



**UNITED STATES**  
**UNIVERSITY**

University Catalog Addendum

2019-2020

# Contents

CATALOG DISCLAIMER .....	3
GENERAL INFORMATION .....	3
ACCREDITATION AND APPROVALS.....	4
BOARD OF TRUSTEES AND ADMINISTRATION.....	5
ACADEMIC CALENDAR.....	6
ADMISSIONS .....	6
GENERAL POLICIES .....	10
FEDERAL FINANCIAL AID .....	10
PAYMENT POLICIES .....	10
REGISTRATION AND RECORDS.....	14
STUDENT SERVICES.....	14
ACADEMICS .....	15
UNDERGRADUATE STUDIES – GENERAL EDUCATION.....	19
COLLEGE OF BUSINESS AND TECHNOLOGY .....	21
COLLEGE OF EDUCATION .....	23
COLLEGE OF NURSING AND HEALTH SCIENCES.....	35
EXTENDED STUDIES .....	38
PROGRAM COURSES.....	38

## Catalog Addendum Disclaimer

This catalog addendum is true and correct as to content and policy as of the date of its effective date. United States University (USU) reserves the right to change policies, tuition and fees, academic calendars and to revise curricula as deemed necessary and desirable to reflect changes to federal, state, and other regulatory agencies.

The catalog addendum is not to be used as a standalone document. It serves to amend university policies, curriculum, and other important information within an academic year referenced in the University Catalog. For avoidance of doubt in the event of a conflict of any content and policy between the addendum and the University Catalog, the content and policies within this addendum supersede.

## CATALOG DISCLAIMER

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Effective 04/01/2020	Page 10-11
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*The contact information for BPPE was revised to read as:*

This catalog is true and correct as to content and policy as of the date of its publication. United States University (USU) reserves the right to change policies, tuition and fees, academic calendars and to revise curricula as deemed necessary and desirable to reflect changes to federal, state, and other regulatory agencies.

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

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

Address:

1747 North Market

Suite 225

Sacramento, CA 95834

Website Address: [www.bppe.ca.gov](http://www.bppe.ca.gov)

Telephone and Fax Numbers:

888-370-7589 or by fax 916-263-1897

916-574-8900 or by fax 916-263-1897

## GENERAL INFORMATION

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Effective 04/01/2020	Page 10-11
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*The section was updated to read:*

### **Business Hours**

Administrative hours of service (Pacific Time Zone) are Monday through Friday from 8:00 AM to 5:00 PM. Technical support for online courses is available Monday through Friday from 8:00 AM to 5:00 PM PST. Online tutorial support is available 24/7 as is online library and research support. In addition, administrative services on campus will be open to support students during weekend classes taking place on Saturday and/or Sunday.

Students can get technical support by going to: <http://www.usuniversity.edu/student-services/help-desk/> or by emailing [studentservices@usuniversity.edu](mailto:studentservices@usuniversity.edu).

*The section was updated to read:*

### **Facilities**

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

The campus provides classrooms that are appropriately furnished with laboratory and instructional furniture for the type of work performed. Supplies for each program of study are available in the classrooms and laboratories. The facility is readily accessible for students requiring physical accommodations. In addition to ample parking, the campus is conveniently located near public transportation and freeway access.

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

### **Computer Labs**

United States University provides computers on campus to support the learning, scholarly, and professional pursuits of its students and alumni. Our computer lab has several desktop computers with internet and printing access. Additionally, there are laptop computers available for checkout at the front desk by simply showing your university ID.

### **Equipment and Materials for Instruction**

For on-ground courses, computers with internet access and large monitors for faculty to use to present relevant teaching content. All course syllabi have required textbook and/or supplemental materials identified. Refer to the course syllabi for specific requirements.

### **Parking**

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

## **ACCREDITATION AND APPROVALS**

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*The statement was added under State Authorizations:*

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

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## BOARD OF TRUSTEES AND ADMINISTRATION

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Effective 09/30/2019	Page 13-14
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*The following updates are made to the Administration listing:*

Dr. Scott WM Burrus  
Provost

Effective 12/10/2019	Page 13-14
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*The following updates are made to the Administration listing:*

Dr. Rebecca Wardlow (*add*)  
Dean, College of Education

Dr. Gregory Bradley (*add*)  
Dean, College of Business and Technology

*The following updates are made to the Faculty listing:*

Dr. Reuven Cohen (*Remove*)  
Professor and Lead Faculty of Bachelor of Science in  
Health Sciences

Dr. Gay Goss (*add*)  
Professor

Dr. Sabrina Friedman (*Remove*)  
Associate Professor

Dr. Tamika Dowling (*add*)  
Assistant Professor

Dr. Yvette Lowery (*Correction*)  
Assistant Professor

Effective 04/01/2020	Page 13-14
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*The following updates are made to the Administration listing:*

Ekaterina Morgulis (*remove*)  
Chief Financial Officer

David Noriega (*title change*)  
Executive Director, Registrar Operations and Academic  
Compliance

Ming Tan (*add*)  
Chief Financial Officer

Jennifer Robinson (*title change*)  
Vice President, Student Financial Services

Elizabeth Archer (*title change*)  
Associate Provost

*The following updates are made to the Faculty listing:*

Dr. Amanda Ziemendorf (*add*)  
Assistant Dean, College of Nursing and Health Sciences

## ACADEMIC CALENDAR

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Effective 09/30/2019

Page 15

*The calendar was revised to show correct dates to the last day to drop a course to be in line with the add/drop period:*

Calendar	First Day of Classes	Last Day to Drop a Course	Session Closing	Final Grades Due
Summer TC 2019*	07/22/2019	08/05/2019	09/17/2019	09/20/2019
Fall 1 2019	09/03/2019	09/09/2019	10/28/2019	11/01/2019
Fall 1 D 2019	09/24/2019	09/30/2019	11/18/2019	11/22/2019
Fall TC 2019*	10/08/2019	10/14/2019	12/20/2019	12/27/2019
Fall 2 2019	10/29/2019	11/04/2019	12/23/2019	12/27/2019
Fall 2D 2019	11/19/2019	11/25/2019	01/13/2020	01/17/2020
Spring 1 2020	01/07/2020	01/13/2020	03/02/2020	03/06/2020
Spring 1D 2020	01/28/2020	02/03/2020	03/23/2020	03/27/2020
Spring 2 2020	03/03/2020	03/09/2020	04/27/2020	05/01/2020
Spring 2D 2020	03/24/2020	03/30/2020	05/18/2020	05/22/2020
Summer 1 2020	05/05/2020	05/11/2020	06/29/2020	07/03/2020
Summer 1D 2020	05/26/2020	06/01/2020	07/20/2020	07/24/2020
Summer 2 2020	06/30/2020	07/06/2020	08/24/2020	08/28/2020
Summer 2D 2020	07/21/2020	07/27/2020	09/14/2020	09/18/2020

The following holiday was updated to show correct days of school closure:

### 2019 Year

Winter Break

Tuesday and Wednesday, December 24-25<sup>th</sup>, 2019

## ADMISSIONS

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Effective 09/30/2019

Page 16-23

*The following section was revised to read as follows:*

### **Program Specific Admission Requirements**

#### **College of Nursing and Health Sciences**

##### Graduate Certificates

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

*The following section was revised to read as follows:*

##### **Deferred Admissions**

Pending departmental approval, applicants may defer enrollment up to 180 calendar days from the time of initial acceptance. Applicants who fail to enroll within the specified timeframe will forfeit their place in the program and will be

required to submit another application, if they choose to reapply. Requests for deferment must be made in writing to the admissions office. Students must adhere to the catalog policies, curriculum, processes, etc. in place at time of enrollment.

*The following section was revised to read as follows:*

## **Transfer Credit Policy**

### Block Transfer

Students who completed an Associate Degree for Transfer (ADT) at an accredited college or university in the United States may receive a block transfer up-to 60 semester credits. An Associate of Applied Science or an Associate degree from a foreign country will require a course-by-course evaluation by a recognized agency as stated within our general admission policy. Additional courses may still be required to meet program specific requirements after an official evaluation by the Office of the Registrar is completed.

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

Effective 12/10/2019	Page 16-23
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*The following section was revised to read as follows:*

## **Program Specific Admission Requirements - College of Nursing and Health Sciences**

### Master of Science in Nursing

Applicants seeking admission into a Master of Science in Nursing program must have earned a Bachelor of Science Degree or higher in Nursing from a Commission on Collegiate Nursing Education (CCNE); Accreditation Commission for Education in Nursing (ACEN); National League for Nursing Accreditation Commission (NLNAC); or National League for Nursing Commission for Nursing Education Accreditation (CNEA) with a minimum GPA of 2.5. Additional official transcripts may be requested for students who do not hold a baccalaureate degree in nursing. Must hold a valid unrestricted, unencumbered RN license in the state where student resides.

Applicants with foreign credentials must have coursework evaluated for equivalency by a member with NACES or AICE to that of a baccalaureate degree in nursing or higher.

Effective 04/01/2020	Page 16-23
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*The following section was revised to read as follows:*

## **General Undergraduate Admissions**

- Complete and submit an application for admission,
- Interview with an Enrollment Advisor,
- Submit documentation of high school graduation or equivalent as defined under the U.S. Department of Education regulation,
  - Foreign high school diplomas or their equivalent must be evaluated and translated, if applicable, by an acceptable agency.
    - A member of the National Association of Credential Evaluation Services (NACES)

- A member of the Association of International Credential Evaluators, Inc. (AICE)
  - Homeschooled students may apply for admission. The student should provide proof that he or she 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 State requirements.
- Undergraduate applicants must submit their official transcripts from previously attended institutions. Foreign transcripts must be evaluated and translated, if applicable, by an acceptable evaluating agency:
  - A member of the National Association of Credential Evaluation Services (NACES)
  - A member of the Association of International Credential Evaluators, Inc. (AICE)
- Meet any program-specific entrance requirements. See program specific admissions requirements.
- Complete an Enrollment Agreement.

**General Graduate Admissions**

- Complete and submit an application for admission,
- Applicants must submit their official transcripts from the bachelor degree-awarding institution, and any post-bachelor degree institution(s); Programs with undergraduate prerequisites require official transcripts from the originating institution(s). Foreign transcripts must be evaluated and translated, if applicable, by an acceptable evaluating agency.
  - A member of the National Association of Credential Evaluation Services (NACES)
  - A member of the Association of International Credential Evaluators, Inc. (AICE)
- Have a cumulative undergraduate grade point average of 2.5 or higher.
- Meet any program specific entrance requirements. See program specific admissions requirements.
- Complete an Enrollment Agreement

*The following section was revised to read as follows:*

**Enrollment Status**

Full-Time and Part-Time

Matriculated and non-matriculated student enrollment status may be reported to external agencies as mandated by federal regulation. The University uses the following classifications to identify student enrollment status:

<i>Graduate</i>		<i>Undergraduate</i>	
<i>Status</i>	<i>Credit Hours</i>	<i>Status</i>	<i>Credit Hours</i>
<i>Full-Time</i>	<i>6+</i>	<i>Full-Time</i>	<i>12+</i>
<i>Half Time</i>	<i>3-5</i>	<i>Three Quarter Time</i>	<i>9-11</i>
<i>Less than Half Time</i>	<i>&lt; 3</i>	<i>Half Time</i>	<i>6-8</i>
		<i>Less than Half Time</i>	<i>1-5</i>

Effective 05/08/2020	Page 16-23
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*The following section was added to read:*

**Language of Instruction and Delivery**

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

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



- Evidence of receiving educational training in the English language,
- English proficiency examinations such as TOEFL or IELTS completed within five (5) years,
- Evidence of external degree received from an accredited institution in which language of instruction is English.

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

*The following section was removed:*

### **High School Seniors**

The University allows high school seniors to enroll in lower division undergraduate level courses initially as non-degree seeking students. These lower division undergraduate credits may be applied toward a degree at USU.

High school seniors are accepted with the following conditions:

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

*The following section was revised to read as follows:*

### **Transfer Credit Policy**

#### Articulation Agreements

The University makes every effort to build agreements with other institutions of higher learning. Below is a listing of current agreements the university has established.

- Asher College
- California Institute of Arts and Technology
- EC-Council University
- LA ORT College

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

Effective 06/05/2020	Page 16-23
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*The following section was added to revised to read:*

### **Program Specific Admission Requirements - College of Education**

#### Teacher Credentialing

Applicants interested in the Teacher Credentialing Program must have earned a baccalaureate degree from a regionally accredited institution, or its equivalent, with a minimum GPA of 2.5. Official transcripts must be provided from all previously attended colleges and universities. Applicants must be able to provide proof of completion of U.S. Constitution coursework. If no proof is available students will be required to complete USU’s HIS120.

The following documents must be submitted at time of application:

- Completed the California Basic Educational Skills Test (CBEST)
- CSET: Proof of passing, attempting, registering, enrolling in a preparation program
- Healthcare Clearance – official copy of the Tuberculin Skin Test

- Certificate of Clearance – Fingerprint clearance

## GENERAL POLICIES

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Effective 09/30/2019	Page 27-34
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*The following section was added:*

### Emergency Procedural Adaptation Policy

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

## FEDERAL FINANCIAL AID

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Effective 06/05/2020	Page 35-41
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*The following statement was added after Timeframe for the Return of Title IV Funds:*

### Washington State Residents

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

## PAYMENT POLICIES

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Effective 04/01/2020	Page 42-47
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*The following tuition tables were updated to address changes to MBA and MAE program and any correction to tuition and fees:*

### Graduate and Post-Baccalaureate Programs

Program	Credits	Per Credit Hour	Per Academic Year*
Master of Business Administration	30	\$325	\$3,900
Master of Arts in Education	30	\$325	\$3,900

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

**Estimated Program Charges**

Program	Credits	Estimated Tuition	Program and Technology Fees	Other Fees	Estimated Total Institutional Charges	Books**
Master of Business Administration	30	\$9,750	\$600	\$0	\$10,350	\$2,000
Master of Arts in Education	30	\$9,750	\$600	\$0	\$10,350	\$2,000

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

**Estimated Certificate Program Charges**

Program	Credits	Estimated Tuition	Program and Technology Fees	Other Fees	Estimated Total Institutional Charges	Books
<b>College of Business and Technology</b>						
Business Analytics	12	\$3,900	\$240	\$0	\$4,140	\$0
Finance	12	\$3,900	\$240	\$0	\$4,140	\$0
Human Resources	12	\$3,900	\$240	\$0	\$4,140	\$0
Information Technology	12	\$3,900	\$240	\$0	\$4,140	\$0
International Business	12	\$3,900	\$240	\$0	\$4,140	\$0
Marketing	12	\$3,900	\$240	\$0	\$4,140	\$0
Project Management	12	\$3,900	\$240	\$0	\$4,140	\$0
<b>College of Education</b>						
Early Childhood Education*	12	\$3,900	\$0	\$0	\$3,900	\$0
Higher Education Administration*	12	\$3,900	\$0	\$0	\$3,900	\$0
Special Education*	12	\$3,900	\$0	\$0	\$3,900	\$0

\*Technology access fees are waived for this certificate.

Effective 04/23/2020	Page 42-47
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*The following section was revised to read:*

**Student Tuition Recovery Fund**

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

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

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

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

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

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

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

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

Effective 06/05/2020	Page 42-47
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The following tuition tables were updated to address changes to College of Education program updates:

**Graduate and Post-Baccalaureate Programs**

Program	Credits	Per Credit Hour	Per Academic Year*
Teacher Credential	36	\$325	\$7,800
Teacher Credential with Bilingual Authorization	45	\$325	\$7,800

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

**Baccalaureate Programs**

Program	Credits	Per Credit Hour	Per Academic Year*
Bachelor of Arts in Liberal Studies	120	General Education & Electives Core	\$150 \$250 \$4,800

Bachelor of Arts in Liberal Studies Multiple Subject Credential	120	General Education & Electives Core Education/Credential	\$150 \$250 \$325	\$4,800
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\*Based on students enrolling for 12 credits each semester for two academic semesters.

### **Other Fees**

Type of Fee	Amount	Frequency
Application Fee (International Only)	\$100	One-Time (Non-Refundable)
Audit Fee	\$500	Per Course
Challenge Examination Fee	\$100	Each Occurrence
Replacement Diploma	\$50	Each Occurrence
Replacement Student ID Card	\$10	Each Occurrence
Resource and Technology Fee (Onsite)	\$175	Per Course
Resource and Technology Fee (FNP & NDS Graduate Nursing)	\$200	Per Course
Student Activity Fee (International)	\$100	Per Session
Student Services Fee (International)	\$175	Per Session
Technology Fee (Online - excluding FNP & NDS Graduate Nursing)	\$60	Per Course
Transcript Fee	\$5	Each
Transfer Fee (International)	\$250	Each Occurrence
Tuition Deposit (International)	\$1,500	One-Time prior to first day of class
Wire Transfer Fee (Domestic)	\$30	Each Occurrence
Wire Transfer Fee (International)	\$40	Each Occurrence

### **Estimated Program Charges**

Program	Credits	Estimated Tuition	Program and Technology Fees	Other Fees	Estimated Total Institutional Charges	Books**
Teacher Credential	36	\$11,700	\$720	\$0	\$12,420	\$2,800
Teacher Credential with Bilingual Authorization	45	\$14,625	\$900	\$0	\$15,525	\$3,400
Bachelor of Arts in Liberal Studies	120	\$21,600	\$2,400	\$0	\$24,000	\$8,000
Bachelor of Arts in Liberal Studies-Multiple Subject Credential	120	\$26,925	\$2,400	\$0	\$29,325	\$8,000

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

## REGISTRATION AND RECORDS

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Effective 12/10/2019	Page 48-49
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*The Following section was updated to read:*

### **Diplomas, Transcripts and Other Documentation**

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

Students may request transcripts by following the directions on the University Website. Official transcript requests will be processed online through the transcript ordering services. Students must use the Transcript Request Form (available online) for any unofficial transcript request or through their student portal. Please refer to the Tuition and Fees section for costs associated with transcript requests.

Students that require documentation other than transcripts may complete the Document Request Form. This form is required before any information is released as student's written consent is needed. The form is available from the Office of the Registrar or email [registrar@usuniversity.edu](mailto:registrar@usuniversity.edu). Example of documents may consist of enrollment verifications, copy of student ledgers for tuition reimbursement, etc.

Effective 04/23/2020	Page 48-49
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*The Following section was updated to read:*

### **Student Record Retention**

The University retains all required records for a minimum of five (5) years from the end of the student's award year on-site in order to be compliant with Federal Regulation (34 CFR §668.24) and State Regulation (5 CCR §71920). Records may then be stored on a secure off-site location and/or digitized and stored into a solutions system. However, some financial aid documents and all transcripts are kept indefinitely.

## STUDENT SERVICES

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Effective 09/30/2019	Page 50-55
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*The following section was updated to read:*

### **Student Photo Identification Cards**

The University requires that all new students obtain a student ID card. The cards serve as student identification for a variety of on-campus services, access to the building during business hours, and the University Library. To obtain a student identification card, please contact Academic Advising: [studentservices@usuniversity.edu](mailto:studentservices@usuniversity.edu) and an academic advisor will provide link to the Student ID Request Form. Students will need to include Full Legal Name, mailing address and a passport style photo. Students who lose their ID card may be required to obtain a replacement and pay the replacement fee. Please refer to the Tuition and Fee section of this catalog.

Effective 04/01/2020	Page 50-55
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The following SOC Codes were updated to read:

**Career Services**

Degree	SOC Code
Teacher Credential Program	25-2000, 25-2021, 25-2022, 25-2031 25-1000, 25-1020, 25-1040, 25-1050, 25-1060, 25-1070, 25-1080,
Master of Arts in Education	25-2020, 25-2021,25-2022 25-2030-, 25-2031, 25-2050, 25-1000, 25-1020, 25-1040, 25-1050, 25-1060, 25-1070, 25-1080, 25-3000, 25-3090, 25-4020, 25-9040,

Effective 04/23/2020	Page 50-55
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The following section was updated to read:

**Housing**

The university does not assume responsibility for student housing. It does not have dormitory facilities under its control, nor offer student housing assistance.

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

Effective 06/05/2020	Page 50-55
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The following SOC Codes were updated to read:

**Career Services**

Degree	SOC Code
Teacher Credential Program	25-2021, 25-2031, 25-2011, 25-2022, 25-3011
Bachelor of Arts in Liberal Studies	11-1021, 11-2022, 11-2032, 11-3012, 11-3031, 11-9051, 13-1071, 13-1151, 13-2052, 13-2072, 25-3041, 25-3099, 25-9031, 25-9042, 33-3051 (credential track- 25-2021, 25-2031, 25-2011, 25-2022, 25-3011)

**ACADEMIC POLICIES**

Effective 09/30/2019	Page 56-64
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The following section was revised to read:

**Continuous Enrollment**

In order for a student to maintain an Active status, they must be continuously enrolled. A student is considered continuously enrolled when they are enrolled in a current course or if they are enrolled in a course that is scheduled to start

within 30 calendar days after their last date of attendance. If a student fails to commence in the scheduled course, they are no longer considered continuously enrolled.

If a student is not continuously enrolled, the student’s status will be Inactive. This status shall be reported to external agencies as mandated by federal, state, or other regulatory bodies.

In the event the student does not attend a course that starts within 180 calendar days after their last date of attendance and the student was not approved for a Leave of Absence, the student will be Administratively Withdrawn from their program of study. Students who are Administratively Withdrawn and wish to return to USU must reapply for admission.

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

Effective 04/01/2020	Page 55-63
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*The following section was revised to clarify between graduate and undergraduate grading system:*

### Grading System

#### Undergraduate Nursing Grading Scale

Grade	Quality Points	Percentage*
A	4.00	95.0 – 100
A-	3.67	90.0 - 94.99
B+	3.33	87.0 - 89.99
B	3.00	84.0 – 86.99
B-	2.67	80.0 – 83.99
C+	2.33	77.0 - 79.99
C	2.00	74.0 - 76.99
F	0.00	< = 73.99

\*For BSN students, a minimum passing grade is ‘C.’

#### Graduate Nursing Grading Scale

Grade	Quality Points	Percentage*
A	4.00	95.0 – 100
A-	3.67	90.0 - 94.99
B+	3.33	87.0 - 89.99
B	3.00	84.0 – 86.99
B-	2.67	80.0 – 83.99
F	0.00	< = 79.99

\*For MSN students, a minimum passing grade is a ‘B’ grade.

Effective 06/05/2020	Page 56-64
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*The following leave of absence policy was revised to read:*

### Academic Leave of Absence

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



A student must be in attendance for at least one semester (two 8-week sessions) to be eligible to request an LOA. An approved LOA cannot exceed more than 180 calendar days in a twelve month period. The 12-month period begins on the first day of the student's LOA. Students should speak with their Academic Advisor prior to any request for an LOA.

Students are responsible for obtaining approval of the leave of absence prior to reaching excessive absences of 30 calendar days from the last date of attendance/participation. All requests for an LOA must be submitted in writing to the Office of the Registrar explaining reason for leave, dates for which leave is needed, and include appropriate supporting documentation. Students may not be granted an LOA if they are not in good academic standing (not on disciplinary action, academic probation or academically dismissed from the University).

Students are expected to return within the specified timeframe and attend by the end of the add period of the scheduled session. Students not in attendance by the end of add period will automatically be considered a withdrawal. This temporary academic leave status will not be reported to external agencies as it does not meet the requirements under the Federal Student Aid definition for term based institutions.

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

*The following policy was revised to read as follows:*

### **Clinical Rotations and Practicum**

The number of field experience/clinical hours required for each clinical course must be met by the end of the session, regardless of holidays within the session. The total number of field experience/clinical hours required can be found in the course descriptions. Students may be required to travel or alter their work schedule to accommodate preceptor and site schedules in order to fulfill hour requirements.

#### **Master of Science in Nursing - Graduate Clinical Requirements**

Prior to registration for clinical courses, the student must meet the following requirements:

1. Submit a Student Clinical Placement Application prior to the start of each clinical course to the Office of Field Experience. The Office of Field Experience will give priority to assigning clinical placements to those students who have submitted the application and all required documentation by the appropriate deadline.
2. Submit the following documents to the Office of Field Experience. Students are required to maintain these documents in order to continue in the clinical setting each session.
  - Evidence of Professional Nursing Liability Insurance \$1 million per event and \$6 million total coverage (must state "NP Student")
  - Evidence of Health Insurance
  - Health/Safety Requirements as described in the programs respective Clinical/Practicum Handbook
  - It is the responsibility of the student to identify clinical placements and preceptors. Should a student have difficulty securing a site, the Office of Field Experience will provide assistance to secure a placement on the student's behalf. Priority will be given to those students who have submitted the application and all required documentation by the appropriate deadline.
    - Submit Student Clinical Placement Application Documents: Students must submit a minimum of three qualified preceptors with valid contact information and who have committed to being a preceptor at least 6 months prior to the start of each clinical course. Students will not be permitted to begin clinical courses and will be unregistered until the site and the preceptor

are fully approved by the Office of Field Experience within the College of Nursing and Health Sciences. The Office of Field Experience will make every attempt to use a student preferred preceptor/site. If that is not possible, the student may need to withdraw, retake the course, and all associated clinical hours will be lost and need to be repeated the following term. Students will be responsible for all costs associated with repeat courses.

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

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

- Students must be able to start clinical hours within the first week of each clinical course. When students do not fulfill the above requirements and are unable to start clinical hours, students will be required to withdraw, apply for reentry, and retake the course. Students will be responsible for all costs associated with any withdrawn/repeat courses.
- In a case where a preceptor is unable to fulfill their requirements, the Office of Field Experience will make every reasonable attempt to assist the student in finding alternative placement to complete the hours. If this is not possible, the student may need to withdraw, retake the course, and all associated

clinical hours will be lost and need to be repeated the following term. Students will be responsible for all costs associated with any repeat courses.

- Every reasonable attempt will be made to arrange this in the student's geographical area. Students must be willing to travel to any site in their state at their own expense to complete the clinical requirements. Travel time is not an appropriate reason to deny a clinical placement.
- Students must notify the Office of Field Experience of a change of address immediately as this may impact clinical placement. A student who moves to a state in which the program is not offered will not be able to complete the program. Traveling nurses should ensure their student address is updated to reflect the location in which clinical experiences will take place.

In addition to the student requirements above, USU must receive all components of the preceptor requirements prior to the start of the clinical course. Students may be requested by the Office of Field Experience to reach out to the preceptor to facilitate receipt of these documents.

## UNDERGRADUATE STUDIES – GENERAL EDUCATION

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Effective 06/05/2020	Page 64-65
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*The following section was updated to read as follows:*

### General Education Requirements

The general education curriculum is organized into eight subject areas of communication skills, critical thinking, mathematical concepts and quantitative reasoning, natural sciences, arts and humanities, social and behavioral sciences, and information literacy. The purpose of general education is to provide a common educational experience for students, regardless of major field of study. The faculty is committed to ensuring that the general education courses cultivate knowledge, skills, and values.

Undergraduate students are required to complete a minimum of 45 credits of General Education coursework (varies by major field of study) including at least one (1) junior/senior level course. The general education program is designed to ensure the following goals:

**Written Communication:** Knowledge of and practice in the form, content, context and effectiveness of written communication. Fundamental courses in composition prepare students to use the principles of expository writing.

**Oral Communication:** Knowledge of and practice in the form, content, context, and effectiveness of oral communication. Fundamental courses in oral communication prepare students to use the principles and techniques of oral composition and delivery.

**Critical Thinking:** Knowledge of logic and its relation to language, elementary inductive and deductive process, understanding of formal and informal fallacies of language and thought; and the ability to distinguish matters of fact from issues of judgment or opinion. Fundamental courses prepare students to identify and use logical thinking and argumentation.

**Mathematical Concepts and Quantitative Reasoning:** Knowledge of and practice in basic mathematical concepts and quantitative techniques. Fundamental courses prepare students to explain and apply numerical concepts and techniques.

**Arts and Humanities:** Knowledge of the creative arts and the humanities, including the interrelationship between self, society/culture, and the creative arts. Fundamental and advanced courses provide students with the opportunity to refine their affective, cognitive and physical faculties through studying and great works of human imagination.

**Social and Behavioral Sciences:** Knowledge of problems and issues from the respective disciplinary perspectives of the social and behavioral sciences. Fundamental and advanced courses prepare students to examine issues in their historical and contemporary settings and in various cultural contexts.

**Natural Science:** Knowledge of scientific theories, concepts and data about living and non-living systems. Fundamental courses prepare students with an understanding and appreciation of scientific principles and scientific method, potential limits of scientific endeavors and the value systems and ethics associated with human inquiry.

**Information Literacy:** Knowledge of and practice in the challenges and techniques of information and media literacy. Fundamental courses prepare students to recognize the need for information and provide them with the ability to locate, evaluate and use it effectively. The authenticity, effectiveness, validity and reliability of information from both popular and academic sources are given importance.

### Program Learning Outcomes

1. Access, assess, and use information and media responsibly.
2. Explain how social diversity and social identity impact life experiences and social relations.
3. Demonstrate knowledge of multiple disciplinary perspectives.
4. Write fluently and effectively.
5. Speak fluently and effectively.
6. Work effectively with others to achieve mutual goals.
7. Calculate and interpret data in scientific or social contexts.
8. Analyze ethical choices in professional and civic contexts.
9. Analyze and construct arguments.

The table below is not to be comprehensive but to show potential courses offered by the University within each area. University degrees have prescribed general education requirements already established. Refer to the each undergraduate degree curriculum within this catalog.

GE Area	Course Number and Title
Written Communication <i>1 course, 3 semester credits</i>	ENG130 English Composition and Reading
Oral Communication <i>1 course, 3 semester credits</i>	COM104 Speech
Critical Thinking <i>1 course, 3 semester credits</i>	ENG140 English Composition and Critical Thinking COM204 Argumentation
Mathematical Concepts and Quantitative Reasoning <i>1 course, 3 semester credits</i>	MAT102 Foundational College Math Skills MAT105 College Algebra MAT241 Introduction to Probability and Statistics
Natural Sciences <i>1-2 courses, 3-4 semester credits</i> Some degrees require course with laboratory component or a separate matching laboratory course.	AST101 Astronomy AST101L Astronomy Lab BIO150 General Biology BIO150L General Biology Lab BIO251 Microbiology

	BIO251L Microbiology Lab BIO252 Human Physiology BIO252L Human Physiology Lab BIO261 Human Anatomy BIO261L Human Anatomy Lab BIO280 Anatomy and Physiology I BIO282 Anatomy and Physiology II CHM102 Principles of Chemistry CHM102L Principles of Chemistry Lab
Arts and Humanities <i>2 courses, 6 semester credits</i>	ART137 Art Appreciation ART160 Visual and Performing Arts HUM499 Senior Seminar: Humanities
Social and Behavioral Sciences <i>6 courses, 18 semester credits</i>	COM105 Intercultural Communication ECN101 Microeconomics HIS120 United States History I HIS122 United States History II PHI105 Introduction to Philosophy and Ethics PHI399 Applied Philosophy and Ethics POS399 Special Topics in Political Science and International Relations PSY101 Introduction to Psychology SOC101 Introduction to Sociology SSC499 Senior Seminar: Social Sciences
Information Literacy <i>2 courses, 6 semester credits</i>	CIS120 Introduction to Digital Literacy ENG205 Information and Media Literacy

## COLLEGE OF BUSINESS AND TECHNOLOGY

Effective 09/30/2019	Page 67-87
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*The following course prefixes were updated to match course descriptions:*

### **Bachelor of Science in Information Technology**

CIS205 Computer Hardware and Systems Administration II  
 CIS206 Information Assurance and Security

Effective 04/01/2020	Page 67-87
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*The following section was updated to remove any reference to MBA Concentrations:*

## College of Business and Technology

The following program outline is to be removed:

### Bachelor of Arts in Management (Completion)

The following program description and curriculum was updated to read:

#### Master of Business Administration

**30 Semester Credits / 3 Semesters / 10-20 Months**

**Delivery Mode: Hybrid, Online**

The Master of Business Administration (MBA) is a widely recognized and valued graduate degree. The MBA program at United States University combines theory and practice—allowing students to apply what they have learned. Students will gain a broad understanding of the functional areas of business (finance, accounting, marketing, human resources, information technology), as well as develop their leadership skills through courses in organizational behavior, project management, international/global management, strategic planning, organizational change and innovation. Also, the curriculum facilitates the development of leadership skills and core competencies in critical thinking and problem solving, project management, communication, teamwork, and ethics.

This program provides working adults the opportunity to learn without interrupting their careers, having to relocate or commute to classes. Course materials are available 24/7, and since class participation is required, students have the opportunity to interact with and learn from faculty and one another.

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

#### Program Learning Outcomes

1. Demonstrate the ability to communicate complex business concepts.
2. Employ theoretical and practical business knowledge to identify decision-making risks.
3. Execute qualitative and quantitative techniques to solve business problems.
4. Formulate ethical and socially responsible business decisions as they impact organizations, communities, and society at large.
5. Evaluate the impacts of globalization on all aspects of commerce, both internally and externally.
6. Apply theories of effective leadership.

#### Core Requirements

Course Number	Course Name	Credits
ACT514	Managerial Accounting	3
BUS500	Business Information Systems	3
BUS505	Operations Management and Decision Models	3
FIN510	Financial Management	3
MKT506	Marketing Strategy	3
MGT504	Talent Acquisition, Performance, and Behavior	3
MGT599	Capstone*	3
<b>Total</b>		<b>21</b>

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

#### Elective Courses

Course Number	Course Name	Credits
BIS543	Business Process Modeling and Enterprise Wide Information Systems (IT)	3

BIS545	Organizational, Legal and Ethical Issues in the Digital Enterprise (IT)	3
BUA539	Business Systems Analysis, Modeling and Design Methodologies (IT)	3
BUA542	Descriptive and Predictive – Analytical Decision-Making Tools I (BA)	3
BUA543	Prescriptive Analytic Decision-Making Tools II (BA)	3
BUA546	Big Data and Future Directions for Business Analytics (BA)	3
BUI541	Decision Support Systems and Business Intelligence (BA) (IT)	3
FIN511	Corporate Financial Accounting (FIN)	3
FIN512	Finance Strategy and Valuation (FIN)	3
FIN514	Entrepreneurial Finance (FIN)	3
HRM502	Attracting and Retaining Talent (HRM) (MGT)	3
HRM503	Executive Seminar: Human Resources Trends and Emerging Practices (HRM)	3
HRM504	Human Resource Analytics: Managing Total Rewards Compensation (HRM)	3
HRM505	Human Resource Strategy and Leadership Decision-Making (HRM) (MGT)	3
MGT511	Managing Organizational Change and Innovation (MGT)	3
MGT512	Cross-Cultural Management (MGT)	3
MGT534	International Business Environments: Trends and Practices (IB)	3
MGT538	Global Business Leadership (IB) (MGT)	3
MGT540	Global Business Strategy (IB)	3
MGT550	Project Management Essentials (PM)	3
MGT551	Project Management Organizational Framework (PM)	3
MGT552	Project Management Integration Framework (PM)	3
MGT553	Information Technology Project Management (PM)	3
MKT507	Marketing Analytics (MKT)	3
MKT508	Internet Marketing (MKT)	3
MKT510	Consumer/Buyer Behavior (MKT)	3
MKT536	Global Marketing (IB) (MKT)	3
<b>Total Elective Credits</b>		<b>9</b>

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

*BA - Business Analytics*

*FIN – Finance*

*HRM - Human Resources*

*IT – Information Technology*

*IB – International Business*

*MGT - Management*

*MKT - Marketing*

*PM - Project Management*

## **COLLEGE OF EDUCATION**

Effective 04/01/2020

Page 88-94

*The following sections were updated to read as follows:*

### **College of Education**

The mission at the College of Education at United States University (USU) is to prepare reflective and critical educators and human service professionals, to lead in education, to practice civic responsibility, to exemplify intellectual curiosity, to conduct scholarship that advances knowledge and refines practice, to collaborate with local and global partners to forge more caring, just, and sustainable societies.

## Master of Arts in Education (MAED)

### Teacher Credentialing Preparation Program

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

### Certificates

- Graduate Certificate in Early Childhood Education
- Graduate Certificate in Higher Education Administration
- Graduate Certificate in Special Education

Program Note - The Master of Arts in Education and certificates do not lead to teacher certification or licensure.

## Master of Arts in Education

**30 Semester Credits / 3-5 Semesters / 10-20 Months**

**Delivery Mode: Online**

The Master of Arts degree in Education (MAED) is designed for educators who are interested in enhancing their career through advanced professional knowledge and for non-education professionals who are seeking a career change. The MAED consists of a core of seven (7) courses covering essential educational topics with student choice for three (3) elective courses from any of the following areas: special education, early childhood education, K-12 administration and leadership and higher education administration.

### Program Learning Outcomes

1. Apply research and theory to education planning in support of equitable outcomes for students, staff and the school community.
2. Design effective learning and assessment activities for a diverse audience.
3. Advocate for all learners through effective communication, community engagement, and on-going collaboration.
4. Utilize data to inform decision making and address barriers to student success.
5. Demonstrate ethical decision making, behavior and commitment to equity.

### Core Requirements

Course Number	Course Name	Credits
MAE500	Psychology of Education	3
MAE502	Concepts in Educational Inquiry	3
MAE504	Legal Issues in Education	3
MAE505	Trends and Issues in Education	3
MAE506	Cultural Perspectives in Education	3
MAE512	Assessment in Education	3
MAE599	Capstone*	3
<b>Total</b>		<b>21</b>

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



## Elective Courses

Course Number	Course Name	Credits
MAE515	Literacy Instruction for Students with Mild Disabilities (SP)	3
MAE519	Classroom and Behavior Management in the Inclusive Classroom (SP)	3
MAE521	Content Area Instruction for Students with Mild Disabilities (SP)	3
MAE523	Autism Spectrum Disorders: Characteristics and Educational Implications (SP)	3
MAE535	Curriculum Across Content Areas for Diverse Young Learners (ECE)	3
MAE537	Developing Language, Literature and Communication of Diverse Young Learners (ECE)	3
MAE539	Methods of Teaching Early Childhood (ECE)	3
MAE541	Maintaining an Effective Learning Climate (ECE)	3
MAE551	Managing Organizational Culture: Elementary and Secondary School Organizations (K12)	3
MAE555	Leading for Assessment and Accountability (K12)	3
MAE557	Leading School Communities in a Pluralistic Society (K12)	3
MAE561	Leading for Learning and Development of the School Community (K12)	3
MAE591	Higher Education Administration and Leadership (HED)	3
MAE592	The Community College (HED)	3
MAE594	Student Services (HED)	3
MAE596	Human Resources Management in Higher Education (HED)	3
<b>Total Elective Credits</b>		<b>9</b>

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

*ECE – Early Childhood Education*

*HED – Higher Education Administration*

*K12 – K-12 Administration and Leadership*

*SP –Special Education*

### Graduate Certificate in Special Education\*

**12 Semester Credits / 1-2 Semesters / 4 -8 Months**

**Delivery Mode: Online**

This graduate certificate program in Special Education is designed for Education Specialist individuals who want to enhance their career and deepen their knowledge of special education and inclusive classroom management.

\*This certificate in Special Education does NOT qualify students for a Teaching Credential in Special Education.

### Program Learning Outcomes

1. Examine the causes and characteristics of students with learning disabilities.
2. Develop approaches for successful classroom management.
3. Examine Instructional techniques for effective teaching and assessing.
4. Identify and analyze behavioral solutions.
5. Research accommodations and adaptations necessary for student success.

### Core Requirements

Course Number	Course Name	Credits
MAE515	Literacy Instruction for Students with Mild Disabilities	3
MAE519	Classroom and Behavior Management in the Inclusive Classroom	3
MAE521	Content Area Instruction for Students with Mild Disabilities	3
MAE523	Autism Spectrum Disorders: Characteristics and Educational Implications	3

**Completion Requirements**

The certificate requires successful completion of a total of 12 semester credits. Students need to receive a grade of B or better in each course to receive the certificate. Students receiving a grade below a B would have to retake the course before credit would be given.

Effective 04/23/2020

Page 88-94

*The following section regarding licensure was updated to read as follows:*

**Teacher Credentialing Preparation Program**Teacher Credentialing and Licensure

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

1. Complete a baccalaureate or higher degree from a regionally-accredited college or university
2. Satisfy the basic skills requirement (Passage of the CBEST exam)
3. Achieve a passing score on required subject matter exams (CSET).
4. Pass the Reading Instruction Competence Assessment (RICA).
5. Complete a course in the provisions and principles of the US Constitution.
6. Complete a Commission-approved multiple subject teacher preparation program
7. Obtain a formal recommendation for the credential by the program sponsor.

Single Subject Credential Candidates are required to complete the following requirements:

1. Complete a baccalaureate or higher degree from a regionally-accredited college or university
2. Satisfy the basic skills requirement (Passage of the CBEST exam)
3. Verify subject matter competence by ONE of the following:
  - a. Achieve a passing score on the appropriate subject-matter examination(s).
  - b. Complete a Commission-approved subject matter program. (not available at USU)
  - c. For Specialized Science subjects only, individuals may take and pass the appropriate subject matter examinations or obtain verification of completion of subject-matter course work from the Commission on Teacher Credentialing.
4. Complete a course in the provisions and principles of the US Constitution.
5. Complete a Commission-approved teacher preparation program.
6. Obtain a formal recommendation for the credential by the program sponsor.

All credential candidates are encouraged to check the commission requirement page on a regular basis as requirements may change. [https://www.ctc.ca.gov/docs/default-source/leaflets/cl560c.pdf?sfvrsn=8db75dfc\\_16](https://www.ctc.ca.gov/docs/default-source/leaflets/cl560c.pdf?sfvrsn=8db75dfc_16)

Effective 06/05/2020

Page 88-94

*The following sections were updated to read as follows:*

**College of Education**

The mission at the College of Education at United States University (USU) is to prepare reflective and critical educators and human service professionals, to lead in education, to practice civic responsibility, to exemplify intellectual curiosity, to conduct scholarship that advances knowledge and refines practice, to collaborate with local and global partners to forge more caring, just, and sustainable societies.

### **Bachelor of Arts in Liberal Studies**

- General Non-Teaching Track
- Multiple Subject Preliminary Credential California Students Only

### **Master of Arts in Education (MAED)**

#### **Teacher Credentialing Preparation Program – California Students Only**

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

### **Teacher Credentialing Preparation Program**

**36 Semester Credits/ 3 Semesters/ 12 Months**

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

The Teacher Credentialing Preparation Program (TCPP) at USU is the key step toward a career as a TK-6 or 7-12 teacher. Students interested in teaching at the K-6 school level in the State of California must have completed a bachelor's degree at a regionally accredited university, have passed the California Basic Education Skills Test (CBEST) and have the capacity to pass the California Subjects Examination for Teachers (CSET), or have completed a commission-approved elementary subject-matter program. Students interested in teaching at the 7-12 school level must have completed a bachelor's degree at a regionally accredited university and have the capacity to pass the appropriate subject-matter examination (CSET), such as English, Mathematics, Music, Physical Education, Science, Social Science, World Languages (Spanish), or have completed a commission-approved subject-matter program.

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

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

### **Teacher Performance Expectations/Program Learning Outcomes**

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

- TPE 1: Engaging and Supporting All Students in Learning
- TPE 2: Creating and Maintaining Effective Environments for Student Learning
- TPE 3: Understanding and Organizing Subject Matter for Student Learning
- TPE 4: Planning Instruction and Designing Learning Experiences for All Students
- TPE 5: Assessing Student Learning
- TPE 6: Developing as a Professional Educator

### **Student Teaching Requirements**

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

- CPR Certification
- Required observation hours completed
- Complete 600 hours of full-time student teaching in an approved classroom(s) over 2 eight-week sessions regardless of holidays or vacation days
- Students are advised not to work during their student teaching experience as it is a full-time commitment requiring 40 plus hours each week
- Substitute teaching and non-sequential or unapproved placements may not be counted towards the 600 hours of required practicum
- Students may be required to travel to distant school sites as assigned- specific school schedule requests or school sites may or may not be accommodated
- In order to progress to the second student teaching session a minimum of 1 CalTPA task must be completed

### Teacher Credentialing and Licensure

Per the California Commission on Teacher Credentialing (CTC) all students must meet the specific requirements in effect at the time of candidate application for credential. While the United States University program prepares California teacher candidates it does not guarantee teacher licensure. All credential candidates are encouraged to check the commission requirement page on a regular basis as requirements may change. [https://www.ctc.ca.gov/docs/default-source/leaflets/cl560c.pdf?sfvrsn=8db75dfc\\_16](https://www.ctc.ca.gov/docs/default-source/leaflets/cl560c.pdf?sfvrsn=8db75dfc_16)

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

#### Multiple Subject Credential

1. Complete a baccalaureate or higher degree from a regionally-accredited college or university
2. Satisfy the basic skills requirement (Passage of the CBEST exam)
3. Achieve a passing score on required subject matter exams (CSET).
4. Pass the Reading Instruction Competence Assessment (RICA).
5. Complete a course in the provisions and principles of the US Constitution.
6. Complete a Commission-approved multiple subject or Single Subject teacher preparation program
7. Obtain a formal recommendation for the credential by the program sponsor.

#### Single Subject Credential

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

1. Satisfy the basic skills requirement (Passage of the CBEST exam)
2. Verify subject matter competence by ONE of the following:
  - a. Achieve a passing score on the appropriate subject-matter examination(s).
  - b. Complete a Commission-approved subject matter program. (not available at USU)
  - c. For Specialized Science subjects only, individuals may take and pass the appropriate subject matter examinations or obtain verification of completion of subject-matter course work from the Commission on Teacher Credentialing.
3. Complete a course in the provisions and principles of the US Constitution.
4. Complete a Commission-approved teacher preparation program.
5. Obtain a formal recommendation for the credential by the program sponsor.

#### **Program Completion Requirements**

- Complete program with a Cumulative GPA of 3.00 or above
- Passed CalTPA Tasks\*
- Passed the Reading Instruction Competence Assessment (RICA) (Multiple Subjects only)
- Complete a Professional Teaching Portfolio
- Exit interview

- Exit survey

**Requirements Single Subject Credential**

- Core Requirements 15 Credits
- Single Subject Core Courses 9 Credits
- Single Subject Clinical Practice 12 Credits
- Bilingual Authorization \*\* 9 Credits

**Requirements Multiple Subject Credential**

- Core Requirements 15 Credits
- Multiple Subject Core Courses 9 Credits
- Multiple Subject Clinical Practice 12 Credits
- Bilingual Authorization\*\* 9 Credits

**Core Requirements**

Course Number	Course Name	Credits
EDU501	Affirming and Valuing Diversity in the Classroom	3
EDU503	Foundations of Education	3
EDU504	Introduction to Special Education	3
EDU510	Introduction to Classroom Instruction	3
EDU525	English Language Developmental Strategies for English Language Learners	3
<b>Total</b>		<b>15</b>

**Single Subject Requirements**

Course Number	Course Name	Credits	Practicum Hours
EDU540	Secondary Teaching Strategies I	3	0
EDU541	Secondary Teaching Strategies II	3	0
EDU542	Reading in the Content Area	3	0
EDU565	Student Teaching (Clinical Practice) I	5	300
EDU562	Directed Student Teaching Seminar I	1	0
EDU567	Student Teaching (Clinical Practice) II	5	300
EDU564	Directed Student Teaching Seminar II	1	0
<b>Total</b>		<b>21</b>	<b>600</b>

**Multiple Subject Requirements**

Course Number	Course Name	Credits	Practicum Hours
EDU534	Curriculum and Instruction I	3	0
EDU535	Curriculum and Instruction II	3	0
EDU536	Language Arts and Reading K-6	3	0
EDU561	Student Teaching (Clinical Practice) I	5	300
EDU562	Directed Student Teaching Seminar I	1	0
EDU563	Student Teaching (Clinical Practice) II	5	300
EDU564	Directed Student Teaching Seminar II	1	0
<b>Total</b>		<b>21</b>	<b>600</b>

**\*\*Optional Addition - Bilingual Authorization**

Course Number	Course Name	Credits
EDU580	Latinos in the United States	3

EDU581	Desarrollo del Lenguaje y Lectura	3
EDU522	First and Second Language Acquisition	3
<b>Total</b>		<b>9</b>

## Bachelor of Arts in Liberal Studies

120 Semester Credits/ 10 Semesters/ 40 Months

Delivery Mode: Online (Online Hybrid, California Credential Track)

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

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

- 2042 Multiple Subject Preliminary Credential

### Program Learning Outcomes

1. Utilize critical thinking and effective communication to analyze and disseminate information.
2. Explain human cultural, historical and social experience and relatedness to society today.
3. Examine the interconnectedness of various disciplines to create new approaches to challenges.
4. Apply technology and information literacy to research.
5. Apply quantitative analysis to address complex challenges.
6. Analyze ethical choices in difficult and conflicting situations.

### Additional Program Learning Outcomes- Multiple Subject Credential Track

By the end of the Teacher Credentialing Preparation Program candidates will learn, apply and reflect on the following Teacher Performance Expectations (TPEs):

TPE 1: Engaging and supporting all students in learning

TPE 2: Creating and maintain effective environments for student learning

TPE 3: Understanding and organizing subject matter for student learning

TPE 4: Planning instruction and designing learning experiences for all students.

TPE 5: Assessing student learning

TPE 6: Developing as a professional educator

### REQUIREMENTS FOR ALL CREDENTIAL PROGRAM CANDIDATES

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

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

### Student Teaching Requirements

- Completed and passed the CSET for the credential being sought.
- CPR Certification
- Required observation hours completed
- Complete 600 hours of full-time student teaching in an approved classroom(s) over 2 eight-week sessions regardless of holidays or vacation days
- Students are advised not to work during their student teaching experience as it is a full-time commitment requiring 40 plus hours each week
- Substitute teaching and non-sequential or unapproved placements may not be counted towards the 600 hours of required practicum
- Students may be required to travel to distant school sites as assigned- specific school schedule requests or school sites may or may not be accommodated
- In order to progress to the second student teaching session (EDU563) a minimum of 1 CalTPA task must be completed

**All student teaching must be completed in a California classroom.**

### Program Completion Requirements

- Complete program with a Cumulative GPA of 2.50 or higher
- Passed CalTPA Tasks\*
- Passed the Reading Instruction Competence Assessment (RICA)
- Complete a Professional Teaching Portfolio
- Exit Interview
- Exit Survey

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

### Teacher Credentialing and Licensure

Per the California Commission on Teacher Credentialing (CTC) all students must meet the specific requirements in effect at the time of candidate application for credential. While the United States University program prepares California teacher candidates it does not guarantee teacher licensure. All credential candidates are encouraged to check the commission requirement page on a regular basis as requirements may change. [https://www.ctc.ca.gov/docs/default-source/leaflets/cl560c.pdf?sfvrsn=8db75dfc\\_16](https://www.ctc.ca.gov/docs/default-source/leaflets/cl560c.pdf?sfvrsn=8db75dfc_16)

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

1. Complete a baccalaureate or higher degree from a regionally-accredited college or university
2. Satisfy the basic skills requirement (Passage of the CBEST exam)
3. Achieve a passing score on required subject matter exams (CSET).
4. Pass the Reading Instruction Competence Assessment (RICA).
5. Complete a course in the provisions and principles of the US Constitution.
6. Complete a Commission-approved multiple subject teacher preparation program
7. Obtain a formal recommendation for the credential by the program sponsor.

### Core Courses

Course Number	Course Name	Credits
EDU205	Health, Nutrition and PE for Teachers	3

EDU501	Affirming and Valuing Diversity in the Classroom	3
EDU503	Foundations of Education	3
EDU504	Introduction to Special Education	3
EDU510	Introduction to Classroom Instruction	3
EDU525	English Language Developmental Strategies for English Language Learners	3
ENG403	Multi-Ethnic Children's Literature	3
HIS320	California History	3
MAT221	Math for Elementary Teachers I	3
MAT222	Math for Elementary Teachers II	3
MAT223	Algebra and Geometry for Teachers	3
PSY285	Child Development	3
SCI222	Science for Elementary Teachers	3
<b>Total</b>		<b>39</b>

### Multiple Subject Requirements

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

Course Number	Course Name	Credits	Practicum Hours
EDU534	Curriculum and Instruction I	3	0
EDU535	Curriculum and Instruction II	3	0
EDU536	Language Arts and Reading K-6	3	0
EDU561	Student Teaching (Clinical Practice I)	5	300
EDU562	Directed Student Teaching Seminar I	1	0
EDU563	Student Teaching (Clinical Practice II)	5	300
EDU564	Directed Student Teaching Seminar II	1	0
<b>Total</b>		<b>21</b>	<b>600</b>

### Elective Requirements

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

Course Number	Course Name	Credits
AST101	Astronomy	3
AST101L	Astronomy Lab	1
BIO150L	General Biology Lab	1
BUS101	Introduction to Business	3
BUS110	Data Analysis and Communication Tools	3
BUS220	Introduction to Business Law	3
BUS331	Business Ethics	3
CHM102	Principals of Chemistry	3
CHM102L	Principals of Chemistry Lab	1
CIS101	IT Fundamentals of Networking	3
CNT100	Fundamentals of Networking	3
FIN310	Introduction to Finance	3
HCA101	Healthcare Delivery in the United States	3
HCA201	Terminologies and Classification Systems	3
HED300	Introduction to Health Education	3
HRM210	Introduction to Human Resource Management	3



HSC101	Health and Society	3
HSC105	Cultural Competence in Healthcare	3
HSC215	Survey of Public Health Biology	3
MGT321	Organizational Behavior and Management	3
MGT332	Introduction to Project Management	3
MGT334	Organizational and Business Communication	3
MGT410	Leading Organizations	3
MGT441	Negotiation and Conflict Management	3
MGT442	Leading Diverse and Dispersed Teams	3
MKT210	Principles of Marketing	3
PHI105	Introduction to Philosophy and Ethics	3

### General Non-Teaching Track

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

### Core Requirements

Course Number	Course Name	Credits
COM204	Argumentation	3
ENG306	American Literature	3
ENG307	Survey of World Classics	3
ENG310	Advanced Composition	3
HED201	Human Nutrition	3
HIS321	World History I	3
HIS322	World History II	3
LIB499	Liberal Studies Capstone*	3
LIN478	Linguistics	3
POS399	Special Topics in Political Science and International Relations	3
SOC101	Introduction to Sociology	3
SSC499	Senior Seminar: Social Sciences	3
Total		36

\*Non-transferable course and must be taken last session.

### Elective Requirements

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

Course Number	Course Name	Credits
AST101	Astronomy	3
AST101L	Astronomy Lab	1
BIO150L	General Biology Lab	1
BUS101	Introduction to Business	3
BUS110	Data Analysis and Communication Tools	3

BUS220	Introduction to Business Law	3
BUS331	Business Ethics	3
CHM102	Principals of Chemistry	3
CHM102L	Principals of Chemistry Lab	1
CIS101	IT Fundamentals	3
CNT100	Fundamentals of Networking	3
FIN310	Introduction to Finance	3
HCA101	Healthcare Delivery in the United States	3
HCA201	Terminologies and Classification Systems	3
HED300	Introduction to Health Education	3
HIS320	California History	3
HRM210	Introduction to Human Resource Management	3
HSC101	Health and Safety	3
HSC105	Cultural Competence in Healthcare	3
HSC215	Survey of Public Health Biology	3
MGT321	Organizational Behavior and Management	3
MGT332	Introduction to Project Management	3
MGT334	Organizational and Business Communication	3
MGT410	Leading Organizations	3
MGT441	Negotiation and Conflict Management	3
MGT442	Leading Diverse and Dispersed Teams	3
MKT210	Principles of Marketing	3

### General Education Requirements

GE Area	Course Number and Title	Credits
<i>Written Communication</i> (3 credits)	ENG130 English Composition and Reading	3
<i>Oral Communication</i> (3 credits)	COM104 Speech	3
<i>Critical Thinking</i> (3 credits)	ENG140 English Composition and Critical Thinking	3
<i>Mathematical Concepts and Quantitative Reasoning</i> (6 credits)	MAT105 College Algebra	3
	MAT241 Introduction to Probability and Statistics	3
<i>Natural Sciences</i> (3 credits)	BIO150 General Biology	3
<i>Arts and Humanities</i> (6 credits)	ART160 Visual and Performing Arts	3
	HUM499 Senior Seminar: Humanities	3
<i>Social and Behavioral Sciences</i> (15 credits)	COM105 Intercultural Communication	3
	HIS120 United States History I	3
	HIS122 United States History II	3
	PHI399 Applied Philosophy and Ethics	3

	PSY101 Introduction to Psychology	3
Information Literacy (6 credits)	CIS120 Introduction to Digital Literacy	3
	ENG205 Information and Media Literacy	3

## COLLEGE OF NURSING AND HEALTH SCIENCES

Effective 09/30/2019

Page 94-109

*The following statements under Concentration – Family Nurse Practitioner was revised to read:*

### **Master of Science in Nursing**

Graduates that earn an MSN-FNP degree are eligible to apply to the California Board of Registered Nursing for a Nurse Practitioner license with a valid, unencumbered RN license. Graduates are eligible to sit for a national certification exam from the American Association of Nurse Practitioners (AANP) or the American Nurses Credentialing Center (ANCC). Regulations vary from state to state, and students are encouraged to carefully read the requirements and conduct further research in the state in which they intend to seek licensure as a Nurse Practitioner. There may potentially be other non-program requirements that students should be aware of, e.g. criminal background checks.

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

*The following section for BSN Degree Requirements was revised to read:*

### **Registered Nurse to Bachelor of Science in Nursing**

#### **Degree Requirements**

The BSN degree requires a minimum of 120 semester credits where students must complete at a minimum 30 semester credits with United States University. Students will receive a block transfer of 60 semester credits from previous completed nursing programs that resulted in a current, unencumbered registered nursing license. Students may transfer additional general education courses completed beyond the 60 block transfer, not to exceed 90 semester credits. Please refer to the Transfer Credit Policy for more information.

Where transfer credits do not satisfy the remaining 30 semester credits of general education requirements, USU recommends general education courses that can act to prepare students for the nursing courses. Examples include, but are not limited to, MAT241 Introduction to Statistics and Probability; NUR300 Physical Examination and Health Assessment; HUM499 Senior Seminar: Humanities; or SSC499 Senior Seminar: Social Sciences. After a transfer credit analysis is conducted by the Registrar's Office, an academic advisor will work with individual students to ensure they are appropriately scheduled for those courses if needed. These courses will be completed prior to beginning the first course in the completion program's course sequence.

Students who are residents of the State of Tennessee MUST complete an additional physical exam and health assessment course as part of their RN-BSN program. Tennessee students may opt to transfer an equivalent physical and health assessment course.

The following program content was revised to read as follows:

### Post Master’s Graduate Certificate in Health Care Leadership

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

Courses taken after completion of a degree program in order to complete the certificate are not eligible for financial aid. This 12 credit 100% online certificate option requires satisfactory completion (a grade of at least a “B” for each of four courses) and offers an optional clinical leadership residency (90 clock hours).

#### Core Requirements

Course Number	Course Name	Credits	Clinical Hours
MSN580	Strategic Planning and Project Management in Healthcare	3	0
MSN581	Innovation in Organizational and Systems Leadership	3	0
MSN582	Leadership and Organizational Behavior	3	0
MSN584	Quality Measures, Safety, and Improving Patient Outcomes	3	0
		<b>Total</b>	<b>12</b>
<b>Optional</b>			
MSN587	Residency in Nursing Leadership and Systems Management	2	90
		<b>Total</b>	<b>14</b>

These courses may be reviewed for transfer into the MSN in Health Care Leadership degree at USU.

#### Optional: MSN587 Residency in Nursing Leadership and Systems Management

The course focuses on leadership and systems management role immersion. Students design learning objectives that are customized to one’s learning needs and individualized career path and mutually agreed upon by the student’s chosen university approved leadership preceptor/mentor.

#### Course Delivery

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

The following program was revised to read as follows:

### Post Master’s Graduate Certificate - Nurse Educator

**12 Semester Credits / 4 Courses / 1 Course Every Session**

**Delivery Mode: Online**

This graduate certificate is designed for nurses who want to learn how to design curriculum and courses using the latest technology to teach in nursing education. Applicants with one advanced nursing degree, i.e., Master’s or doctoral, are eligible for this Post Master’s Certificate option. Students will learn how to design teaching plans, implement evidence based teaching strategies, design and evaluate curriculum in online, hybrid, academic and other settings.

This 12 credit certificate option consisting of four courses may be taken for academic credit.

#### Core Requirements

Course Number	Course Name	Credits	Clinical Hours
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MSN574	Curriculum Design and Development in Nursing	3	0
MSN575	Online Teaching and Learning Strategies in Nursing	3	45
MSN576	Educational and Instructional Technology	3	0
MSN577	Educational Assessment and Evaluation Outcomes	3	0
	<b>Total</b>	<b>12</b>	<b>0</b>
<b>Optional</b>			
MSN578	Specialist Clinical Practicum for Nurse Educators	3	135
	<b>Total</b>	<b>3</b>	<b>180</b>

These courses may be reviewed for transfer into the MSN in Nurse Educator program at USU.

**Optional: MSN578 Specialist Clinical Practicum for Nurse Educators**

The 135 hours of clinical practice time may be added as an optional course to augment certificate courses. Students will have the opportunity to work with a university approved teaching mentor in one’s area of choice, acute care, community-based settings, academic settings, etc. Residents of Tennessee will need to complete the teaching practicum in a clinical specialty area.

Effective 05/08/2020	Page 94-114
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*The following statement under Concentration – Family Nurse Practitioner was revised to read:*

**Master of Science in Nursing**

Concentration – Family Nurse Practitioner

The Family Nurse Practitioner (MSN-FNP) concentration is designed for registered nurses who want to provide evidence-informed practice to culturally diverse populations using the latest technology for learning and practicing. This Program is grounded in a Caring Science model to teach theoretical and evidenced-based practice of nursing. Students will learn how to implement best practices for promoting and managing the health of individuals, families and communities. The Program provides the opportunity to be mentored as FNPs with distinctive populations in a variety of settings and communities.

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

1. Method One: California-Based Nurse Practitioner Education Program
2. Method Two: Non-California Based Nurse Practitioner Education Program.
3. Method Three: Equivalency

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

1. Method One: California-Based Nurse Practitioner Education Program [www.rn.ca.gov/education/apprograms.shtml#np](http://www.rn.ca.gov/education/apprograms.shtml#np) Documentation submitted directly to the Board of Registered Nursing:
  - a. Completed Application for Nurse Practitioner (NP) Certification and applicable fee.
  - b. Completed Verification of Nurse Practitioner Academic Program form submitted by the nurse practitioner academic program.
  - c. Official, sealed transcript showing evidence of date of graduation or post-graduation nurse practitioner program.

Graduates are eligible to sit for a national certification exam from the American Association of Nurse Practitioners (AANP) or the American Nurses Credentialing Center (ANCC). Regulations vary from state to state, and non-California resident

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

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

Effective 06/05/2020	Page 94-109
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*The following section under Concentration – Family Nurse Practitioner was revised to read:*

### **Concentration – Family Nurse Practitioner**

#### Clinical Requirements

All FNP students are required to complete a minimum of 540 clinical hours. These hours start the second year of the program. FNP students must meet the Office of Field Experience requirements defined in the FNP Clinical Handbook at least 16 weeks prior to the clinical course(s). Most clinical hours are completed Monday through Friday from 8:00 am – 5:00 pm so all students must plan their work schedule to accommodate clinical hours.

## **EXTENDED STUDIES**

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Effective 04/01/2020	Page 115-116
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*The following programs are to be removed from the University Catalog offerings:*

### **Education (see College of Education for descriptions)**

- Graduate Certificate in Effective K-6 STEM Education
- Graduate Certificate in Effective 7-12 STEM Education – Computer Science and Technology
- Graduate Certificate in Effective 7-12 STEM Education – Math and Engineering
- Graduate Certificate in Effective 7-12 STEM Education – Natural Science

### **English Language Program**

## **PROGRAM COURSES**

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Effective 09/30/2019	Page 118-159
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*The following courses were updated to include Credit/No Credit indicators:*

FNP592 Common Illnesses Across the Lifespan – Clinical Practicum

FNP594 Primary Health of Acute Clients/Families Across the Lifespan – Clinical Practicum

FNP596 Primary Healthcare of Chronic Clients/Families Across the Lifespan – Clinical Practicum

FNP597 Clinical Residency and Practice Management

*The following course prefixes were omitted and need to be listed:*

TED Education  
TES Education  
TEM Education

*The following course description is added:*

**MAE505- Trends and Issues in Education – 3 credits**

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

*The following course description is deleted:*

**MAE579 – Administration Practicum – 3 Credits**

This course is a culminating experience for all students seeking certification as a principal. This practicum is designed to provide intensive study and field experience in activities/problems related to a specific leadership role at an elementary, middle, or high school site. Under the guidance of the University Supervisor and School Based Mentor, the practicum provides an opportunity for the student to integrate theory into practice.

*The following course description was revised to read:*

**MGT999 – Graduate Professional Symposium – 0.5 Credits**

This course provides practical learning experience and application for qualified graduate students. The objective of the course is to provide hands-on and practical work experience that intersects the theory and practice of the learning objectives of the MBA Program that will give students a competitive advantage when they graduate. Approved employment, internship, or practicum experience is required to receive credit in this course.

*The following course description is added:*

**BIO261L – Human Anatomy Lab – 1 credits**

This is the laboratory part of Human Anatomy and is taken in conjunction with the main course. An introduction to common laboratory techniques and the process of science is presented. The laboratory experiments are designed to complement the topics presented in the companion lecture course. Topics include anatomical models and histology slides. **Co-requisite:** BIO261 Human Anatomy

**MAE500- Psychology of Education – 3 credits**

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

*The following course prefixes were added:*

EDU Education  
LIB Liberal Arts  
LIN Linguistics

*The following course description were added:*

**ART160 Visual and Performing Arts - 3 credits**

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

**EDU205- Health, Nutrition and PE for Teachers – 3 credits**

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

**ENG306 Survey of American Literature – 3 Credits**

Study of selected works from authors from the present time. Prerequisite: ENG130 English Composition and Reading

**ENG307 Survey of World Classics – 3 Credits**

Study of classical works from different cultures to include Greek and Roman classics as well as European. **Prerequisite:** ENG130 English Composition and Reading

**ENG310 Advanced 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. **Prerequisite:** ENG130 English Composition and Reading

**ENG403 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. **Prerequisite:** ENG130 English Composition and Reading

**HIS320 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:** ENG130 English Composition and Reading

**HIS321 World History I - 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:** ENG130 English Composition and Reading

**HIS322 World History II - 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:** HIS321 World History I

**MAT221 Math for Elementary Teachers I - 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:** MAT105 College Algebra

**MAT222 Math for Elementary Teachers II - 3 credits**

The structure of mathematics taught in the elementary school curricula. Includes ratio proportion, data collection, distribution, shapes and measurement in geometry. **Prerequisite:** MAT221 Math for Elementary Teachers I

**MAT223 Algebra and Geometry for Teachers - 3 credits**

Students will learn important and specific techniques and strategies aligned with the California Math standards to teach algebra and geometry to children. **Prerequisite:** MAT221 Math for Elementary Teachers I, MAT222 Math for Elementary Teachers II

**LIB499 Liberal Studies Capstone - 3 credits**

This is the culminating course for a liberal studies student that is not entering the field of teaching. This is a summative course that requires students to demonstrate their master of the program learning outcomes through the application of knowledge gained throughout the program. **Prerequisite:** Must be taken in the final term of the degree program

**LIN478 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 application of sociolinguistics, psycho-linguistics as they apply to English Language Learners. **Prerequisite:** ENG140 English Composition and Critical Thinking

**PSY285 – 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.

**SCI222 - Science for Elementary Teachers – 3 credits**

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

*The following course prefix and/or descriptions were updated to read:*

**EDU501 – Affirming and Valuing Diversity in the Classroom - 3 credits**

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

**EDU503 – Foundations of Education – 3 Credits**

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

**EDU504 – Introduction to Special Education – 3 Credits**

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

**EDU510 – Introduction to Classroom Instruction – 3 Credits**

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

**EDU522 – First and Second Language Acquisition – 3 Credits**

This course will study the historical, political, socio-cultural and pedagogical factors related to the acquisition of first and second language. Theoretical frameworks will be examined with emphasis on identification, assessment, performance and placement of English Language Learners. Other topics covered will be the laws, legislation and litigation related to English Language Learners.

**EDU525 – English Language Developmental Strategies for English Language Learners – 3 Credits**

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

**EDU534 – Curriculum and Instruction I – 3 Credits**

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

**EDU 535 – Curriculum and Instruction II – 3 Credits**

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

**EDU536 – Language Arts and Reading K-6 – 3 Credits**

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

**EDU540 – Secondary Teaching Strategies I – 3 Credits**

The course is an overview of curriculum and California State Frameworks and Subject Specific Standards, and district performance standards. It includes classroom procedures, instructional planning, lesson plan delivery skills, English Language Development (ELD), and Specially Designed Academic Instruction in English techniques for grades 6-12 with/and diverse student populations.

**EDU541 – Secondary Teaching Strategies II – 3 Credits**

This course is designed to provide opportunities for prospective teachers to observe, develop, and practice a variety of methods to create positive learning environments, effective discipline, and traditional and alternative assessments. Emphasis is placed on strategies used for students with widely ranging linguistic and academic abilities, diverse learning styles and varying cultural backgrounds. Methods and content are aligned with California State Framework for grades 6-12 with/and diverse student populations. **Prerequisite:** EDU540 Secondary Teaching Strategies I

**EDU542 – 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.

**EDU561 – Student Teaching (Clinical Practice) I – 5 Credits**

This full-time supervised clinical practice course requires 300 hours of in class student teaching at the school and grade level assigned. This course will guide candidates through their daily classroom instructional practice as a student teacher in a public elementary school. The sequence of clinical practice experiences includes multiple opportunities for interaction with diverse populations and communities such as English Language Learners and Special Needs students. All students are provided with experiences which are age and grade appropriate and are required and authorized by the credential they are seeking. Clinical practice is a critical component of the Teacher Preparation Program which combines theory to practice and is rooted in the United States University Mission and informed by the California Commission on Teacher Credentialing requirements. The clinical practice experiences provide candidates an opportunity to complete the California Teaching Performance Assessment (CalTPA). The CalTPA is structured around two, full instructional cycles based on the pedagogical sequence of “plan, teach and assess, reflect, and apply, each within a school placement.” **Co-requisites:** EDU562 Directed Student Teaching Seminar I

**EDU562 – Directed Student Teaching Seminar I – 1 Credit**

This course is designed to provide students with academic and professional support during their student teaching assignment. The courses are offered in a seminar format consisting of reflective discussions that evolve around events in content classes, field experiences, supervised teaching, and collaboration between the candidates, university personnel, and the on-site support provider. The course will also provide candidates assistance and support in the completion of the California Teaching Performance Assessment (CalTPA) instructional cycles, to include implementation, guidance, and remediation. Synchronous (live) meetings via technology will be a requirement of this course. **Co-requisite:** EDU561 or EDU565 Student Teaching (Clinical Practice) I

**EDU563 – Student Teaching (Clinical Practice) II – 5 Credits**

This full-time supervised clinical practice course requires 300 hours of in class student teaching at the school and grade level assigned. This course will guide candidates through their daily classroom instructional practice as a student teacher in a public elementary school. The sequence of clinical practice experiences includes multiple opportunities for interaction with diverse populations and communities such as English Language Learners and Special Needs students. All students are provided with experiences which are age and grade appropriate and are required and authorized by the credential they are seeking. Clinical practice is a critical component of the Teacher Preparation Program which combines theory to practice and is rooted in the United States University Mission and informed by the California Commission on Teacher Credentialing requirements. The clinical practice experiences provide candidates an opportunity to complete the California Teaching Performance Assessment (CalTPA). The CalTPA is structured around two, full instructional cycles based on the pedagogical sequence of “plan, teach and assess, reflect, and apply, each within a school placement.” **Prerequisite:** EDU561 Student Teaching (Clinical Practice) I; **Co-requisite:** EDU564 Directed Student Teaching Seminar II

**EDU564 – Directed Student Teaching Seminar II – 1 Credit**

This course is designed to provide students with academic and professional support during their student teaching assignment. The course is offered in a seminar format consisting of reflective discussions that evolve around events in the classroom, field experiences, supervised teaching and collaboration between the candidates, university personnel. Support for candidates in the completion of the California Teaching Performance Assessment (CalTPA) instructional cycles, to include implementation, guidance, and remediation will also be included. Synchronous (live) meetings via technology will be a requirement of this course. **Prerequisite:** EDU562 Directed Student Teaching Seminar I; **Co-requisite:** EDU563 Student Teaching (Clinical Practice) II

**EDU565 – Student Teaching (Clinical Practice) I – 5 Credits**

This full-time supervised clinical practice course is intended to guide candidates through their daily classroom instructional practice as a student teacher in a public secondary school. The sequence of clinical practice experiences includes multiple opportunities for interaction with diverse populations and communities such as English Language Learners and Special Needs students. All students are provided with experiences which are age and grade appropriate and are required and authorized by

the credential they are seeking. Clinical practice is a critical component of the Teacher Preparation Program which combines theory to practice and is rooted in the United States University Mission and informed by the California Commission on Teacher Credentialing requirements. The clinical practice experiences provide candidates an opportunity to complete the California Teaching Performance Assessment (CalTPA). The CalTPA is structured around two, full instructional cycles based on the pedagogical sequence of “plan, teach and assess, reflect, and apply, each within a school placement.” **Co-requisite:** EDU562 Directed Student Teaching Seminar I

**EDU567 – Student Teaching (Clinical Practice) II – 5 Credits**

This full-time supervised clinical practice course is intended to guide candidates through their daily classroom instructional practice as a student teacher in a public secondary school. The sequence of clinical practice experiences includes multiple opportunities for interaction with diverse populations and communities such as English Language Learners and Special Needs students. All students are provided with experiences which are age and grade appropriate and are required and authorized by the credential they are seeking. Clinical practice is a critical component of the Teacher Preparation Program which combines theory to practice and is rooted in the United States University Mission and informed by the California Commission on Teacher Credentialing requirements. The clinical practice experiences provide candidates an opportunity to complete the California Teaching Performance Assessment (CalTPA). The CalTPA is structured around two, full instructional cycles based on the pedagogical sequence of “plan, teach and assess, reflect, and apply, each within a school placement.” **Prerequisite:** EDU565 Student Teaching (Clinical Practice) I; **Co-requisite:** EDU564 Directed Student Teaching Seminar II

**EDU580 – Latinos in the United States – 3 Credits**

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

**EDU581 – Desarrollo del Lenguaje y Lectura – 3 Credits**

The focus of the course will be strategies and methodologies in Spanish language development, reading readiness, and beginning reading in the primary language. Special emphasis will be on the current trends and social issues affecting bilingual programs including program models, instructional approaches, bilingualism and illiteracy and selection and use of primary language materials. **Prerequisite:** CSET: World Languages, Spanish, or Baccalaureate degree majoring in Spanish from a CTC commission-approved program.