understanding the legal parameters of writing prescriptions, the broad categories of agents, the relationship between agents and responses, pharmacokinetics and pharmacodynamics, the motivation of clients, the drug regimen, and the requirements for appropriate education.
15. Plan for the educational needs of clients: individuals, families, and communities, determining effective learning environments, designing personalized plans for learning, using anticipatory guidance, counseling and coaching for behavioral change, and evaluating the outcomes of the education provided.
16. Critique plans of care and educational outcomes to assess quality of care as a means of ensuring continuous quality improvement.
17. Choose the most effective communication approach to interacting with clients: individuals, families, and communities and the discipline using professional terminology and selecting from a repertoire of strategies such as interviewing, coaching, counseling, tutoring, conducting presentations, scholarly writing and documenting client outcomes.
18. Actively collaborate with a variety of groups/individuals, and with inter/intra-disciplinary teams to consciously influence others to promote values and standards of behavior and nursing practice that demonstrates respect for quality care, human dignity, diversity, integrity, and social justice.

## **MSN-FNP Program**

- I. Prerequisite Requirements—Bridge Course (3 credits)\*\*\*
- II. Major Requirements (49 credits, includes one credit for Portfolio)
- III. Clinical (720 hours)

**\*\*\*Applicants that have a bachelor's degree in a field different from Nursing are required to take the bridge course before taking any of the core program requirements**

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 Prerequisite Requirement—Bridge Course (3 semester credits)**

Course Number	Course Title	Credit Hours
FNP 485	Introduction to Nursing Research & Current Issues	3

**MSN-FNP Program Requirements (49 semester credits)**

Course Number	Course Title	Credit Hours	Clinical Hours
MSN 511	Advanced Role Development, Theory and Leadership	3	
MSN 522	Healthcare Systems: Policy, Change & Informatics	3	
MSN 533	Evidence Based Practice: Theory and Critical Inquiry	3	
MSN 544	Health Promotion, Education & Disease Prevention Across the Lifespan	2	
MSN 551	Advanced Pathophysiology	4	
MSN 552	Advanced Pharmacology	4	
MSN 553	Advanced Health and Physical Assessment Across the Lifespan	3	
MSN 556	Common Illnesses Across the Lifespan	3	
MSN 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	
MSN 578	Clinical Residency	6	288
MSN 588	Evidence Based Family Health Project Field Work	2	

## **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).

## 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	PSY Psychology
BIO Biology	HES Health Science	SCI Science
CHM Chemistry	HIS History	SOC Sociology
CIS Computer Information Literacy	LIN Linguistics	SPA Spanish
COM Communications	MAT Mathematics	TEB Bilingual Credential
ECN Economics	MSN Master of Science in Nursing	TED Teacher Education
EDU Education	MUS Music	TEM Multiple Subject Credential
		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 affects 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

## 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 (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 aides, 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

## 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

### **ECON 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 sentencing, paraphrasing, 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 20)1 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

## **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

### **HES 357 (formerly HEAL 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

### **HES 400 (formerly HEAL 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

### **HES 402 (formerly HEAL 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

**HES 404 (formerly HEAL 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

**HES 405 (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

## **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

## 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

## NURSING

**NUR 415 (formerly NURS 415) Professional Role, Issues, and Trends**

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 510 (formerly NURS 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 515 (formerly NURS 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 520 (formerly NURS 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 525 (formerly NURS 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 530 (formerly NURS 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 535 (formerly NURS 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 540 (formerly NURS 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 545 (formerly NURS 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 550 (formerly NURS 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 555 (formerly NURS 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 560 (formerly NURS 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 565 (formerly NURS 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 568 (formerly NURS 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 572 (formerly NURS 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 576 (formerly NURS 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.

**MSN 511 (formerly NURS 580) 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.

**MSN 522 (formerly NURS 585) 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.

**MSN 533 (formerly NURS 590) 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.

**MSN 544 (formerly NURS 602) 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.

**MSN 551 (formerly NURS 608) Advanced Pathophysiology (4 credits)**

This course builds on a basic understanding of pathophysiology and uses a body system approach to explore the pathophysiological sequelae 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.

**MSN 552 (formerly NURS 615) 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.

**MSN 553 (formerly NURS 621) 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.

**MSN 556 (formerly NURS 626) 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.

**MSN 557 (formerly NURS 634) 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.

**MSN 578 (formerly NURS 685) 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.

**MSN 588 (formerly NURS 695) 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 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 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).

## 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

### **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 Principles of International Law (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 International Relations of Developing Nations (formerly POLI 427) International Relations** (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 499 (formerly PORT 499) Portfolio** (1 credit)

Senior project presented at graduation. A compilation of examples of products from a variety of classes. Includes also resume, philosophy, transcripts, and autobiography.

**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.  
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## **Administration**

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President and CEO

**Edith Neumann, Ph.D, R.N.**

Provost and Chief Academic Officer

**Tom Finaly, B.A.**

Chief Operating Officer (COO)

**Roy Finaly, MBA**

Chief Information Officer (CIO)

**Archer, Elizabeth, Ph.D.**

Director of Liberal Studies, Interdisciplinary Studies, and General Education

**Castillo, Rolando, Ph.D.**

Director of Internationally Trained Professionals Program

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**Igein, Godwin, Ph.D.**

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**Khong, Jasmine, M.Ed.**

Executive Director of Student Success

**Lewis, Shelia, Ph.D.**

Director of Business Management Programs

**Maso-Fleischman, Roberta, Ph.D.**

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**Milla, Rosalinda Elena, M.D.**

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**Poet, Anthony, Ed.D.**

Director of Center for Lifelong Learning

**Sanchez, Marta, Ph.D.**

Director of Teacher Education Programs

## Administrative Staff

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Director of IT & Facilities

**De Guzman, Darrell**

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Registrar and Director of Student Services

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**Gonzales, Jenny**

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**Guzman, Diana**

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**Inthavong, Chanthone**

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**Tan, Arlene**

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**Vega, Karla, B.A.**

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**Ward, Mary Ellen, M.S.**

Controller

**Zolin, Allison, B.A.**

Enrollment Advisor