

STUDENT HANDBOOK
2024 - 2025

College of Allied Health Sciences

ALLIED
HEALTH



Uniformed
Services
University

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WELCOME

Welcome to the Uniformed Services University of the Health Sciences - College of Allied Health Sciences (CAHS)! This handbook has been prepared to help you learn more about our College. We hope that you find it useful.

Message from the Dean

The College of Allied Health Sciences (CAHS) was chartered in October of 2016 to meet the rising academic requirements for service readiness in technical and professional practice areas of healthcare and science practice within the Military Health System (MHS).

At CAHS, we are guided by our motto to “Train for the Mission, Educate for a Lifetime of Service.” Our students are trained across a wide range of subjects of critical importance to the MHS with our programs being driven by the needs and priorities of the Services. However, while their training is vital to ensuring our military’s readiness and improving the health and well-being of our service members and their families, CAHS also ensures students graduate with a recognized credential that reflects the skills and training they have mastered and can further their career when they transition to the civilian sector. We are committed to helping our students pursue their professional growth both during their military career and for years after.

James D. Nash, PhD, PharmD, MPH, BCPS
Dean, College of the Allied Health Sciences

THE COLLEGE OF ALLIED HEALTH SCIENCES (CAHS)

The CAHS exists to support the education and training requirements that the military services have determined are a prerequisite to professional peacetime and operational practice within the Military Health System (MHS) of the Department of Defense (DoD). Because the CAHS is part of the Uniformed Services University (USU), our programs frequently require competencies and practice credentials that are identical to the civilian sector.

About the CAHS

The CAHS was chartered by the Assistant Secretary of Defense for Health Affairs in October of 2016 after receiving approval from the USU Board of Regents. The CAHS commenced initial operations on April 24th, 2017.

Accreditation

The University is accredited by the Middle States Commission on Higher Education (MSCHE) that accredits degree-granting colleges and universities in the Middle States region. In May of 2016, the Commission acknowledged receipt of a substantive change request for the addition of two new degree levels available through the CAHS: Associate and Bachelor of Science in Health Sciences. The USU's existing MSCHE accreditation includes graduate programs of instruction. The CAHS does not currently offer any graduate programs.

Mission

The College of Allied Health Sciences (CAHS) is dedicated to educating and training highly skilled allied health professionals who are committed to meeting the needs of the uniformed services and providing operational support to units worldwide. CAHS supports the achievement of higher education degrees, professional certifications, licensing, and accreditation across the Department of Defense and among America's Enlisted service members.

Academic Year

The regular academic year runs Summer to Spring (June to May). Program cohort start dates are programmed year-round by the military services for the Branch Campus, Additional Locations, and Other Instructions Sites for administration in concert with the CAHS. Please refer to your local training calendar and faculty of record for dates of particular programs and courses.

Leadership

The USU provides oversight of the CAHS consistent with the advisement of the USU Board of Regents (BoR) in the form of governance and administrative support just as it does for the other schools and colleges of the University. The USU provides administrative oversight of the

CAHS from its well-established southern office at Joint Base San Antonio (JBSA) Fort Sam Houston.

The Dean of the CAHS is the Chief Academic Officer. The Vice Dean and Associate Deans, along with support staff administer the undergraduate operations of the CAHS.

Personnel Directory

The following information indicates the physical location of the CAHS, the primary telephone number, and the mailing address. The Personnel Directory can be found at Appendix 1.

Uniformed Services University of the Health Sciences College of Allied Health Sciences
2710 Howitzer Road, Bldg. 2372, Suite 318
Joint Base San Antonio Fort Sam Houston, Texas 78234-7510
Phone: (210) 299-8521

GENERAL INFORMATION

This section of the handbook contains general information about the CAHS. While not exhaustive, it is a very good start that is provided to help ensure your success. Please be sure to familiarize yourself with these topics.

Learning and Library Resources

For Service-direct programs, all learning and library resources are identified and provided by the sponsoring Service(s) at the site of instruction.

University Learning Resource Center

On an individual as needed basis, the CAHS students can gain access to the Uniformed Services University (USU) Learning Resource Center (LRC). The USU LRC strives to support scholarship and facilitate healthcare education at the Uniformed Services University. More information about the LRC can be found at the following University website, which can be found at the following internal web address: <https://usuhs.libguides.com/home>

METC Branch Campus, Additional Locations, and Other Instructional Sites

At additional Locations and Other Instructional Sites, educational resources are discipline-specific and accessible within the program of instruction itself and within the geographic area of instruction. The METC Branch Campus provides an example.

Library services available to CAHS students at the METC Branch Campus are robust. Students have access to the Stimson Medical Library, which is immediately adjacent to the campus. Each instructional program maintains its own small reference library within instructional spaces. Each Service provides access to their respective electronic medical reference systems, which can be accessed on or off campus and within the students' dormitories.

The students at the CAHS Additional Locations, and Other Instructional Sites enjoy comparable resources as those at the METC Branch Campus. Both virtual library and traditional "brick and mortar" facilities are available for use by students as needed.

Required Books and Other Instructional Materials

All required textbooks along with other instructional materials (e.g. Study Guides, Workbooks, Handouts) are identified, procured and provided to CAHS students by the sponsoring Service(s) or organizations at the site of instruction.

USU Alumni Bookstore

The USU Alumni Bookstore is owned and operated by the Alumni Association, which is an approved non-profit entity that sells clothing, supplies and other merchandise that may be helpful or of interest to students. The USU Alumni Bookstore offers online sales, which can be found at the following external web address: [USU Alumni Bookstore](#)

Information Technology

Because Service-required instruction does not always require degree completion, students have the option to attend the CAHS voluntarily to finish their degree. This requires two mechanisms for the provision of adequate information technology resources and support.

Service-required Instruction

For programs of Service-required instruction, all required information technology equipment is identified and provided to CAHS students by the sponsoring Service(s) or organization at the site of instruction.

Voluntary Study

In cases of voluntary individual study, students are responsible for providing their own information technology equipment. Using their own equipment, students gain access to the information technology environment provided for, or arranged by, the CAHS.

In all cases, minimum DoD standards for access apply. For more information about DoD information technology standards, see DoD Instruction 8310.01, which can be found at the following external web address:

<http://www.esd.whs.mil/Portals/54/Documents/DD/issuances/dodi/831001p.pdf>

Technical assistance should be sought locally first, then with the CAHS. Please refer to your local orientation materials for access to local information technology support services. For CAHS information technology support, please adhere to guidance provided by your CAHS faculty or other administration personnel. The USU help desk and IT support personnel assist students enrolled in courses using the Sakai Learning Management System. Guidance is provided upon registration and enrollment in classes.

STUDENT INFORMATION

This section of the handbook focuses on information important to CAHS students. While not exhaustive, it is a very good start that is provided to help ensure your success. Please be sure to familiarize yourself with these topics.

Prerequisite Education

In addition to qualifying ASVAB scores where applicable, each service has specific prerequisite education and training for each program of instruction for which students must be selected by the sponsoring service before enrollment at the CAHS. The CAHS will ensure that the selection criteria for students within each program of instruction provides all students with the best possible opportunity for success at the CAHS. In cases where service prerequisites are not acceptable to the CAHS (e.g. surge training in support of an unanticipated operational activity), the CAHS will place students into an audit category until students, or the condition of operations, are found acceptable to the CAHS.

Standards of Conduct

As an entity of the U.S. Government, the College of Allied Health Sciences is governed by a range of federal laws and regulations, U.S. DoD instructions and policies promulgated by the President of the Uniformed Services University. In addition to this legal, regulatory and policy framework, we hold ourselves to an ethical framework as well. The CAHS leadership embraces four values that guide our decisions and actions daily. Three of them appear, in one form or the other, in the creeds of the services that sustain our University. The fourth is an essential quality of any institution of higher learning.

Respect

At the CAHS, students, staff, and faculty colleagues should always give their best. The CAHS thrives when everyone respects the mission and actively works to advance it. The relationship between those providing or supporting healthcare and those receiving it is also built on respect. We must respect the trust patients place in us by doing our utmost to acquire and sustain the knowledge, skills and experience required to meet their needs.

Integrity

Honor and integrity are explicitly embodied in the creeds of the uniformed services that support our University. Every endeavor in the CAHS rests on a foundation of integrity. Our patients expect us to be honest with them; so do our classmates, professors, and colleagues. If any of us compromise our integrity, we compromise everything for which the CAHS stands. That's why we are always truthful.

In universities like ours, academic success is frequently measured in terms of publications. For this reason, plagiarism — the theft of another person's writing or ideas—is viewed as seriously as the theft of money or property. In many respects, it is equivalent to simultaneously lying, cheating and stealing.

If a member of our community violates the CAHS's Honor Code they will be held accountable, irrespective of their position, rank, tenure, or academic status.

Safety

The CAHS is committed to ensuring that all of our students, faculty, staff, contractors, and campus guests are safe from physical harm, threats and other behavior intended to coerce, demean or intimidate members of our campus community. All of us have a responsibility to create and sustain a culture of safety on campus. Just as military personnel look out for each other down range, we must look out for each other on campus and throughout our national network of affiliated treatment facilities.

If you spot a potential threat to safety, witness hostile or inappropriate behavior, or overhear overtly racist, sexist, or bigoted remarks, you should promptly report it to School leadership. Federal Law provides protections from retaliation for those who step forward in good faith to express concern about campus safety.

Intellectual safety is equally important. Institutions dedicated to scientific inquiry should encourage skeptical analysis of untested assumptions and urge its students and faculty members to challenge dogma. If you believe your classmate, lab colleague, instructor or teacher is about to reach an erroneous conclusion or make a procedural or methodological error, you should respectfully ask them to explain their reasoning. Whether you are ultimately proven right or wrong, you should not be criticized.

Speaking up is particularly important in clinical settings, where patient safety must always come first. Those we care for count on us to get them well while doing everything to safeguard them from medical errors. When health professionals, including students, observe an unsafe clinical practice that is about to create a medical error, they are obliged to speak up.

Excellence

The CAHS is committed to excellence in everything we do. Because students come to USU to learn to care for those in harm's way, we and they must strive for excellence in everything we do. Commitment to excellence applies in a campus classroom or laboratory, the library, in simulators, during field exercises, and in Medical Treatment Facilities across the globe in and out of theater.

The group that best personifies our commitment to excellence is our alumni. Our alumni affirm the value of the CAHS through their service to the nation as skilled clinicians and inspiring

teachers. Their steadfast and enduring commitment to excellence has set the standard that we aspire to match. We are grateful for their service and committed to following their example.

The Honor Code

This document describes several types of standards all which play an important role in the development of ethical practitioners of the highest caliber. Students are not just learning to become critical thinkers. We're also interacting with others, with the respect and dignity that each person deserves. Honorable conduct requires cognitive and non-cognitive skills as demonstrable values in all that we do.

We place no value in things such as copying or misrepresenting the work of others, intimidation, harassment, and a host of other less than honorable conducts which at times may tempt us all. These are not part of the CAHS Standards of Honorable Conduct. Rather, these are violations of academic integrity and/or ethics.

Violations of the CAHS Standards of Honorable Conduct will be reviewed for appropriate corrective action. A lapse in performance and/or evidence of academic or scientific misconduct may result in a recommendation for suspension, probation, or disenrollment.

Academic Integrity

Satisfactory academic standing is determined both by performance in formal courses and by aspects of academic performance that include skills, attitudes, and attributes judged by the faculty to be important for success. These include, but are not necessarily limited to academic and scientific ethics, honesty, integrity, reliability, perception, balanced judgment, and personal insight.

Responsible Conduct of Science

The Graduate Students' Code on the Responsible Conduct of Science was developed by USU faculty Graduate Students. The CAHS has adopted the same standards for responsible conduct of science, when applicable to CAHS study. Your behavior as a CAHS student and biomedical scientist should adhere to these principles.

"I will demonstrate honesty, integrity and professionalism in planning, conducting, interpreting and reporting my scientific research. My work will be rigorous, unbiased, ethical, scholarly, and as far as possible, objective. I will undertake only research for which I am qualified, and will collaborate and cooperate with other specialists when that is beneficial to the research.

I will show respect for my animal research subjects and human research volunteers. I will use both appropriately and humanely. I will consider both the animals and the

volunteers' comfort, not causing unnecessary pain or distress in my research, while maximizing potential benefits to both the subjects and to society, while minimizing risks. With human volunteers, I will maximize their welfare and secure fully informed consent stressing voluntariness. I will be knowledgeable about applicable laws and regulations concerning the use of animals and human research participants, and be diligent in ensuring that they are followed.

I will show respect for fellow students and researchers, ensuring that they receive appropriate credit for their contributions to the research. I will share my knowledge, methods, and results with others in a fair and expeditious way. I will provide objective, unbiased reviews of other scientists' work. I will provide accurate and understandable information to fellow scientists and to the public.

I will consider my responsibilities in using my resources wisely and safely, and in avoiding conflicts of interest or commitment. I will be involved with the ethical ramifications and impact of my discoveries.

All graduate students are required to satisfactorily complete the course *Ethics and the Responsible Conduct of Research* (IDO 704) prior to Advancement to Candidacy. This course provides participants with an opportunity to review the basic principles for responsible conduct of scientific research.

Plagiarism

Responsible conduct of science and academic integrity concepts also include the respect with which we use other peoples' ideas and concepts. Students shall not use, attempt to use, or copy any unauthorized material during any examination or graded exercise, knowingly present the work of someone else as their own, forge or alter any academic document, impede or interfere with the ability of others to use academic materials or complete academic work, or assist another in any of these activities.

Non-Attribution

Lectures, discussions and all variety of presentations constitute an important part of University curricula. The University offers its assurance that presentations will be held in strict confidence. This assurance is derived from a policy of non-attribution that is morally binding on all who attend. Without the express permission of the speaker, nothing he or she says will be attributed to that speaker directly or indirectly in the presence of anyone who was not authorized to attend the lecture.

Academic Freedom

CAHS students have the privilege of respectful dialogue amongst academic colleagues and may debate any subject related to the course objective at hand. In this regard, the University is a safe and proper setting for students to practice the art of communicating innovative and non-traditional concepts. It is expected that students will debate their viewpoints responsibly reflecting professionalism and courtesy.

Personal Interactions with Faculty

Students should interact with faculty in a professional manner and with respect for the academic knowledge and authority of the faculty. However, students must not be coerced or become involved in interactions with faculty that create, in fact or appearance, academically inappropriate behavior in what is, by its very nature, an unequal relationship.

The CAHS Standards of Conduct and Honor Code requires that members of the faculty shall not engage in relationships with students which could be conceived as “dating”, during the student’s course of study, both on and off duty. Perceived faculty misconduct and/or inappropriate interactions or behavior with or toward a student should be reported to the local Program Director and/or the Associate Dean of Undergraduate Studies.

Harassment and Discrimination

USU and the CAHS support an environment where the worth and dignity of students are recognized and respected and where students can achieve academic success. During their activities at USU, students must not be the recipients of discriminatory or intimidating actions or behaviors per applicable federal statutes. Students should not engage in or be involved in promoting discrimination.

Sexual Harassment is defined as any unwelcomed sexual advance, which includes any verbal or physical behavior of a sexual nature, and any direct or implied requests for sexual favors. It also includes any sexually-oriented conduct where a student’s acceptance or rejection of such behavior affects his or her level of work performance by creating an intimidating, hostile, or offensive work environment.

It is important for anyone who feels that he or she is or has been a victim of discrimination, intimidation, or sexual harassment to inform the person or persons involved that his or her conduct is unwelcomed and must stop. If this behavior continues, or if a hostile work environment is created, the victim should communicate his/her grievance via the local requirements of the host branch campus or other teaching location (e.g. lab, clinical), and to the Program Director, or Department Chair, and appropriate CAHS Vice Dean, Associate Dean or Dean.

Student Responsibilities

Students are expected to demonstrate respect to the academic endeavors by attending class on time, paying attention and listening to other points of view, being prepared and contributing to discussions, and meeting academic deadlines. Items such as plagiarism, cheating, disrupting classroom or laboratory settings, and failure to comply with accepted standards of patient confidentiality constitute violations.

Examples of actions which may result in dismissal from a course or the CAHS include but are not limited to the following:

Accepting or providing to past, present, or future classes of students or other individuals, any written or verbal information that will compromise the examination process.

Cheating on a test or other class work by copying the answers from another student and the unauthorized use of notes or other references.

Knowingly permitting another student to copy answers from one's test papers or providing test answers to another student in an unauthorized manner.

Copying the work of another individual without properly noting the source. This includes copying the work of another student (past or present) while in a class setting or during homework assignments.

Disrupting classroom or laboratory sessions, thereby prejudicing the opportunity of other students to learn.

Failing to meet required standards of personal appearance.

Abusing substances (such as illegal drugs and/or alcohol) both on and off the installation.

Flagrant disregard of program safety standards resulting in the potential endangerment of self and others.

Failure to comply with accepted standards of patient confidentiality.

Violations of the Standards of Conduct or the Honor Code, including but not limited to the above will be reviewed by the CAHS for corrective actions. Such a review may result in actions including recommendations for suspension, probation, or disenrollment.

ACADEMIC INFORMATION

This section of the handbook focuses on important academic information. While not exhaustive, it is a very good start that is provided to help ensure your success. Please be sure to familiarize yourself with these topics.

Registration and Admission

During the orientation in their Service specific programs, students are provided access to the CAHS online Admission Application and all other forms required for registration and admission. Prospective students are assisted with the application process and provided an overview of degree completion requirements. Please see the CAHS catalog at the following link for details on admissions requirements: [Academic Catalog](#)

Students are admitted into certificate, ASHS, or BSHS programs as applicable by personnel assigned to the USU Office of the Registrar (OUR) following review and processing of submitted applications.

Academic Advising

Academic advising is available to all students empowering them to make informed decisions to achieve their educational goals. Advising is available to assist students with review of academic evaluations, effective degree planning, course selections, and interpretation of the CAHS policies and procedures in preparation for successful completion of degree requirements and graduation.

Because the health science curriculum is required to be essential, all courses taught in services-required programs by faculty of the CAHS must be completed in a specific sequence. Because of this, there are no registration options for students who must complete coursework in those programs. Assigned Faculty will work with students to ensure the serial registration in all courses taught by the CAHS faculty.

Advising Contact Information

Academic Advisors contact students following their admission into the CAHS and after they submit official transcripts to the Office of the Registrar to be evaluated for applicability of transfer credits towards completion of degrees with the CAHS.

Academic advising appointments are available Monday through Friday from 7:00 AM to 4:00 PM CST. Please use the following information to arrange an appointment:

Email: CAHSAcademicAdvising@usuhs.edu

Academic Advisors	Phone	Email Address*
Natisha Smith	210-808-1243	CAHSAcademicAdvising@usuhs.edu
Tara McCraw	210-299-8515	CAHSAcademicAdvising@usuhs.edu
Araceli Nava	210299-8514	CAHSAcademicAdvising@usuhs.edu
*Note: For best support, send emails to the organizational email address listed.		

Counseling, Career Services, and Development

Academic support and development begins immediately for students upon their enrollment in their respective programs by attending a required local comprehensive orientation and in-processing briefing. Students are provided information in Service-specific and site-specific orientation such as base resources, entitlements, emergency preparedness plans, command personnel policies, functions, and facilities. Instructional faculty review academic policies and procedures, emergency responses, and general classroom discipline. Orientation is scheduled locally and in concert with the participating services and organizations. Please refer to your local guidance for scheduling of your attendance at initial orientation.

Upon entry into a CAHS instructional program, students are counseled regarding requirements for successful completion of the program. Periodic formal academic counseling throughout the course of instruction is designed to assist students in completing the coursework. Students may also receive academic advisement services from CAHS administration. The Office of Student and Faculty Development is available to provide assistance in concert with Service-specific programs.

All CAHS students are required to participate in their respective Service career counseling program. Experienced commissioned and noncommissioned officers are assigned to programs and provide guidance and leadership in support of students' academic and career success.

A CAHS Assistant/Associate/Vice Dean is also available for counseling of enlisted students. Should the student wish to seek guidance from one of these CAHS administrators, they may contact their Academic Advisor to arrange an appointment.

Development opportunities are available to all students of the CAHS. Student development begins within the program of study at the course level and may include remediation as determined by local faculty. Both formative and summative evaluations are made as students are given timely and appropriate feedback on their performance. Students deemed to be "Academically at Risk" will be given additional assistance in Service-specific programs of study.

Academic Administration and Records

The USU Office of the Registrar is responsible for the administration and maintenance of all student records. All official academic information is maintained within the USU Student

Information System. Academic information is sensitive and is non-disclosable without signed authorization from the student.

Admission, Enrollment, and Registration

CAHS programs are designated as non-degree, certificate, Associate of Science in Health Sciences (ASHS), and Bachelor of Science in Health Sciences (BSHS). These designations are based on Service requirements and programs' rigor. CAHS curriculum does not offer general education coursework; however, students may earn a degree within their program contingent on transfer coursework. Degrees will be awarded based on transfer work as long as the individual does not already hold a degree at the same or higher level with the same major or specialization. Applicants that already hold a degree in the same program will be awarded college credit. Some locations will issue a certificate on completion.

CAHS students can earn an ASHS and BSHS dependent upon Service requirements. Second and subsequent degrees will only be awarded based on distinct credits not previously used in an awarded degree. For a second BSHS degree, in addition to the program's major field of study courses, a minimum of 18 of the required 42 semester hours of upper level credits must be hours not previously used in a CAHS awarded degree.

Non-degree or course credit upon completion of training:

- Students must be selected and approved to attend a CAHS allied health science course by their parent Service and complete an application with USU.

Certificate conferral upon completion of training:

- Students must be selected and approved to attend a CAHS allied health science program by their parent Service and must complete an application with USU;
- CAHS receives an official Joint Service Transcript or Community College of the Air Force Transcript

Associate of Science in Health Sciences (ASHS) conferral upon completion of training:

- Students must be selected and approved to attend a CAHS allied health science program by their parent Service and must complete an application with USU;
- Joint Service Transcript or Community College of the Air Force Transcript;
- Official college transcript(s) documenting the following semester hours (6) Communication, (9) Quantitative Science, (6) Human Science, and Free Electives to meet the minimum 60 semester hour degree requirement.

Additional ASHS Program Requirements:

- Education and Training Administration and Leadership Degree Program:
 - Actively performing duty as a technical training instructor at the METC Branch Campus, other instructional site or additional location where the degree program has been established;
 - Completed a Service specific Instructor Training Course (e.g. Air Force Basic Instructor Course, Navy Instructor Training Course, and Army Common Faculty Development – Instructor);
 - Submit Joint Service Transcript or Community College of the Air Force Transcript;

- Complete an application with CAHS;
- Transcripts from post-secondary institutions as needed;
- Ability to complete the program within 3 years.

Bachelor of Science in Health Sciences (BSHS) conferral upon completion of training:

- Students must be selected and approved to attend a CAHS allied health science program by their parent Service and must complete an application with USU;
- Joint Service Transcript or Community College of the Air Force Transcript.
- Official college transcript(s) documenting the following semester hours (9) Communication, (18) Quantitative Science, (9) Human Science, Free Electives to meet the minimum 120 semester hour degree requirement.

Graduation and Degree Conferral

The CAHS currently has three scheduled graduations per year which are in May, August and December. However, degrees for students from the Respiratory Therapy, Occupational Therapy Assistant, and Respiratory Care Practitioner programs are conferred immediately upon successful completion of their respective program to adhere to requirements mandated by the programs' national accrediting agencies.

The degree conferral process for CAHS students consists of three integral elements. First, the Office of the University Registrar (OUR) conducts an initial evaluation of a student's prior education and training (military training and colleges and universities completed coursework) to determine applicability of coursework for transfer credits to the CAHS' degree programs. Applicable transfer credits are applied to degree requirements in combination with coursework completed with the CAHS to determine students' status toward degree completion for their CAHS applicable degree program. Academic Advisors send students individualized degree plans through email and provide them their degree completion status. Students who are determined to have met degree requirements are so advised. Those who do not meet requirements are advised and provided details on remaining requirements which empower them to pursue those requirements for reverse transfer to CAHS for degree award.

Secondly, upon receipts of a student's graduation request, the OUR completes a review of records, known as an audit, to determine that a student has met all academic requirements for his or her applicable degree program.

Finally, once students are verified by the Registrar's Office as having met all degree requirements, the USU President approves conferral of degrees before diplomas are issued. Each student identified as a graduate is normally contacted by Registrar Office personnel the month prior to the scheduled graduation date and afforded the opportunity to provide the exact name to be printed on his / her diploma and the address to which it will be delivered.

Tuition, Fees, and Financial Aid

All students of the CAHS are DoD personnel that are funded directly and completely by the

federal government. As such CAHS students are not eligible for federal financial aid in support of CAHS attendance. Moreover, CAHS students must not include CAHS courses as part of a financial aid application.

Withdrawal

Students enrolled in the Education and Training Administration and Leadership program may withdraw at their discretion. A formal withdrawal indicates a voluntary ending of academic work at the CAHS. A student wishing to withdraw must submit a request, in writing, to their Academic Advisor. The Academic Advisor notifies the respective Assistant Dean required to adjudicate the request, and the student is notified of the disposition of his/her request. The student must formally petition, through the ETAL Academic Advisor, for re-admission if he/she wishes to return to a Program.

Transcript Requests

All requests for transcripts must be in writing using the CAHS Transcript Request Form, and must include the original signature of the student. The CAHS Transcript Request Form can be downloaded here: [Transcript Request Form](#)

The CAHS will not release student information to anyone other than the student unless the student submits the CAHS Release of Information Authorization form, which authorizes release. The form must include the original signature of the student.

The CAHS Release of Information Authorization form can be obtained by contacting the USU Registrar's Office.

Replacement Diploma

All diploma replacement requests are handled through the USU's Main Campus Registrar. If students have a need to reorder their diploma(s) from the USU CAHS, they will be required to download, fill out and submit the [USU Diploma Request Form](#).

The form must be mailed via United States Postal Service (USPS) to the USU Main Campus Office of the Registrar at:

Uniformed Services University of the Health Sciences
Attn: Registrar Room, #A1041
4301 Jones Bridge Road
Bethesda, MD 20814

The requestor will be required to pay a fee in the amount of \$21.00 for each diploma. Students must pay in the form of either check or money order made payable to Framing Concepts, Inc. Please refer to the form for additional details.

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SCHOOLS, DEGREES, AND REQUIREMENTS

This section of the handbook focuses on the schools and degrees offered by the CAHS as well as CAHS requirements. While not exhaustive, it is a very good start that is provided to help ensure your success. Specific topics include the Credit Hour, the Undergraduate Studies Programs including degree completion and General Education requirements, and the Graduate Programs. Please be sure to familiarize yourself with these topics.

Credit Hour

According to the U. S. Department of Education, a credit hour is a basic institutional measurement of the level of instruction and academic rigor which establishes eligibility for federal funding¹. The CAHS evaluates and assigns credit hours in a manner consistent with U.S. Department of Education credit hour regulations while also allowing for flexibility in its policy.

The CAHS's definition of an academic "credit hour" is in keeping with the U.S. Department of Education's definition as:

"...an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

(1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time. Also referred to as the Carnegie Unit;

OR

(2) at least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practicum, studio work, and other academic work leading to the award of credit hours."

Credit hours are awarded by the CAHS in the form of semester hour units.

¹ U.S. Department of Education Office of Postsecondary Education, "Guidance to Institutions and Accrediting Agencies Regarding a Credit Hour as Defined in the Final Regulations Published on October 29, 2010." This also reflects regulations specified in 34 CFR §600.2, §602.24 and §668.8

School of Undergraduate Studies

The School of Undergraduate Studies administers certificate programs and two undergraduate degree programs. The degree programs are the Associate of Science in Health Sciences (ASHS) and the Bachelor of Science in Health Sciences (BSHS). These programs are designed to accommodate a variety of health science specialties and are composed of coursework required of a number of professionally accredited disciplines of study required for credentialed practice within the Military Health System (MHS). These programs' credits transfer to a variety of baccalaureate and graduate-level degrees that also support the MHS and the civilian sector, which will better serve the military member and the Nation while on duty, as well as long after separation from service.

Associate of Science in Health Sciences (ASHS) Degree Programs

The CAHS ASHS degree plan requires at least 60 semester hours of credit with a GPA of at least 2.0 and a grade of C or better in all courses; residence of at least 25% of the degree plan; General Education of at least 21 semester hours; a Major Technical Field of Study of at least 15 semester hours; and Free Electives as may be needed to achieve 60 semester hours of credit.

ASHS degree programs for each Service Component are available online by clicking [Academic Catalog](#).

Bachelor of Science in Health Sciences (BSHS) Degree Programs

The CAHS BSHS degree plan requires at least 120 semester hours of credit with a GPA of at least 2.0 and a grade of C or better in all courses; residence of at least 25% of the degree plan; General Education of at least 36 semester hours; a Major Technical Field of Study of at least 30 semester hours; and Free Electives as may be needed to achieve 120 semester hours of credit. Of the 120 semester hours required, 42 semester hours must be of Upper Level credits.

Following is a list of BSHS degree programs for each Service Component, to view each applicable degree plan click [Academic Catalog](#).

Undergraduate General Education Requirements

Undergraduate curriculum is designed so that students acquire and demonstrate essential skills including oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technical competency, and information literacy, which is consistent with military and the USU values and ethics. This prepares the CAHS graduates to make well-reasoned judgments not only within specific allied health science practice areas, but also within the human experience of a lifetime of service itself. The general education requirements for CAHS degree programs can be reviewed in the CAHS catalog which can be accessed using the following link: [Academic Catalog](#)

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KEY ACADEMIC PERFORMANCE POLICIES

This section of the handbook focuses on key academic policies of the CAHS. While not exhaustive, it is a very good start that is provided to help ensure your success. Please be sure to familiarize yourself with these topics.

Meeting Degree Requirements

The student is solely responsible for making sure that all degree requirements are met. Students are supported by CAHS Academic Advisors who provide guidance on degree requirements, resources to achieve degree completion, and CAHS administrative policy and procedures. See the Academic Advising section of this handbook for information on contacting an Academic Advisor as needed.

All Reverse Transfer and ETAL degree program students are required to declare degree seeking status by submitting a Graduation Application. Reverse Transfer Students are individuals who complete specialty training programs without meeting degree requirements upon completion of their training program and must submit transfer credits (official transcripts from other colleges and or test score reports) to CAHS to reach degree completion. Students who do not formally declare degree seeking status with the CAHS will not be awarded a degree or issued a diploma.

Degree Seeking Declaration

USU CAHS students seeking degree award must submit a Graduation Application, official transcripts and all other documents required to meet degree eligibility and or completion requirements by the established deadlines for the month and year of the students' desired graduation date. The Graduation Application, graduation dates and the deadlines to submit documents for each graduation can be found at the CAHS website. Additionally, Academic Advisors include deadlines and guidance on submitting documents in advising emails sent to students regarding their degree completion status.

The Graduation Application must be sent to CAHSAcademicAdvising@usuhs.edu

If degree seeking status is denied due to failure to meet degree requirements, a new application must be submitted and the student may not graduate on the desired date.

Transfer Credit

If a course is taken at an institution other than the USU CAHS where grades transfer is desired, there must be an articulation agreement between the USU and the outside institution. If there is no articulation agreement between the two entities then only transfer credit will be granted. Transfer courses from outside the University are not factored into the cumulative GPA.

- Evaluation of transfer coursework will be based primarily on assessment of CAHS specified learning outcomes.
- Transfer courses for Undergraduate Programs must have been completed with a grade of “C-” (numeric grade between 70 and 72) or better. Courses, in which a grade of less than “C-” was earned, will not be accepted for transfer to the CAHS in the Undergraduate Programs.
- Transfer courses for Graduate Programs must have been completed with a grade of “B-” (numeric grade between 80 and 82) or better. Courses, in which a grade of less than “B-” was earned, will not be accepted for transfer to the CAHS in the Graduate Programs.
- Developmental courses will not be accepted in transfer to the CAHS.
- English as a Second Language courses will not be accepted in transfer to the CAHS.
- Only courses needed for the CAHS degree sought by the student will be evaluated for transfer.
- Transfer courses will be assessed against specific CAHS course outcomes. The CAHS uses the Texas Common Course Number (TCCN) system for awarding of transfer credit.
- Prior to acceptance of transfer credit, the CAHS will consider, at minimum, the following in evaluation of transfer credit, as applicable:
 - Regional and/or National Accreditation: The CAHS recognizes the credibility of the regional and national institutional accreditation organizations identified by the Department of Education. While a strong endorsement, the CAHS will not rely exclusively on regional or national accreditation as the sole basis of evaluation. Official transcripts ARE required to verify such coursework.
 - Programmatic Accreditation and Credentialing: The CAHS recognizes the credibility of discipline-specific programmatic accreditation and credentialing bodies. The CAHS will not rely exclusively on programmatic accreditation as the sole basis of evaluation.
 - In cases where the student has attended a verifiable discipline-specific accredited program of instruction, the CAHS will recognize verified active credentials in good standing as a technical equivalency (e.g. certification, registration, and license). All equivalent technical credit within the respective CAHS degree plan will be considered satisfied. Official transcripts are NOT required to verify such coursework.
 - Direct Assessment: In cases where accreditation, technical equivalency, or alternative approaches are inadequate to reasonably verify satisfaction of identified CAHS learning outcomes in transfer, an assessment of the original instructional documents (e.g. course description, syllabus, approved curriculum documents) may be requested for evaluation. The appropriate Associate Dean will direct the assessment of original instructional materials to the satisfaction of the relevant CAHS Curriculum Committee, with input from the subject matter expert, as needed.

Credit by Examination

The CAHS will consider awarding of credit based upon the concept that learning may be acquired from different sources of knowledge. For this reason, we recognize various examinations through which students may demonstrate their proficiency with course outcomes. These include Advanced Placement, International Baccalaureate results, College Level Examination Program (CLEP) exams, and DANTES Subject Standardized Tests (DSST) available at National Testing Centers which provide testing support to college students. Students can get additional information and support to register for testing from Education Services Offices located on military installations. Counselors at the Education Offices can provide guidance on use of Voluntary Education funds to cover the costs of testing. A list of tests for which CAHS awards credits based on achievement of satisfactory test scores is included at Appendix 2.

Independent Study

Independent study offers students an important opportunity to pursue areas of inquiry not regularly offered through CAHS courses. Such courses build on knowledge and encourage students to apply their academic experiences to intellectual and practical concerns. Faculty members at the CAHS also regard independent study courses as valuable forms of learning at the heart of practical application of academic inquiry. Students who undertake independent study are expected to be self-motivated and largely self-directed. These courses provide a mechanism for a student to work on a specific topic with a faculty member for academic credit. Typically, the topic is focused rather than general, is not usually pursued in scheduled courses, and involves the pursuit of a topic of interest by a student (generally in the major) under the supervision of a faculty member with expertise related to the topic.

Requirements

- A single faculty member is responsible for supervision of an approved Independent Study course.
 - The duration of the Independent Study will conform to CAHS Curriculum Committee guidelines. The grade of “I” (Incomplete) will be issued only upon advanced request of the student. Two weeks is the maximum allowable period for conversion of a grade of “I” to a letter grade. A grade cannot be changed after the final grade is posted.
- The number of students a faculty member may supervise in an Independent Study course should be restricted to no more than two students at any given time.
- All Independent Study courses require completion of an Independent Study Course Request form and will utilize an Independent Study Learning Contract. Both are to be completed between the instructor and student prior to commencement of the course.

- The Independent Study Learning Contract will stipulate:
 - Independent Study start and end dates;
 - the number of hours per week of work expected from the student;
 - outcome objectives and assessment information;
 - a basic work plan including meetings, assignments, and deliverables/assessments;
 - specification of how the final grade will be determined.
- Registration for an Independent Study course must be completed after the learning contract has been approved by the Associate Dean, and before Independent Study begins.
- Students may enroll in a maximum number of Independent Study credits counted toward degree completion as follows:
 - Associate Degree – 6 semester hours
 - Bachelor Degree – 12 semester hours
 - Graduate degree – 12 semester hours

Students may consult with their CAHS faculty or Academic Advisor for more information about Independent Study courses and the applicability toward completion of their degree requirements.

Objective-based Competence Assessment (OCA)

The College of Allied Health Sciences will consider award of credit based upon the concept that learning may occur at different rates. For this reason, the CAHS recognizes a systematic OCA andragogy through which students may demonstrate their proficiency with approved course outcomes at a pace that matches their individual learning rate as determined by approved faculty.

CAHS courses may be delivered by CAHS faculty using OCA andragogy provided each objective assessment in the approved course syllabus is reviewed, assessed, and re-evaluated to the satisfaction of the assigned faculty.

All OCA courses must be approved by using the OCA Request Form and the Competence Documentation Form. Registration for an OCA course must be completed after the OCA Request and Competence Documentation Forms have been initiated by the instructor and approved by the Associate Dean, and before the OCA course begins. Students may consult with their CAHS faculty or Academic Advisor for more information about OCA courses and the applicability toward completion of their degree requirements.

Grading and Examination

To ensure consistent and fair assignment of student grades throughout the CAHS, specific

processes and policy have been developed. Program Directors provide educational objectives for material presented to guide students in the study and preparation for written examinations or other methods of evaluation and grading. Assigned faculty establish methods for evaluating student performance and ensure students receive feedback about their performance in a timely manner. The faculty may use written evaluation of student performance. Objective criteria will be set for each graded exercise or examination.

Letter grades are assigned as defined below for CAHS programs.

<u>Letter</u>	<u>Score</u>	<u>Grade Points</u>
A	90-100	4.00
B	80-89	3.00
C	70-79	2.00
D	60-69	1.00
F	<60	0.00

Selected courses can be determined as “Pass/Fail” based on the recommendation of the Program Director with prior approval from the curriculum committee. The grade “P” is used only in courses that are designated Pass/Fail, and does not contribute to the calculation of the grade point average (GPA).

In courses that have both a didactic and a clinical component, a student cannot achieve a passing grade without achieving a passing grade in both the didactic and the clinical portions of the course. The Program Director determines which courses have combination elements, and what constitutes a “passing” grade in each component.

Student Request for Review of Grades/Appeal of Grades

All grading appeals processes are outlined in the specific program’s Student Evaluation and Administration Plan (SEAP). If a grading situation occurs in which a student has completed the academic grievance process in the Service-required program in which they are enrolled, and the student believes that the matter is unresolved as it pertains to enrollment in the CAHS, the student may initiate the CAHS Grievance Procedure. Prior to employing the CAHS Grievance Procedure, all academic grievance processes available at the Service-required program must be employed and exhausted.

Grievance Procedures

Faculty are responsible for classroom management, teaching strategies, and testing and evaluation of student performance. Because of this, academic conflicts may develop during enrollment at the CAHS that may require intervention using the CAHS Grievance Procedure process.

If a situation occurs in which a student has completed the academic grievance process in the Service-required program in which they are enrolled, and the student believes that the matter is unresolved as it pertains to enrollment in the CAHS, the student may initiate the CAHS Grievance Procedure. Prior to employing the CAHS Grievance Procedure, all academic grievance processes available at the Service-required program must be employed and exhausted.

Students attending the CAHS on a voluntary basis may grieve a situation directly to the CAHS.

In any case, the student must utilize the following procedures:

- Attempt to resolve the situation directly with your instructor. Failing that, the student must notify the instructor that they are appealing the instructor's decision to the CAHS Associate Dean.
- **Service-required Student** - The student attending a Service-required program must submit the Associate Dean appeal within 10 instructional days of the Service-required program's final disposition of the grievance. Personal Identifying information, the date of the incident, the program and course of registration, a detailed description of the incident, the outcome, and the specific academic wrong that the student feels was imposed by the instructor must be specified in writing. The applicable CAHS Associate Dean will meet with the student as well as with the instructor or administrator as identified to review the facts.
- **Voluntary Student** - The student voluntarily attending the CAHS must submit the Associate Dean appeal within 10 instructional days of the grieved action of the instructor. Personal Identifying information, the date of the incident, the program and course of registration, a detailed description of the incident, the outcome, and the specific academic wrong that the student feels was imposed by the instructor must be specified in writing. The applicable CAHS Associate Dean will meet with the student and the instructor or administrator as identified to review the facts.

The Associate Dean will review the facts obtained from the student and instructor and render a fair judgment that affirms or denies the complaint. The student and instructor will be notified in writing the results of the investigation by the Associate Dean.

If the Associate Dean's decision is accepted by both the student and the instructor, the grievance is documented as resolved. However, both the student and the instructor can accept or reject the decision of the Associate Dean.

If the instructor or student wishes to appeal the Associate Dean's decision, the matter remains unresolved and can be appealed to the CAHS Dean. An appeal to the Dean must be submitted in writing within 5 instructional days of the Associate Dean's notification to the student and instructor.

Following review of all documented facts from the student, instructor, and Associate Dean, the Dean will render a fair judgement that affirms or denies the complaint. There will be no interviews of student or instructor.

The decision of the Dean will only affect CAHS records. The CAHS will inform the Service-required program instructor or administrator of the decision, but it may not require a change to be made at the program level. The grievance is documented as resolved. The Dean's decision is final and cannot be appealed.

Commencement

USU hosts an annual graduation ceremony held on Armed Forces Day at the Daughters of the American Revolution Constitution Hall in Washington D.C. The event incorporates the traditions and pomp and circumstance of both military service and academia. The CAHS students desiring to participate in the annual USU commencement ceremony (usually in May) must coordinate with the main campus for inclusion. More information about commencement can be found at the following web link: [USU Commencement](#)

Appendix 1—Personnel Directory

James D. Nash, Ph.D., PharmD, MPH, BCPS
Dean
james.nash@usuhs.edu

Andrew L. Reimund, MA, BS, BSN, RN-BC, SFN
Associate Dean, Academic Affairs
andrew.reimund@usuhs.edu

Karen Nelson, MS, CRDH
Education Coordinator
karen.nelson.ctr@usuhs.edu

Michael D. Brock, MSHS
Education Coordinator
michael.brock.ctr@usuhs.edu

Rodney S. “Rod” Ruth, Jr., M.S
Education Coordinator
rodney.ruth.ctr@usuhs.edu

John J.T. Renn, BSHS, MA, CPI, CSSGB, RBLP-T
Education Coordinator
john.renn.ctr@usuhs.edu

Craig Brockhouse
Knowledge Management Specialist
Craig.brockhouse.ctr@usuhs.edu

Natisha Smith
Academic Advisor
natisha.cottrell.ctr@usuhs.edu

Kimberly J. Manuel
Faculty Support Specialist
kimberly.manuel@usuhs.edu

Debra D. Diaz
Faculty Support Specialist
debra.diaz.ctr@usuhs.edu

Tara McCraw
Academic Advisor
tara.mccraw.ctr@usuhs.edu

Araceli Nava
Academic Advisor
araceli.nava.ctr@usuhs.edu

Florence Rodriguez
Administrative Assistant
florence.rodriguez.ctr@usuhs.edu

Appendix 2—Credit by Examination

Uniformed Services University - College of Allied Health Sciences Advanced Placement Program (AP)

AP Test Name	Score Required	Credit Awarded	*TCCN Course Equivalent at USU-CAHS
ARTS:			
Art History	3 or 4	3	ARTS 1303 Art History I (Humanities)
Art History	5	6	ARTS 1303 & 1304 Art History I & II (Humanities)
Music Theory	3 or 4	3	MUSI 1311 Music Theory I (Humanities)
Music Theory	5	6	MUSI 1311 & 1312 Music Theory I & II (Humanities)
Studio Art: 2-D Design	3, 4, or 5	3	ARTS 1311 (Humanities)
Studio Art: 3-D Design	3, 4, or 5	3	ARTS 1312 (Humanities)
Studio Art: Drawing	3, 4, or 5	3	ARTS 1316 (Humanities)
ENGLISH:			
English Language and Composition	3, 4, or 5	3	ENGL 1301 Composition I (Written Communication)
English Literature and Composition	3 or 4	3	ENGL 1301 Composition I (Written Communication)
English Literature and Composition	5	6	ENGL 1301 Composition I (Written Communication), & ENGL 2341 Forms of Literature I (Humanities)
HISTORY & SOCIAL SCIENCES:			
Comparative Govt & Politics	3, 4, or 5	3	GOVT 2300 Govt Elective (Social Science)
European History	3, 4, or 5	3	HIST 1300 History Elective (Human Science)
Human Geography	3, 4, or 5	3	GEOG 1302 Human Geography (Social Science)
Macroeconomics	3, 4, or 5	3	ECON 2301 Macroeconomics (Social Science)
Microeconomics	3, 4, or 5	3	ECON 2302 Microeconomics (Social Science)
Psychology	3, 4, or 5	3	PSYC 2301 General Psych (Social Science)
United States Govt & Politics	3, 4, or 5	3	GOVT 2305 Federal Govt (Social Science)
United States History	3 or 4	3	HIST 1301 U.S. History I (Humanities)
United States History	5	6	HIST 1301 & 1302 U.S. History I & II (Humanities)
World History	3, 4, or 5	3	HIST 1300 History Elective (Humanities)
MATH & COMPUTER SCIENCE			
Computer Science A	3, 4, or 5	3	COSC 1315 Intro to Computer Programming (Elective)
Computer Science Principles	3, 4, or 5	3	COSC 1300 Computer Science Elective (Elective)
Mathematics/Calculus AB	3, 4, or 5	3	MATH 2313 (Quantitative – MATH)
Mathematics/Calculus BC	3, 4, or 5	3	MATH 2314 (Quantitative – MATH)
Statistics	3, 4, or 5	3	MATH 1342 Elementary Statistical Methods (Quantitative – MATH)
SCIENCES:			
Biology	3, 4, or 5	3	BIOL 1306 Biology for Non-Science Major (Quantitative – Nat/Phys Science)
Chemistry	3, 4, or 5	3	CHEM 1305 Introductory Chemistry (Quantitative – Nat/Phys Science)
Environmental Science	3, 4, or 5	3	ENVR 1301 Environmental Sci I (Quantitative – Nat/Phys Science)
Physics I	3, 4, or 5	4	PHYS 1401 General Physics I (Quantitative – Nat/Phys Science)

Appendix 2—Credit by Examination

Physics 2	3, 4, or 5	4	PHYS 1402 General Physics II (Quantitative – Nat/Phys Science)
Physics C: Mechanics	3, 4, or 5	4	PHYS 2425 University Physics I (Quantitative – Nat/Phys Science)
Physics C: Electricity & Magnetism	3, 4, or 5	4	PHYS 2426 University Physics II (Quantitative – Nat/Phys Science)
WORLD LANGUAGES & CULTURES			
Chinese Language & Culture	3 or 4	3	LANG 1311 Foreign Language I (Humanities)
Chinese Language & Culture	5	6	LANG 1311 & 1312 Foreign Language I & II (Humanities)
French Language & Culture	3 or 4	3	LANG 1311 Foreign Language I (Humanities)
French Language & Culture	5	6	LANG 1311 & 1312 Foreign Language I & II (Humanities)
German Language & Culture	3 or 4	3	LANG 1311 Foreign Language I (Humanities)
Japanese Language & Culture	3 or 4	3	LANG 1311 Foreign Language I (Humanities)
Japanese Language & Culture	5	6	LANG 1311 & 1312 Foreign Language I & II (Humanities)
Latin	3 or 4	3	LANG 1311 Foreign Language I (Humanities)
Latin	5	6	LANG 1311 & 1312 Foreign Language I & II (Humanities)
Spanish Language & Culture	3 or 4	3	LANG 1311 Foreign Language I (Humanities)
Spanish Language & Culture	5	6	LANG 1311 & 1312 Foreign Language I & II (Humanities)

Note: Exams are subject to review and modification without notice.

*TCCN – Texas Common Course Number used for lower level transfer

Appendix 2—Credit by Examination

Uniformed Services University - College of Allied Health Sciences College Level Examination Program (CLEP)

CAHS' CLEP TESTS COLLEGE CODE: 6724

CLEP Test Name	Score Required	Credit Awarded at USU-CAHS	*TCCN Course Equivalent at USU- CAHS
American Government	50	3	GOVT 2305 Federal Govt (Social Science)
American Literature	50	3	ENGL 2327 American Lit (Humanities)
Biology	50	4	BIOL 1408 Biology (Non-Sci) (Quantitative – Nat/Phys Science)
Calculus	50	3	MATH 2313 Calculus I (Quantitative – MATH)
Chemistry	50	4	CHEM 1411 Gen Chem I (Quantitative – Nat/Phys Science)
College Algebra	50	3	MATH 1314 College Algebra (Quantitative – MATH)
College Composition – 2-hour exam: 50 minutes multiple choice section, and 70 minutes for two mandatory online essays. - Score schedule according to College Board.	50	3	ENGL 1301 Composition I Essays scored every 2 weeks; score mailed to student and score recipient within 2-3 weeks (Written Communication)
College Composition Modular	-	-	Not Accepted
College Mathematics	50	3	MATH 1303 College Mathematics (Quantitative – MATH)
English Literature	50	3	ENGL 2322 British Lit I (Humanities)
Financial Accounting	50	3	ACCT 2301 Financial Acctng (Elective)
French Language (levels 1 & 2)	50 59+	3 6	LANG 1311 Foreign Lang I LANG 1311, 1312 Foreign Language I & II (Humanities)
German Language (levels 1 & 2)	50 59+	3 6	LANG 1311 Foreign Lang I LANG 1311, 1312 Foreign Language I & II (Humanities)
History of the US I	50	3	HIST 1301 US History I (Humanities)
History of the US II	50	3	ENGL 2327 American Lit (Humanities)
Human Growth & Development	50	3	BIOL 1408 Biology (Non-Sci) (Quantitative – Nat/Phys Science)
Humanities	50	3	MATH 2313 Calculus I (Quantitative – MATH)
Information Systems	50	3	CHEM 1411 Gen Chem I (Quantitative – Nat/Phys Science)
Intro to Educational Psychology	50	3	MATH 1314 College Algebra (Quantitative – MATH)
Introductory Business Law	50	3	ENGL 1301 Composition I

Appendix 2—Credit by Examination Lists

			Essays scored every 2 weeks; score mailed to student and score recipient within 2-3 weeks (Written Communication)
Introductory Psychology	50	3	Not Accepted
Introductory Sociology	50	3	MATH 1303 College Mathematics (Quantitative – MATH)
Natural Sciences	50	3	ENGL 2322 British Lit I (Humanities)
Pre-Calculus	50	3	ACCT 2301 Financial Acctng (Elective)
Principles of Macroeconomics	50	3	ECON 2301 (Social Science)
Principles of Microeconomics	50	3	ECON 2302 (Social Science)
Principles of Management	50	3	BUSI Elective (BUSI 3300) (Elective)
Principles of Marketing	50	3	BUSI Elective (BUSI 3300) (Elective)
Social Sciences & History	50	3	SOCI 1300 (Social Science) or HUMA 1300 Elective (Humanities) (as needed)
Spanish Language (levels 1 & 2)	50 59+	3 6	LANG 1311 Foreign Lang I LANG 1311, 1312 Foreign Language I & II (Humanities)
Western Civilization I	50	3	HIST 2311 Western Civ I (Humanities)
Western Civilization II	50	3	HIST 2312 Western Civ II (Humanities)

Note: Exams are subject to review and modification without notice.

***TCCN – Texas Common Course Number used for lower level transfer (where applicable).**

Appendix 2—Credit by Examination Lists

CAHS' CLEP TESTS COLLEGE CODE: 6724

Uniformed Services University - College of Allied Health Sciences Defense Activity for Non-Traditional Education Support (DANTES)

CAHS' DANTES/DSST COLLEGE CODE: 9602

DSST Test Name	Score Required	Credit Awarded at USU-CAHS	Course Equivalent* at USU-CAHS
A History of the Vietnam War	49/400	3	HIST Elective (HIST 3300) (Humanities)
Art of the Western World	48/400	3	ARTS Elective (ARTS 2300) (Humanities)
Astronomy	400	3	SCI Elective (SCI 1300) (Quantitative – Nat/Phys Science)
Business Ethics & Society	400	3	BUSI 2310 Business Ethics (Elective)
Business Mathematics	48/400	3	MATH Elective (MATH 1304) (Quantitative – MATH)
Computing & Information Technology	400	3	COSC Elective (COSC 1300) (Elective)
Criminal Justice	400	3	CRIJ 1301 Intro to Criminal Justice (Social Science)
Environmental Science	400	3	ENVR 1301 Environmental Sci I (Quantitative – Nat/Phys Science)
Ethics in Technology	400	3	COSC Elective (COSC 1300) (Elective)
Foundations of Education	400	3	EDUC Elective (EDUC 2300) (Social Science)
Fundamentals of Counseling	400	3	PSYC Elective (PSYC 2300) (Social Science)
Fundamentals of Cybersecurity	400	3	COSC Elective (COSC 3300) (Elective)
General Anthropology	47/400	3	ANTH 2346 General Anthropology I (Humanities)
Health & Human Development	400	3	HSCI Elective (HSCI 2300) (Quantitative – Health Science)
History of the Soviet Union	400	3	HIST Elective (HIST 3300) (Humanities)
Human Resource Management	48/400	3	BUSI Elective (BUSI 2300) (Elective)
Introduction to Business	46/400	3	BUSI Elective (BUSI 2300) (Elective)
Introduction to Geography	400	3	GEOG Elective (GEOG 2300) (Social Science)
Introduction to Geology	400	3	GEOL 1301 Earth Sci (Non-Sci Majors) (Quantitative – Nat/Phys Science)
Introduction to Law Enforcement	400	3	CRIJ Elective (CRIJ 1300) (Social Science)
Introduction to World Religions	400	3	PHIL 1304 Intro to World Religions (Humanities)
Lifespan Development Psychology	400	3	PSYC 2314 Lifespan Growth & Dev (Social Science)
Management Information Systems	46/400	3	COSC Elective (COSC 1300) (Elective)

Appendix 2—Credit by Examination Lists

Math for Liberal Arts	400	3	MATH 1303 College Mathematics (Quantitative – MATH)
Money and Banking	48/400	3	BUSI Elective (BUSI 3300) (Elective)
Organizational Behavior	48/400	3	BUSI Elective (BUSI 2300) (Elective)
Personal Finance	46/400	3	BUSI 1307 Personal Finance (Elective)
Principles of Advanced English Composition	400	3	ENGL 1301 Composition I (Written Communication)
Principles of Finance	49/400	3	BUSI Elective (BUSI 3300) (Elective)
Principles of Public Speaking	400	3	SPCH 1315 Public Speaking (Oral Communication)
Principles of Statistics	48/400	3	MATH 1342 (Quantitative – MATH)
Principles of Supervision	46/400	3	BUSI Elective (BUSI 2300) (Elective)
Substance Abuse	400	3	SOCI Elective (SOCI 3300) (Social Science)
Technical Writing	400	3	BUSI Elective (BUSI 2300) (Elective)
The Civil War & Reconstruction	400	3	HIST Elective (HIST 2300) (Humanities)

Note: Exams are subject to review and modification without notice.

***TCCN – Texas Common Course Number used for lower level transfer (where applicable).**

CAHS' DANTES/DSST COLLEGE CODE: 9602

Appendix 2—Credit by Examination Lists

Uniformed Services University - College of Allied Health Sciences International Baccalaureate (IB)

IB Test Name Higher Level (HL)	Score Required	Credit Awarded at USU-CAHS	Category
Arts, Visual	4 - 7	3	Humanities (OUR course equivalent- HUMA)
Biology	4 - 6	4	Quantitative Science (OUR course equivalent- SCI)
Biology	7	8	Quantitative Science (OUR course equivalent- SCI)
Chemistry	4 - 6	4	Quantitative Science (OUR course equivalent- SCI)
Chemistry	7	6	Quantitative Science (OUR course equivalent- SCI)
Economics	4 - 7	6	Economics Elective (OUR course equivalent- ECON)
English, First Language	5 - 7	3	Written Communication (OUR course equivalent- ENG)
English Literature	5 - 7	3	Humanities (OUR course equivalent- HUMA)
Environmental Systems	4 - 6	4	Quantitative Science (OUR course equivalent- SCI)
Environmental Systems	7	8	Quantitative Science (OUR course equivalent- SCI)
Foreign Language (French, German, Spanish, etc.)	4 - 5	4	Humanities (OUR course equivalent- LANG)
Foreign Language (French, German, Spanish, etc.)	6 - 7	8	Humanities (OUR course equivalent- LANG)
Geography	4 - 7	3	Geography Elective (OUR course equivalent- GEOG)
History and Culture Islamic World	4 - 7	3	Humanities (OUR course equivalent- HUMA)
History of Africa	4 - 7	3	Humanities (OUR course equivalent- HUMA)
History of Asia [South Asia & the Middle East]	4 - 7	3	Humanities (OUR course equivalent- HUMA)
History of Asia [East & Southeast Asia & Oceania]	4 - 7	3	Humanities (OUR course equivalent- HUMA)
History of the Americas	4 - 5	3	Humanities (OUR course equivalent- HUMA)
History of the Americas	6 - 7	6	Humanities (OUR course equivalent- HUMA)
History of Europe	4 - 7	3	Humanities (OUR course equivalent- HUMA)
History of Europe & the Middle East	4 - 7	3	Humanities (OUR course equivalent- HUMA)
Mathematics	5	3	Quantitative Science (OUR course equivalent- MATH)
Mathematics	6 - 7	6	Quantitative Science (OUR course equivalent- MATH)
Music	4 - 7	3	Humanities (OUR course equivalent- HUMA)
Philosophy	4 - 7	3	Humanities (OUR course equivalent- HUMA)
Physics	4 - 6	4	Quantitative Science (OUR course

Appendix 2—Credit by Examination Lists

			equivalent- SCI)
Physics	7	8	Quantitative Science (OUR course equivalent- SCI)
Psychology	4 - 7	3	Social Science (OUR course equivalent- SSCI)
Social and Cultural Anthropology	4 - 7	3	Social Science (OUR course equivalent- SSCI)
Theatre Arts	4 - 7	3	Humanities (OUR course equivalent- HUMA)
IB Test Name Standard Level (SL)	Score Required	Credit Awarded at USU-CAHS	Category
Art History	4-7	3	Humanities (OUR course equivalent- HUMA)
Biology	4-7	3	Quantitative Science (OUR course equivalent- SCI)
Business and Management	4-7	3	Business Elective (OUR course equivalent- BUSI)
Chemistry	4-5	3	Quantitative Science (OUR course equivalent- SCI)
	6	4	Quantitative Science (OUR course equivalent- SCI)
	7	8	Quantitative Science (OUR course equivalent- SCI)
Computer Science	4-7	4	Computer Science Elective (OUR course equivalent- COSC)
Dance	4-7	3	Humanities (OUR course equivalent- HUMA)
Economics	4-7	3	Economics Elective (OUR course equivalent- ECON)
English, First Language	4 - 7	3	Written Communication (OUR course equivalent- ENG)
English Literature	5 - 7	3	Humanities (OUR course equivalent- HUMA)
Environmental Systems	4 - 6	4	Quantitative Science (OUR course equivalent- SCI)
Environmental Systems	7	8	Quantitative Science (OUR course equivalent- SCI)
Film	4-7	3	Humanities (OUR course equivalent- HUMA)
Geography	4-7	3	Geography Elective (OUR course equivalent- GEOG)
Global Politics	6-7	3	Social Science (OUR course equivalent- SSCI)
History	4-7	3	Humanities (OUR course equivalent- HUMA)
History-African	4-7	3	Humanities (OUR course equivalent- HUMA)
History-Americas	4-7	3	Humanities (OUR course equivalent- HUMA)
History-Europe	4-7	3	Humanities (OUR course equivalent- HUMA)
History-Islamic	4-7	3	Humanities (OUR course equivalent- HUMA)
Information Tech in a Global Society (ITGS)	4-7	3	Social Science (OUR course equivalent- SSCI)
Music	4-7	3	Humanities (OUR course equivalent-

Appendix 2—Credit by Examination Lists

			HUMA)
Philosophy	4-7	3	Humanities (OUR course equivalent- HUMA)
Physics	4-6	4	Quantitative Science (OUR course equivalent- SCI)
	7	8	Quantitative Science (OUR course equivalent- SCI)
Psychology	4-7	3	Social Science (OUR course equivalent- SSCI)
Social and Cultural Anthropology	4	3	Social Science (OUR course equivalent- SSCI)
	5-7	3	Social Science (OUR course equivalent- SSCI)
Theatre Arts	4-7	6	Humanities (OUR course equivalent- HUMA)
Theory of Knowledge	A-C	3	Social Science (OUR course equivalent- SSCI)
Visual Arts Option A	4-7	3	Humanities (OUR course equivalent- HUMA)
Visual Arts Option B	4-7	3	Humanities (OUR course equivalent- HUMA)
World Religions	4-7	3	Humanities (OUR course equivalent- HUMA)
LANGUAGES			
Foreign Language (French, German, Spanish, etc.)	4 - 5	4	Humanities (OUR course equivalent- LANG)
	6 - 7	8	Humanities (OUR course equivalent- LANG)
MATH			
Further Math SL	4-7	3	Quantitative Science (OUR course equivalent- MATH)
Math Methods SL	4-7	4	Quantitative Science (OUR course equivalent- MATH)
Math Studies SL	4-7	3	Quantitative Science (OUR course equivalent- MATH)
Math SL	4-7	3	Quantitative Science (OUR course equivalent- MATH)
Math Applications & Interpretations	4-7	3	Quantitative Science (OUR course equivalent- MATH)
Math Analysis & Approaches	4	3	Quantitative Science (OUR course equivalent- MATH)
	5-7	4	Quantitative Science (OUR course equivalent- MATH)

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