# Catalog
## for
# Master's Programs

## 2019-2020

Quality higher education in a caring and supportive learning environment

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# NATIONAL AMERICAN UNIVERSITY LOCATIONS

**CENTRAL ADMINISTRATION**

5301 Mount Rushmore Rd.
Rapid City, SD 57701
(605) 721-5200
(605) 721-5241 (FAX)

**COLORADO**

**Centennial**
8242 South University Blvd., Suite 100
Centennial, CO 80122-3157
(303) 542-7000
(303) 542-7005 (FAX)
Location Contact: Michelle Moore

**GEORGIA**

**Kings Bay**
918 USS James Madison Rd, Bldg 1030
Kings Bay, GA 31547
(605) 718-6554
Site Director: Amanda Bryant

**INDIANA**

**Indianapolis**
3600 Woodview Trace, Suite 200
Indianapolis, IN 46268
(317) 810-8100
(317) 810-8105 (FAX)
Location Contact: Contessia Haney

**KANSAS**

**One Stop - Overland Park**
10310 Mastin
Overland Park, KS 66212-5451
(913) 981-8700
(913) 981-8705 (FAX)
Location Contact: Mark Mendoza

**Wichita**
7309 E. 21st St. N., Suite G40
Wichita, KS 67206
(316) 448-5400
(316) 448-5405 (FAX)
Location Contact: Sherry Aguirre

**SOUTH CAROLINA**

**NSA Charleston**
2316 Red Bank Rd.
Charleston, SC 29445
(605) 718-6554
Site Director: Amanda Bryant

**SOUTH DAKOTA**

**Ellsworth Air Force Base**
1000 Ellsworth St., Suite 2400-B
Ellsworth AFB, SD 57706
(605) 718-6550
(605) 718-6555 (FAX)
Site Director: Anthony Sanchez

**Rapid City**
5301 Mount Rushmore Rd.
Rapid City, SD 57701
(605) 394-4800
(605) 394-4871 (FAX)

**TEXAS**

**Georgetown**
1015 W. University Avenue, Suite 700
Georgetown, TX 78628
(512) 942-6750
(512) 942-6755 (FAX)
Location Contact: Sara Mosca

# ACADEMIC PROGRAMS - OVERVIEW

## Degree Programs

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Master of Management (p. 61)
Master of Science in Intelligence Management (p. 99)
Master of Science in Strategic Security and Protection Management (p. 101)
Master of Science in Terrorism and Counterterrorism (p. 103)

## Certificate Programs

### Business

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Certificate in E-Marketing (p. 63)
Certificate in Global Supply Chain Management (p. 63)
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### Counterterrorism

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Advanced Certificate in Intelligence Collection and Analysis (p. 109)
Certificate in Strategic Intelligence (p. 109)

### Security

Certificate in Aviation and Airport Security (p. 110)
Advanced Certificate in Cyber and Network Security (p. 110)
Certificate in Cybersecurity (p. 111)
Mid-Level Certificate in Executive Protection (p. 111)
Senior-Level Certificate in Executive Protection (p. 112)
Advanced Certificate in Incident and Consequence Management (p. 113)
Advanced Certificate in Physical Security and Risk Assessment (p. 113)
Certificate in Homeland Security (p. 113)
Advanced Certificate in Security Management (p. 113)
Certificate in Strategic Security Management (p. 114)

## SUSPENDED PROGRAMS

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Master of Management Emphasis Areas (p. 66)
Master of Science in Global Supply Chain Management (p. 68)
Master of Science in Human Resources Management (p. 68)
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Master of Science in Nursing emphasis Nurse Administration (p. 73)

# GENERAL INFORMATION

## HAROLD D. BUCKINGHAM GRADUATE SCHOOL

Harold D. Buckingham, a passionate advocate for higher learning, firmly believed that quality educational opportunities and a better quality of life should exist for every person who desired them. In 1963, Mr. Buckingham acquired National American University, then known as National School of Business, and guided its growth for many years. More than two decades after his death in 1995, the university remains committed to his goals and ideals. In his honor, the graduate school is known as the Harold D. Buckingham Graduate School.

"The success of our past greatly inspires us toward success in the future."
~ Harold D. Buckingham

## MISSION STATEMENT

National American University welcomes students of diverse interests, cultures, and abilities and prepares them for careers in technical and professional fields by providing quality higher education in a caring and supportive environment.

The university builds learning partnerships with students and other institutions and organizations locally, nationally, and internationally through its private, regionally accredited system of campuses and education centers offering courses in traditional, accelerated, and distance learning formats.

As a comprehensive technical and professional institution of higher learning, the university responds to the changing needs of students, employers, and their communities by providing undergraduate and graduate programs and continuing education opportunities to serve an evolving global society.

## CORE VALUES

- Offer high-quality instructional programs and services
- Provide a caring and supportive learning environment
- Offer technical and professional career programs

## PURPOSES

1. Offer quality technical and professional degree programs, as documented by institutional and academic assessment processes at the associate, bachelor’s and graduate level, diplomas, certificates, and adult degree completion programs to traditional, adult, and international learners.
2. Provide a general education program to build awareness, abilities, and interests to empower lifelong learners as knowledgeable citizens of the global community.
3. Provide a collegiate experience through instructional and support services that create a stimulating, caring, and supportive learner-centered environment in which students are encouraged to achieve the educational goals established by the university.
4. Promote a learning and working environment by providing new technologies, methodologies, and practices that enhance and extend quality programs and services.
5. Prepare students to provide leadership and services for the employment needs of business, industry, and government worldwide.
6. Pursue communication, cooperation, and alliances with educational institutions, organizations, and associations on a local, regional, national, and international basis.

7. Respond to the ever-changing societal demands for personal and professional development and continuing education through flexible scheduling and convenient access via traditional, accelerated, and distance delivery methodologies.
8. Assist students in the development of ethical values and behaviors.
9. Foster an environment that encourages involvement by employees in the innovation and solution-seeking processes and provide an opportunity for personal and leadership development while promoting diversity in culture and perspective.
10. Provide a stable institutional environment where human, financial, and physical resources are sufficient to accomplish its educational and institutional goals as a sound basis for continued growth and development.

*Adopted by the National American University Board of Governors, January 2012*

# ACCREDITATION – APPROVALS - AFFILIATIONS

National American University is accredited by the Higher Learning Commission, 230 South LaSalle Street, Suite 7-500, Chicago, IL, 60604, https://hlcommission.org, (800) 621-7440.

National American University is approved by the Higher Learning Commission to offer programs and courses through distance education. The university is authorized to offer online programs and courses in 47 states and the District of Columbia through its participation in the State Authorization Reciprocity Agreement (SARA). A list of SARA member states is available at http://nc-sara.org/.

In addition, the following National American University programs are separately accredited or approved by national educational and professional associations.

National American University has received specialized accreditation for its business programs through the International Accreditation Council for Business Education (IACBE) located at 11374 Strang Line Road in Lenexa, Kan., USA. The list of accredited business programs can be found on the IACBE website: http://iacbe.org/memberpdf/NationalAmericanUniversity.pdf.

The Associate of Applied Science degree in Health Information Technology is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM), www.cahiim.org.

The Invasive Cardiovascular Technology program at Georgetown, Texas, is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of Joint Review Committee on Education in Cardiovascular Technology. Commission on Accreditation of Allied Health Education Programs, 25400 US Hwy 19 N., Suite 158, Clearwater, FL 33763, 727-210-2350. www.caahep.org

The Medical Assisting programs at Georgetown and Sioux Falls are accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Medical Assisting Education Review Board (MAERB). Commission on Accreditation of Allied Health Education Programs 25400 U.S. Highway 19 North, Suite 158 Clearwater, FL 33763 727-210-2350 www.caahep.org.

The Medical Laboratory Technician program offered at Overland Park, Kan. is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) can be contacted at 5600 N. River Rd., Suite 720, Rosemont, IL 60018-5119, (847) 939-3597.

The Occupational Therapy Assistant (OTA) program offered at Centennial, Colo. is accredited through the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE's telephone number, c/o AOTA, is 301-652-AOTA (2682). www.acoteonline.org. The status of the Centennial program is Accreditation - Inactive.

The Occupational Therapy Assistant (OTA) program offered at Independence, Mo.is accredited through the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE's telephone number, c/o AOTA, is 301-652-AOTA (2682). www.acoteonline.org. The status of the Independence program is Probationary Accreditation - Inactive due to noncompliance with ACOTE Standard A.5.6. (certification exam pass rates). The university has been requested to submit a plan of correction to return to full compliance with the Standard.

The paralegal studies program offered at Rapid City is approved by the American Bar Association (ABA).

The Surgical Technology programs offered at Bellevue, Overland Park, and Wichita are accredited by the Accrediting Bureau of Health Education Schools (ABHES), 7777 Leesburg Pike, Suite 314, North Falls Church, Virginia, 22043. The ABHES telephone number is 703-917-9503.

Full approval was granted by the New Mexico Board of Nursing for the university's Bachelor of Science in Nursing (BSN) program (Albuquerque).

Full approval was granted by the Texas Board of Nursing for the university's BSN program (Austin/Georgetown).

Full approval was granted by the South Dakota Board of Nursing for the university's BSN program (Rapid City and Sioux Falls).

Program approval was granted by the Kansas State Board of Nursing for the university's BSN program, including LPN Bridge to BSN (Overland Park and Wichita).

The pre and post-licensure baccalaureate degree programs in nursing at National American University are accredited as one program by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington DC 20036, (202) 887-6791.

Master's degree programs in nursing at National American University are accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington DC 20036, (202) 887-6791.

National American University is approved for veteran's training and for administering the various educational programs sponsored by state and federal agencies.

National American University is authorized by the Kansas Board of Regents, 1000 SW Jackson Street, Suite 520, Topeka, KS 66612. Telephone number 785-430-4240.

National American University is authorized by The Indiana Commission for Higher Education/The Indiana Board for Proprietary Education, 101 W. Ohio Street, Suite 670, Indianapolis, IN 46204-1984. Telephone number (317) 464-4400 ext. 141.

## EQUAL EDUCATIONAL OPPORTUNITY POLICY

National American University is committed to providing equal educational and employment opportunity regardless of sex, marital status, race, color, religion, age, ancestry, national origin, disability, or veteran status. Equal educational opportunity includes recruitment and admission; access to courses and facilities; access to academic advising, placement testing, and tutoring services; financial assistance and student employment; health and insurance services; and extracurricular programs and activities.

Questions and comments concerning the university's EEO Policy may be directed to Dr. Manuel Gomez, associate provost, 5301 Mount Rushmore Rd., Rapid City, SD 57701, email: mgomez@national.edu, or phone: (605) 721-5204.

## THE CATALOG

This catalog contains, programs, policies, and procedures of National American University as of the date of its publication. Catalogs are also available online at www.national.edu and through the student portal. National American University reserves the right to adopt, amend, and implement its policies and procedures as it deems appropriate and necessary, and to correct clerical errors. Under certain circumstances, National American University may grant exceptions to its policies and procedures in individual cases when it is determined, in the sole and absolute discretion of the university, that such action would be appropriate to further the mission and purposes of the university.

The provisions of this catalog are not to be regarded as a contract between the student and National American University. The most current version of the catalog is the electronic version, available online.

# ACADEMIC CALENDAR

## SUMMER 2019

**H-PSSS Programs**

| Academic and Financial Deadlines | Summer A 2019 | Summer B 2019 | Summer C 2019 |
|---|---|---|---|
| Quarter begins | June 3 | July 1 | August 5 |
| Last day to add classes; last day to drop classes without incurring charges for tuition and fees | June 10 | July 7 | August 11 |
| Last day to drop classes and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid | July 18 | August 15 | September 19 |
| Final exams | August 12-18 | September 9-15 | October 14-20 |
| Quarter ends | August 18 | September 15 | October 20 |
| Quarter break | Aug 19 - Sep 2 | Sep 16 - Oct 6 | Oct 21 - Nov 3 |

## FALL 2019

**H-PSSS programs begin with Fall A; The MBA and MM programs begin with Fall B**

| Academic and Financial Deadline | Fall A 2019 | Fall B 2019 | Fall C 2019 |
|---|---|---|---|
| Quarter begins | September 3 | October 7 | November 4 |
| Last day to add classes; last day to drop classes without incurring charges for tuition and fees. | September 9 | October 13 | November 10 |
| Last day to drop classes and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid. | October 18 | November 21 | December 19 |
| Final exams | Nov 12 - 18 | Dec 16 - 22 | January 13 - 19 |
| Quarter ends | November 18 | December 22 | January 19 |
| Quarter break | Nov 19 - Dec 1 | Dec 23 - Jan 5 | Jan 20 - Feb 2 |

## WINTER 2019-20

| Academic and Financial Deadlines | Winter A 2019-20 | Winter B 2020 | Winter C 2020 |
|---|---|---|---|
| Quarter begins | December 2 | January 6 | February 3 |
| Last day to add classes; last day to drop classes without incurring charges for tuition and fees. | December 8 | January 12 | February 9 |
| Last day to drop classes and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid. | January 16 | February 20 | March 19 |
| Final exams | Feb 10 - 16 | March 16 - 22 | April 13 - 19 |
| Quarter ends | February 16 | March 22 | April 19 |
| Quarter break | Feb 17 - Mar 1 | Mar 23 - April 5 | Apr 20 - May 3 |

## SPRING 2020

| Academic and Financial Deadlines | Spring A 2020 | Spring B 2020 | Spring C 2020 |
|---|---|---|---|
| Quarter begins | March 2 | April 6 | May 4 |
| Last day to add classes; last day to drop classes without incurring charges for tuition and fees. | March 8 | April 12 | May 10 |

| | | | |
|---|---|---|---|
| Last day to drop classes and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid. | April 16 | May 21 | June 18 |
| Final exams | May 11 - 17 | June 15 - 21 | July 13 - 19 |
| Quarter ends | May 17 | June 21 | July 19 |
| Quarter break | May 18 - 31 | June 22 - July 5 | July 20 - Aug 2 |

## SUMMER 2020

| Academic and Financial Deadlines | Summer A 2020 | Summer B 2020 | Summer C 2020 |
|---|---|---|---|
| Quarter begins | June 1 | July 6 | August 3 |
| Last day to add classes; last day to drop classes without incurring charges for tuition and fees. | June 7 | July 12 | August 9 |
| Last day to drop classes and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid. | July 16 | August 20 | September 17 |
| Final exams | August 10 - 16 | September 14 - 20 | October 12 - 18 |
| Quarter ends | August 16 | September 20 | October 18 |
| Quarter break | Aug 17 - Sep 7 | Sep 21 - Oct 4 | Oct 19 - Nov 1 |

## FALL 2020

| Academic and Financial Deadlines | Fall A 2020 | Fall B 020 | Fall C 2020 |
|---|---|---|---|
| Quarter begins | September 8 | October 5 | November 2 |
| Last day to add classes; last day to drop classes without incurring charges for tuition and fees. | September 14 | October 11 | November 8 |
| Last day to drop classes and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid. | October 23 | November 19 | December 20 |
| Final exams | November 17-23 | December 14-20 | January 11-17 |
| Quarter ends | November 23 | December 20 | January 17 |
| Quarter break | Nov 24-Dec 6 | Dec 21-Jan 3 | January 18-31 |

## WINTER 2020-21

| Academic and Financial Deadlines | Winter A 2020 - 2021 | Winter B 2021 | Winter C 2021 |
|---|---|---|---|
| Quarter begins | December 7 | January 4 | February 1 |
| Last day to add classes; last day to drop classes without incurring charges for tuition and fees. | December 13 | January 10 | February 7 |
| Last day to drop classes and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid. | January 21 | February 18 | March 18 |
| Final exams | February 15-21 | March 15-21 | April 12-18 |
| Quarter ends | February 21 | March 21 | April 18 |
| Quarter break | February 22-28 | March 22-Apr 4 | Apr 19-May 2 |

## SPRING 2021

| Academic and Financial Deadlines | Spring A 2021 | Spring B 2021 | Spring C 2021 |
|---|---|---|---|
| Quarter begins | March 1 | April 5 | May 3 |
| Last day to add classes; last day to drop classes without incurring charges for tuition and fees. | March 7 | April 11 | May 9 |
| Last day to drop classes and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid. | April 15 | May 20 | June 17 |
| Final exams | May 10-16 | June 14-20 | July 12-18 |

| | | | |
|---|---|---|---|
| Quarter ends | May 16 | June 20 | July 18 |
| Quarter break | May 17-June 6 | June 21-July 4 | July 19-Aug 1 |

## SUMMER 2021

| Academic and Financial Deadlines | Summer A 2021 | Summer B 2021 | Summer C 2021 |
|---|---|---|---|
| Quarter begins | June 7 | July 5 | August 2 |
| Last day to add classes; last day to drop classes without incurring charges for tuition and fees. | June 13 | July 11 | August 8 |
| Last day to drop classes and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid. | July 22 | August 19 | September 16 |
| Final exams | August 16-22 | September 13-19 | October 11-17 |
| Quarter ends | August 22 | September 19 | October 17 |
| Quarter break | Aug 23-Sep 6 | Sep 20-Oct 3 | October 18-31 |

## FALL 2021

| Academic and Financial Deadlines | Fall A 2021 | Fall B 2021 | Fall C 2021 |
|---|---|---|---|
| Quarter begins | September 7 | October 4 | November 1 |
| Last day to add classes; last day to drop classes without incurring charges for tuition and fees. | September 13 | October 10 | November 7 |
| Last day to drop classes and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid. | October 22 | November 18 | December 16 |
| Final exams | November 16-22 | December 13-19 | January 10-16 |
| Quarter ends | November 22 | December 19 | January 16 |
| Quarter break | Nov 23-Dec 5 | Dec 20-Jan 2 | Jan 17-Feb 6 |

## WINTER 2021-22

| Academic and Financial Deadlines | Winter A 2021-22 | Winter B 2022 | Winter C 2022 |
|---|---|---|---|
| Quarter begins | December 6 | January 3 | February 7 |
| Last day to add classes; last day to drop classes without incurring charges for tuition and fees. | December 12 | January 9 | February 13 |
| Last day to drop classes and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid. | January 20 | February 17 | March 24 |
| Final exams | February 14-20 | March 14-20 | April 18-24 |
| Quarter ends | February 20 | March 20 | April 24 |
| Quarter break | Feb 21-March 6 | Mar 21-April 3 | April 25-May 1 |

## SPRING 2022

| Academic and Financial Deadlines | Spring A 2022 | Spring B 2022 | Spring C 2022 |
|---|---|---|---|
| Quarter begins | March 7 | April 4 | May 2 |
| Last day to add classes; last day to drop classes without incurring charges for tuition and fees. | March 13 | April 10 | May 8 |
| Last day to drop classes and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid. | April 21 | May 19 | June 16 |
| Final exams | May 16-22 | June 13-19 | July 11-17 |
| Quarter ends | May 22 | June 19 | July 17 |
| Quarter break | May 23-Jun 5 | June 20-July 4 | July 18-31 |

## SUMMER 2022

| Academic and Financial Deadlines | Summer A 2022 | Summer B 2022 | Summer C 2022 |
|---|---|---|---|
| Quarter begins | June 6 | July 5 | August 1 |
| Last day to add classes; last day to drop classes without incurring charges for tuition and fees. | June 12 | July 11 | August 7 |
| Last day to drop classes and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid. | July 21 | August 19 | September 15 |
| Final exams | August 15-21 | Sep 13-19 | October 10-16 |
| Quarter ends | August 21 | September 19 | October 16 |
| Quarter break | Aug 22-Sep 5 | Sep 20-Oct 2 | Oct 17-Nov 6 |

## FALL 2022

| Academic and Financial Deadlines | Fall A 2022 | Fall B 2022 | Fall C 2022 |
|---|---|---|---|
| Quarter begins | September 6 | October 3 | November 7 |
| Last day to add classes; last day to drop classes without incurring charges for tuition and fees. | September 12 | October 9 | November 13 |
| Last day to drop regular term classes and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid. | October 21 | November 17 | December 22 |
| Final exams | November 15-21 | Dec 12-18 | January 16-22 |
| Quarter ends | November 21 | December 18 | January 22 |
| Quarter break | Nov 22-Dec 4 | Dec 19-Jan 1 | Jan 23-Feb 5 |

## WINTER 2022-23

| Academic and Financial Deadlines | Winter A 2022-23 | Winter B 2023 | Winter C 2023 |
|---|---|---|---|
| Quarter begins | December 5 | January 2 | February 6 |
| Last day to add classes; last day to drop classes without incurring charges for tuition and fees. | December 11 | January 8 | February 12 |
| Last day to drop regular term classes and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid. | January 19 | February 16 | March 23 |
| Final exams | February 13-19 | March 13-19 | April 17-23 |
| Quarter ends | February 19 | March 19 | April 23 |
| Quarter break | Feb 20-March 5 | March 20-Apr 2 | April 24-30 |

## SPRING 2023

| Academic and Financial Deadlines | Spring A 2023 | Spring B 2023 | Spring C 2023 |
|---|---|---|---|
| Quarter begins | March 6 | April 3 | May 1 |
| Last day to add classes; last day to drop classes without incurring charges for tuition and fees. | March 12 | April 9 | May 7 |
| Last day to drop regular term classes and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid. | April 20 | May 18 | June 15 |
| Final exams | May 15-21 | June 12-18 | July 10-16 |
| Quarter ends | May 21 | June 18 | July 16 |
| Quarter break | May 22-June 4 | June 19-July 2 | July 17-Aug 6 |

## SUMMER 2023

| Academic and Financial Deadlines | Summer A 2023 | Summer B 2023 | Summer C 2023 |
|---|---|---|---|
| Quarter begins | June 5 | July 3 | August 7 |
| Last day to add classes; last day to drop classes without incurring charges for tuition and fees. | June 11 | July 9 | August 13 |
| Last day to drop regular term classes and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid. | July 20 | August 17 | September 21 |
| Final exams | August 14-20 | Sep 11-17 | October 16-22 |
| Quarter ends | August 20 | September 17 | October 22 |
| Quarter break | August 21-Sep 4 | Sep 18-Oct 1 | Oct 23-Nov 5 |

## FALL 2023

| Academic and Financial Deadlines | Fall A 2023 | Fall B 2023 | Fall C 2023 |
|---|---|---|---|
| Quarter begins | September 5 | October 2 | November 6 |
| Last day to add classes; last day to drop classes without incurring charges for tuition and fees. | September 11 | October 8 | November 12 |
| Last day to drop regular term classes and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid. | October 20 | November 16 | December 21 |
| Final exams | November 14-20 | December 11-17 | January 15-21 |
| Quarter ends | November 20 | December 17 | January 21 |
| Quarter break | Nov 21-Dec 3 | Dec 18-Jan 1 | Jan 22-Feb 4 |

## WINTER 2023-24

| Academic and Financial Deadlines | Winter A 2023-24 | Winter B 2024 | Winter C 2024 |
|---|---|---|---|
| Quarter begins | December 4 | January 2 | February 5 |
| Last day to add classes; last day to drop classes without incurring charges for tuition and fees. | December 10 | January 8 | February 11 |
| Last day to drop regular term classes and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid. | January 18 | February 16 | March 21 |
| Final exams | February 12-18 | March 12-18 | April 15-21 |
| Quarter ends | February 18 | March 18 | April 21 |
| Quarter break | Feb 19-Mar 3 | March 19-31 | April 22-May 5 |

## SPRING 2024

| Academic and Financial Deadlines | Spring A 2024 | Spring B 2024 | Spring C 2024 |
|---|---|---|---|
| Quarter begins | March 4 | April 1 | May 6 |
| Last day to add classes; last day to drop classes without incurring charges for tuition and fees. | March 10 | April 7 | May 12 |
| Last day to drop regular term classes and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid. | April 18 | May 16 | June 20 |
| Final exams | May 13-19 | June 10-16 | July 15-21 |
| Quarter ends | May 19 | June 16 | July 21 |
| Quarter break | May 20-June 2 | June 17-30 | July 22-August 4 |

## SUMMER 2024

| Academic and Financial Deadlines | Summer A 2024 | Summer B 2024 | Summer C 2024 |
|---|---|---|---|
| Quarter begins | June 3 | July 1 | August 5 |
| Last day to add classes; last day to drop classes without incurring charges for tuition and fees. | June 9 | July 7 | August 11 |
| Last day to drop regular term classes and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid. | July 18 | August 15 | September 19 |
| Final exams | August 12-18 | September 9-15 | October 14-20 |
| Quarter ends | August 18 | September 15 | October 20 |
| Quarter break | Aug 19-Sep 2 | Sep 16-Oct 6 | Oct 21-Nov 3 |

# INTRODUCTION

National American University (NAU) offers the following master's degrees.

- Master of Business Administration (MBA)
- Master of Management (MM)
- Master of Science Intelligence Management
- Master of Science Strategic Security and Protection Management
- Master of Science Terrorism and Counterterrorism Studies

National American University also offers doctoral programs. Information on these programs can be found in the NAU Catalog for Doctoral Programs.

The master's degree programs are designed to provide students with an innovative curriculum as well as the skills needed for effective leadership and management. In addition to the core program courses, students have the opportunity to select elective courses to fit their individual career needs.

To fulfill NAU's mission to provide career and professional education responsive to student interests and the needs of a variety of employers, these graduate degree programs focus on the needs that many employers have for graduate-level business, management, strategic security, and healthcare workers. This mission is accomplished by master's-level programs that emphasize the synthesis of knowledge in the relevant subject areas needed for those filling middle and upper management positions in a wide variety of organizations.

NAU's master's degree programs seek to assist students in developing the ability to communicate effectively to interested parties. Students participate in a variety of activities that provide meaningful planning and problem-solving opportunities. Activities include executive seminars, case studies, team projects and research. Students are prepared to meet a wide variety of challenges in their careers. The program advisory board reviews program requirements to ensure that curriculum content corresponds with the needs of the business environment.

Areas of emphasis within each degree offer additional elective courses that enable master's candidates to gain an in-depth understanding in selected academic areas for which they have a special interest.

The student will meet with his or her advisor to develop a plan of study based on prior education and work experience, career goals and individual needs. The advisor will assist the student in assessing whether he/she has met the prerequisite course requirements. The resulting academic plan will be submitted to the appropriate dean or associate dean of graduate studies for approval or disapproval. After approval, the student will receive a copy of the approved plan of study. A copy will also be placed in the student's file for future reference.

## HD BUCKINGHAM GRADUATE SCHOOL PROGRAM MISSION

The mission of the practitioner-oriented master's programs at NAU is to prepare competent and courageous leaders for the 21st Century through a blended learning environment in which students can explore a global perspective while learning to make regionally relevant decisions.

## PROGRAM GOALS

The goals of the NAU master's program are to:

1. Provide students with a thorough understanding of theory and application related to the area of study so they can collect and analyze data to formulate analytically sound decisions and understand the likely consequences of those decisions.
2. Provide students with master's-level knowledge and skills in current technology application for use in communication, data collection/analysis, and problem solving.
3. Involve students in leadership development through participation in classroom and professional activities.
4. Foster an interest by students for involvement in student and professional organizations.
5. Provide students with an understanding of professional ethics and application to the work environment.
6. Prepare students for future leadership positions in for-profit, nonprofit, and/or government organizations.
7. Develop a high level of proficiency in verbal and written communications skills required in leadership positions.
8. Provide students with opportunities to develop their awareness of the global perspective and to understand how diversity may impact decisions.

## STUDENT CORE ABILITIES

Student core abilities are the intrinsic intellectual skill sets that all students will have successfully demonstrated upon completion of any of NAU's degree programs. These

fundamental competencies are the underlying basis of all course, program, and institutional learning goals and outcomes.

1. Critical Thinking and Problem Solving is the process of actively and skillfully gathering, organizing, and analyzing information to propose solutions and evaluate their effectiveness.
2. Professional Competence is a combination of knowledge and capabilities that allow the performance of a profession according to the standards of practice for the chosen field.
3. Collaboration and Communication is the ability to interact with others to create relationships, partnerships, and professional networks, utilizing the exchange of information through speaking, writing, visual, and other appropriate modes of expression.
4. Personal and Social Responsibility is the development of a strong work ethic, personal integrity, and competence in ethical and moral reasoning, as well as the ability to consider the viewpoints of others, and the responsibility to contribute to one's wider community.

## H-P School of Strategic Security Mission Statement

Our mission is to advance the safety and security of our nation through distinctive online education led by professionals in the fields of strategic security, intelligence, and counterterrorism.

## Vision Statement

Henley-Putnam School of Strategic Security will be widely recognized for academic excellence, evidenced by student and faculty achievement, leadership development, commitment to national security, and global understanding.

## Purpose

The Henley-Putnam School of Strategic Security aspires to be the leader in providing instruction in the fields of intelligence management, counterterrorism studies, and strategic security and protection management. The focus is on teaching "proactive" versus "reactive" methods. That is to say, we attempt to further the knowledge of prevention and deterrence over the instruction of reaction and response concepts as taught at many other institutions.

H-PSSS offers an associate's degree, five distinct programs within the bachelor's, three within the master's, one doctoral degree, and more than 40 undergraduate and graduate certificates in order to meet the future challenges of this strategic security industry. These programs emphasize professionalism, proactive strategies, a thorough understanding of the dynamics of the program area and a high-level development of skills in criminal justice, intelligence, counterterrorism, protection, and nuclear enterprise security.

## Learning Outcomes

The programs offered at Henley-Putnam School of Strategic Security are specifically focused in the area of strategic security. As a result, the learning outcomes uniquely address the university's core abilities.

The successful graduate of H-PSSS will demonstrate the following attributes:

- Evidence of the ability to employ technological and research proficiency, integrating applicable skills of information literacy.
- Employment of conceptual skills to identify potential risks and assess options for preventive, alternative or deterrent actions.
- Demonstrated competency in strategic engagement of issues within the security industry.
- Evidence of strategic management leadership competencies effective in promoting professional security, counter-terrorism, intelligence, national protection and global understanding.
- Acquisition of skill sets that support effective communication, critical thinking, and analysis within the strategic security environment.

## Core Values

The core values that will sustain the Henley-Putnam School of Strategic Security today and in the future are a critical component of our culture and success.

- Values integrity and ethical behavior in all matters.
- Values improvement, continuously assessing undergraduate and graduate programs to meet global needs and professional expectations.
- Values high quality online education and instruction in the learning and teaching process.
- Encourages growth and development of all learners and those who facilitate these processes.
- Values diversity, is dedicated to equality, and is committed to serving a diverse population including residents of the USA and the world.
- Values helping individuals reach their full academic potential.
- Values a collegial and interactive process in planning and decision making, promoting civility, understanding, and mutual concern.

- Values both tradition and innovation.
- Provides a professional and supportive work environment where our employees enjoy freedom of conscience and the right to refuse to engage in actions that violate ethical principles, professional standards, or provisions of law.
- Values administrative and technological quality performed efficiently and effectively.
- Values cost effective growth and return on investment.

# UNIVERSITY POLICIES AND PROCEDURES

## ACADEMIC INTEGRITY

The National American University Mission and Purposes describe the university's commitment to assist students in further development of ethical values and behavior. A significant aspect of one of the purposes relates to academic integrity and the encouragement of honesty and ethical behavior on the part of students and graduates. Academic dishonesty includes, but is not limited to, plagiarizing and/or cheating on assignments, tests or projects; or assisting someone else in these actions.

### Students

Students are encouraged to model behaviors that reflect honesty and integrity, and, therefore, may not engage in or tolerate cheating, plagiarism or other forms of academic dishonesty and/or related misconduct. Students should work in collaboration with each other to accomplish educational objectives; however, they are also responsible for their own understanding of the academic content and for their own work. Students who are unclear about the academic dishonesty examples listed below should seek clarification from a faculty member or staff members with appropriate expertise.

The most common forms of academic dishonesty include but are not limited to:

***Cheating:***

- Using or attempting to use unauthorized assistance, material or student aids in examinations or other academic work. Examples: using a cheat sheet on an exam, copying from another student's exam, copying an exam before it is given, collaborating on an assignment without course instructor's consent, or altering exam answers and resubmitting the exam for a better grade.

***Plagiarism:***

- Using the ideas, data or language of another without specific and proper acknowledgment. Examples: failing to cite a reference or to use quotation marks where appropriate, or misrepresenting another's work as one's own original creation.

***Fabrication and Falsification:***

- Submitting contrived or altered information in an academic exercise. Examples: inventing data, research results, information or procedures in an academic exercise, reporting false information about internship or practicum experiences, or altering the record of data or experimental procedures or results.

***Multiple Submission:***

- Submitting, without prior permission, substantial portions of the same academic work for credit more than once.

***Complicity in Academic Dishonesty:***

- Knowingly helping or attempting to help another commit an act of academic dishonesty; failing to report instances of academic dishonesty of which the student is aware.

Students are responsible for seeking information about accurate documentation of citations and references for specific content areas. Students who are unclear about the cheating and plagiarism examples listed above should seek clarification from a faculty member or staff members with appropriate expertise.

### Faculty

The university trusts the members of the faculty to enforce policies and to establish procedures in their classes that will encourage honesty and ethical behavior on the part of students. The university expects that faculty members will not only make the determination of academic dishonesty but that they will impose the sanctions described below as appropriate.

### Penalties

Penalties are determined in consultation between the faculty member and his or her supervisor in consideration of university policy and based on the severity of the violation and any prior history of academic dishonesty. Penalties include the following:

1. Failing grade for test, assignment, or project
2. Failing grade for course
3. Temporary or permanent suspension (assigned only by the provost)

A student may not withdraw from the course or change the grading option for the course before an allegation of academic dishonesty has been resolved. Generally, if a student has either admitted to the allegation or has been found responsible for academic dishonesty, the student will not be permitted to withdraw from the course or change the grading option for the course.

# ACADEMIC RELIEF FOR U.S. MILITARY SERVICE/ABSENCE

NAU recognizes the sacrifices, commitment, and hardships of servicemen and women. This policy is intended to relieve academic burden during periods when military service conflicts with class attendance and course completion. This policy applies to active duty servicemen and women, their spouses, National Guard members and Reservists when orders take effect during, or intersect with, an active academic term *(Proof of orders is required and can be accomplished by visual inspection or a letter or email from the commander or 1st Sergeant)*. This policy also applies to veterans who have a documented service-related disability that prevents them from successfully attending and/or completing a course. *(A letter or email from an attending medical professional stating the student's disability prevents them from successfully completing the class or program at this time is required).*

**Note:** In some cases, students may accept an Incomplete during a time of absence and complete the course upon return. However, **be aware that military regulations governing the allowable time to replace Incomplete (I) grades differ between military branches and the service requirements take precedent over NAU's requirements.** NAU strongly recommends that before choosing an option requesting an incomplete beyond the end of the current term, students contact the military Education Office to determine the military branch's specific policy for recoupment of Tuition Assistance funds.

**Students will complete the Academic Relief for U.S. Military Service/Absence Form and will elect one of the following options for each class (the same option may be used for all or different options for some classes.)** For example, a student may decide to complete one class before leaving [option one] but will need to take an incomplete in the other classes [option three]. On the space provided at the end of the form, list the classes, which will be affected by this policy, the name of the instructor for each class, and the Academic Relief for Military Service option for each class. Include the last date of attendance and sign and date this form. **This form must be completed within 30 days of the last date of attendance.** If not, the university withdrawal policy as found in the current catalog will be applied. **Before signing, please speak to an NAU financial aid advisor and an NAU military finance coordinator.**

**Option One:**

Elect to finish class(es) by accelerating work and completing it before the start of an absence, or by finishing the class via electronic means or special accommodations agreed to with the instructor. Please note: students wishing to complete work via e-mail or learning management system must have web access during the period of absence.

**Grade:** The grade earned for the class will be applied at the end of the current term.

**Financial Aid:** Military assistance or federal aid may be used to pay for the class(es) provided all eligibility requirements are met. If military and federal eligibility requirements are not met, the student will pay for the class(es).

**Option Two:**

Elect to be 'no-showed.' This option is only available if financial aid has not been disbursed and the absence is within three weeks of the start of the term. The student's attendance and enrollment will be deleted from the system.

**Grade:** The course will not be recorded on the student's transcript.

**Financial Aid:** The student will not be charged for the class(es).

**Option Three:**

Elect to take an incomplete for class(es). The student will then have a predetermined period of time to complete the work following the absence. The student will need to notify the instructor who will process the incomplete paperwork. If the absence is 60 days or less, the student will have 6 months from the date the absence ends to finish the class. If the absence is greater than 60 days, the student will have one year from the date the absence ends to finish the class. The Satisfactory Academic Progress (SAP) for the purpose of determining financial aid eligibility will not be evaluated for students who receive an incomplete grade in accordance with this policy until the incomplete grade has been converted to a final grade.

**Grade:** An "I" will appear on the transcript until the work is completed or the allotted time has passed. If the work is completed, the instructor will submit a grade change and award the student the grade earned. If the work is not completed within the allotted time, the instructor will award a grade based on the work completed up to the time the class was dropped.

**Financial Aid:** Military assistance and federal financial aid may be used to pay for the class(es) depending on eligibility rules. If eligibility requirements are not met, the student will pay for the class(es). **Note:** Some branches of the service will not allow an incomplete on a student's record for an extended time, therefore students should check with the education office to ensure students will not be personally billed for the class(es).

**Option Four:**

Elect to follow the university's normal withdrawal policy and be administratively dropped from the class.

**Grade:** The student will receive a "W" on the transcript. The student will be allowed to repeat this class in the future.

**Financial Aid:** Military assistance and federal financial aid may be used to pay for the class(es) depending on eligibility rules. If eligibility requirements are not met, the student will pay for the class(es) If the last date of attendance is within the refund period, any refund will be pro-rated. If the start of the student's absence is beyond the refund period, no refund will be given.

**Option Five:**

Elect a waiver for the term. The student may contact the education officer to request a waiver for the term. The waiver will allow the student to retake the class at a later date and to receive military assistance for the class a second time. If the waiver is granted the student must also request to be dropped from all classes.

**Grade:** The student will receive a "W" on the transcript for the class(es). When the student enrolls the second time, the second class will also be on the transcript along with the grade earned.

**Financial Aid:** The student will receive a pro-rated refund based on the university's refund policy from the date the class was dropped. The student will be required to pay for the class the second time with the waiver allowing the student to use military assistance for the class a second time.

# AMERICANS WITH DISABILITIES ACT POLICY

NAU strives to make its programs and facilities accessible to all individuals, in compliance with Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act of 1990. The goal of the university is to create and maintain an environment in which students may achieve their fullest potential, limited to the least extent possible by individual disabilities.

**Disability**

Recognized disabilities include physical and mental impairments that substantially limit one or more of the major life activities, including walking, seeing, hearing, speaking, learning, breathing, working, taking care of oneself, and performing manual tasks. A temporary medical condition may also qualify as a disability. Examples of temporary disabilities include broken bones, other injuries, and short-term impairments following surgery or medical treatments.

A student is not required to disclose a disability. However, to be considered for an accommodation, a student must submit a request as explained below.

**Reasonable Accommodations**

A reasonable accommodation is a modification or adjustment to a course, program, service, activity, or facility that enables a qualified student with a disability to have an equal opportunity to attain the same level of performance or enjoy equal benefits and privileges available to students without disabilities. The accommodation sought must be related to the student's disability and cannot require the university to fundamentally alter programs or services, lower standards, or provide anything "overly burdensome." Students with disabilities are not automatically entitled to the accommodation they may prefer or have received in other educational settings.

While NAU desires that all students achieve academic success, it does not guarantee success in its offerings and activities. A student must possess the mental capabilities needed to participate in the university's academic programs and be "otherwise qualified" to meet the academic requirements of the university. A disability may not be so profound that, even with accommodations, the student is unable to perform basic requirements such as analytical reasoning or writing. Students taking online courses or courses with online components must possess the minimum computer skills and software that are required to successfully attend and complete the course. Accommodations will not be provided for the remediation of these basic skills and software.

**Requesting an Accommodation**

All inquiries and requests for accommodation should be submitted to the director of academic operations and compliance, who serves as a resource for students with disabilities, verifies and maintains documentation, considers accommodation requests, and determines reasonable accommodations.

Ms. Karen Hoffman
Director of Academic Operations and Compliance
National American University
5301 Mount Rushmore Rd.
Rapid City, SD 57701
Telephone: (605) 394-4805 Fax: (605) 721-5241
khoffman@national.edu

To request an accommodation:

***Step 1 –***

Contact the appropriate success coach and request an ADA Accommodation Request Form: for undergraduate, master's, and HPSSS students contact a success coach, for EdD students contact the vice president and dean.

***Step 2 –***

Submit a completed ADA Accommodation Request Form and all required documentation to the success coach no less than three weeks prior to the beginning of classes, or when a disability becomes known. Required documentation includes the following, provided by a licensed professional:

- A clear statement of the diagnosed disability;
- A description of the functional limitations resulting from the disability as they pertain to the educational environment;
- The duration of the disability; and
- The recommended accommodation(s).

If a student requests an accommodation for a disability relating to learning or attention difficulties, comprehensive and diagnostic testing may be required, at the student's expense.

The director of academic operations and compliance will review the request and supporting documentation and will communicate with the student and other persons as appropriate.

If the director of academic operations and compliance determines that an accommodation is warranted, the student will receive an ADA Student Accommodation Agreement, indicating the accommodation has been granted. **Accommodations will not be applied retroactively.**

***Step 3 –***

Provide each instructor with a copy of the ADA Student Accommodation Agreement, obtain the instructor's signature, and deliver the signed Agreement(s) to the success coach. Students need to contact uservices@national.edu prior to the start of each academic term so that the accommodations may be implemented in the online classes.

The student can contact the success coach if an accommodation is not effectively implemented, not granted, to have the matter reconsidered, or with any questions. While it is hoped that any concerns can be resolved within the university process, the student may also contact the U.S. Department of Justice, Civil Rights Division.

# ATTENDANCE PHILOSOPHY

The university's philosophy on attendance supports its mission of career and professional education. The university creates an educational environment that is responsive to the career and professional interests and educational objectives of its students, as well as the needs of employers, government and society. Students are expected to attend all of their classes just as employees are expected to be at work as scheduled in the business world. NAU's goal is to prepare students to be conscientious and productive employees.

NAU creates a caring and supportive learning environment. The university believes that students are more successful if they participate in class, and that they receive great benefit from classroom discussions and the relationships formed with other students and faculty members. Instructors are more likely to recognize that a student is in need of tutoring or other academic support if the student is regularly attending class.

# ATTENDANCE POLICY

Class attendance is required beginning with the first scheduled class meeting, and students are expected to attend all class sessions for which they are registered. Attendance is taken each scheduled period of instruction in all class sessions. If a student does not attend a registered class session for fourteen consecutive calendar days during scheduled periods of instruction without contacting the instructor or academic advisor, he/she may be administratively dropped from the course. It is the responsibility of the student to arrange to make up all course work missed because of legitimate class absences and to notify the instructor when an absence will occur. However, instructors may incorporate attendance-taking into tasks that produce in-class participation points.

Attendance shall be defined as an academically-related activity which includes any of the following:

- Attending a class where there is an opportunity for direct interaction between the instructor and students;
- Submitting an academic assignment;
- Taking an exam, an interactive tutorial, or computer-assisted instruction;
- Attending a study group that is assigned by the university;
- Participating in an online discussion about academic matters.
- For distance education courses, contributing to an online discussion or initiating contact within the course management system with a faculty member to ask a course-related question. Students who have attended

past the first 60 percent of the scheduled term, as published in the academic calendar, will not be dropped for non-attendance.

**Ground Class Attendance**

Students enrolled in ground courses are counted present if they are physically present and actively participates in an academically-related activity.

**Online/Distance Education Attendance**

Students enrolled in online courses are counted as present if they actively participate weekly in an academically-related activity within the course in the university's learning management system. Documenting that a student logged into an online class is not sufficient, by itself, to demonstrate academic attendance by the student.

In accordance with NAU's attendance policy, students must actively participate at least once per week to be counted present in their online course. Simply logging into the course is not considered attendance; therefore, failure to actively participate may result in withdrawal from the course after 14 consecutive days of non-attendance.

Online students are required to actively participate in a weekly activity in order to be counted present. Weekly activities may include completing a quiz, posting a substantial discussion post, or submitting a required item to the drop box. The online courses are designed to include at least one of these items each week, please refer to the course schedule within the online classroom for weekly requirements.

Weekly participation in online classes is critical to each student's academic success. Failure to participate in weekly activities may affect a student's academic performance; furthermore, it may also result in administrative withdrawal.
Participation within the online courses can be verified through the student's access to the secured host site. As a result, the student's participation is permanently recorded through the learning management system.

A student's weekly involvement in course activities can be measured by active participation in the academic endeavor. Students who do not participate within the course in a consistent fashion may jeopardize their academic standing.

Students who have attended past the first 60 percent of the scheduled term, as published in the academic calendar, will not be dropped for non-attendance.

***Please Note:*** The foregoing attendance policy does not apply to Veteran's Educational Benefits for students residing in Oklahoma.

For more information regarding online requirements, please refer to the National American University Online Programs section of the academic catalog.

# CONDUCT

As a student at NAU, appropriate conduct and integrity are expected. In some instances of student misconduct, the university will issue a warning or will place the student on disciplinary probation, suspension, or will dismiss the student from the university. Procedural fair play and due process will be provided in every instance. Proper safeguards for the welfare, safety, and educational opportunity will be provided for all students.

Institutional obligations include, but are not limited to, upholding the law and maintenance of regulations regarding academic honesty and restricting prejudicial behavior, physical abuse or harassment, impropriety of personal behavior, or illicit use of drugs or intoxicants, especially as these relate to institutional and educational goals. Respect and tolerance are keywords in the institutional expectations of students in their interaction with each other and with other members of the university community.

**Student Code of Conduct**

Specific violations of the student code of conduct include, but are not limited to the following:

1. Acts of dishonesty, including but not limited to the following:
   a. Furnishing false information to any university official, faculty member, or office.
   b. Forgery, alteration, or misuse of any university document, record, or instrument of identification.
2. Disruption or obstruction of teaching, administration, disciplinary proceedings, other university activities or of other authorized non-university activities.
3. Physical abuse, verbal abuse, threats, intimidation, bullying, harassment, coercion, and/or other conduct, regardless of medium, which threatens or endangers the health or safety of any person.
4. Attempted or actual theft of and/or damage to property of the university or property of a member of the university community or other personal or public property.
5. Failure to comply with directions of university officials or law enforcement officers acting in performance of their duties and/or failure to identify oneself to these persons when requested to do so.
6. Unauthorized possession, duplication or use of keys to any university premises or unauthorized entry to or use of university premises.

7. Violation of any university policy, rule, or regulation published in hard copy or available electronically on the university website.
8. Violation of any federal, state or local law.
9. Use, possession, manufacturing, or distribution of marijuana, heroin, narcotics, or other controlled substances except as expressly permitted by law.
10. Use, possession, manufacturing, or distribution of alcoholic beverages, or public intoxication.
11. Illegal or unauthorized possession of firearms, explosives, other weapons, or dangerous chemicals on university premises or use of any such item, even if legally possessed, in a manner that harms, threatens or causes fear to others.
12. Participating in a demonstration, riot or activity that disrupts the normal operations of the university and/or infringes on the rights of other members of the university community; leading or inciting others to disrupt scheduled and/or normal activities within any university building or area.
13. Obstruction of the free flow of pedestrian or vehicular traffic on university premises or at university sponsored or supervised functions.
14. Conduct that is disorderly, lewd, or indecent; breach of peace; or aiding, abetting, or procuring another person to breach the peace on university premises or at functions sponsored by, or participated in by, the university community. Disorderly Conduct includes but is not limited to: Any unauthorized use of electronic or other devices to make an audio or video record of any person while on university premises without his/her prior knowledge, or without his/her effective consent when such a recording is likely to cause injury or distress.
15. Disrespectful behavior includes behavior designed to harass, threaten, or embarrass others. Students may not communicate content in any medium that could reasonably be construed as offensive, threatening or discriminatory. At all times, students are expected to behave appropriately, respectfully and courteously in communications with other students and university faculty, staff, and administrators.
16. Theft or other abuse of computer facilities and resources, including but not limited to:
    a. Unauthorized entry into a file, to use, read, or change the contents, or for any other purpose.
    b. Unauthorized transfer of a file.
    c. Use of another individual's identification and/or password.
    d. Use of computing facilities and resources to interfere with the work of another student, faculty member or university official.
    e. Use of computing facilities and resources to send obscene or abusive messages.
    f. Use of computing facilities and resources to interfere with normal operation of the university computing system.
    g. Use of computing facilities and resources in violation of copyright laws.
    h. Any violation of the university's Internet, Netiquette, and Prohibited Use policies.

**Sanctions**

1. The following sanctions may be imposed upon any student found to have violated the Student Code of Conduct:
    a. Warning—A notice in writing to the student that the student has violated university policy.
    b. Probation—A written reprimand for violation of specified university policies. Probation is for a designated period of time and includes the probability of more severe disciplinary sanctions if the student is found to have violated university policy during the probationary period.
    c. Suspension—Separation of the student from the university for a definite period of time, after which the student is eligible to return. Conditions for readmission may be specified.
    d. Permanent Suspension—Permanent separation of the student from the university.
    e. Revocation of admission and/or degree—Admission to or a degree awarded from the university may be revoked for fraud, misrepresentation, or other violation of university standards in obtaining the degree, or for other serious violations committed by a student prior to graduation.
2. More than one of the sanctions listed above may be imposed for any single violation.

**Procedure and Appeals**

1. Any staff or faculty member may file charges against a student for violations of the Student Code of Conduct. A charge shall be prepared in writing and directed to the university official within 30 days of the alleged violation.
2. Students who are disruptive, damage university property, or pose a threat to any person at the university may be immediately suspended and escorted from the premises or removed from the NAU online classroom by a university official.
3. If a university official observes or otherwise becomes aware of a violation of the Student Code of Conduct, the university official or designee may either choose to meet with the student to discuss the concerns or move

directly to convene a Student Conduct Committee. For minor or inadvertent violations, the university official may choose to informally correct the student's behavior.

4. The Student Conduct Committee will investigate reported violations of the Student Code of Conduct. The committee is composed of the university official (or designee), an academic representative and a student support representative. All members of the Student Conduct Committee must be independent of the incident and student under investigation.
5. The student will be provided written notice of the time and date for a disciplinary hearing from the Student Conduct Committee. The disciplinary hearing will be scheduled within 10 days of notification to the student.
6. The student is permitted to be assisted by an advisor (such as a parent, relative, or a member of the university community) present during the disciplinary hearing, but the advisor will not be permitted to speak or participate directly in the hearing. The student will not be permitted to bring an attorney to the hearing.
7. Witnesses with relevant knowledge of the alleged violation of the Student Code of Conduct may be presented on behalf of the student or the university.
8. The student conduct committee's decision will be provided to the student on the Student Conduct Form within five days of the hearing. If the student conduct committee determines that a violation of the Student Code of Conduct has occurred, appropriate sanctions will be imposed. Sanctions of permanent suspension or revocation of admission and/or degree may only be imposed by the provost upon recommendation from the student conduct committee.
9. The student has a right to appeal the decision of the student conduct committee to the Office of Student Concerns for all sanctions. If appealed, the decision of the Student Conduct Committee remains in the interim. The student's appeal request must be made on the Student Conduct Form and delivered to the Office of Student Concerns within 72 hours of the Student Conduct Committee's decision. The Office of Student Concerns will convene a Student Conduct Appeals Committee, composed of three university administrators, to review the proceedings of the Student Conduct Committee.
10. The Student Conduct Appeals Committee will render a decision within five (5) days after receipt of the student's appeal. Absent provost intervention, the decision of the Student Conduct Appeals Committee is final.

# CONFIDENTIALITY POLICY

MSN students should refer to the School of Nursing Handbook for specific policies relating to confidentiality.

Students conducting research must complete the Institutional Review Board process for approval of their research design prior to beginning the research. The IRB policy is available in a latter section of this catalog or upon request from the graduate school.

# DRUG AND ALCOHOL POLICY

NAU takes a positive, proactive role in preventing the possession, use or distribution of drugs and alcohol by students and other members of the university community. The university has adopted the guidelines of the 1990 Drug Free Schools and Campuses Act. Under this act, NAU has:

1. Established standards of conduct that prohibit unlawful use, possession or distribution of drugs or alcohol;
2. Annually distributed information describing legal sanctions under state and federal law;
3. Annually distributed information regarding health risks associated with the use and abuse of drugs and alcohol;
4. Provided information related to counseling, treatment, and rehabilitation associated with the use and abuse of drugs and/or alcohol on an annual basis;
5. Set disciplinary sanctions that will be imposed on students and employees for violations related to the use and abuse of alcohol and/or drugs;
6. Utilized professional staff to inform and to support institutional and personal educational objectives.

The university's drug and alcohol policy is distributed to students annually. These sanctions include expulsion of students and termination of employees.

# ENROLLMENT DATES AND QUARTER SYSTEM

NAU's master's programs are on a four-quarter calendar schedule. Master's classes are delivered in 11-week sessions. The instructional methods employed by NAU include discussions, case studies, written assignments, research papers, and a variety of interactive learning strategies.

# FALSIFICATION OF EDUCATIONAL RECORDS

Falsifying, altering, or misrepresenting a transcript, grade report, diploma, or any other material relevant to admission, enrollment or academic performance shall be considered an overt act of academic dishonesty. This

action shall result in denial of admission or enrollment into NAU, or permanent suspension from continuing as a student with the university.

## HARASSMENT AND NON-DISCRIMINATORY POLICY

1. Purpose of Policy
    a. National American University (NAU) employees and students should be able to work and learn in an environment free from discrimination and harassment. The mission of NAU is best accomplished in an atmosphere of professionalism, which in turn is supported by mutual respect and trust. NAU expects all employees and students to work toward this goal.
    b. Discrimination and harassment based on a person's race, color, creed, religion, national origin, sex, sexual orientation, disability, age, genetic information, gender identity, or any other protected class status is strictly prohibited by NAU.
2. Scope of Policy
    a. This policy prohibits any form of harassment by an individual, including university managers and supervisors, employees, co-workers and third parties such as students, consultants, contractors or vendors who deal with university employees or students.
3. Definitions of Sexual and Other Forms of Harassment and Discrimination
    a. Discrimination consists of unequal treatment in the workplace or academic setting or in the terms and conditions of a person's employment or academic standing, when the treatment is based on a person's race, color, creed, religion, national origin, sex, sexual orientation, disability, age, genetic information, gender identity, or other protected class status.
    b. Harassment consists of unwelcome conduct based on a person's race, color, creed, religion, national origin, sex, sexual orientation, disability, age, genetic information, gender identity, or other protected class status when submission to such conduct:
        i. Is a condition of employment, continued employment, admission to the university, continued enrollment, or academic achievement; or
        ii. Is a basis for an employment decision affecting an employee's job or a student's ability to obtain an education; or
        iii. Interferes with an employee's job or a student's academic performance; or
        iv. Creates an intimidating, hostile, or offensive work or academic environment.
    c. NAU prohibits such harassment in any form, including verbal, physical, and visual harassment.
    d. Some examples of conduct that could be considered harassment include the following types of action when they are taken based on protected class status:
        i. Abusive, intimidating, insulting or degrading remarks;
        ii. Displaying in the workplace or academic setting, objects, cartoons, pictures, or stories which may be perceived as offensive or demeaning; or
        iii. Threats, demands or suggestions that an employee's work status or a student's academic status, advancement or other terms and conditions of employment or academic achievement are contingent upon the employee's toleration of or acquiescence to unwelcome harassment.
    e. One form of prohibited harassment is sexual harassment. Sexual harassment includes unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact or other verbal or physical conduct or communication of a sexual nature when submission to such conduct:
        i. Is a condition of employment, continued employment, admission to the university, continued enrollment, or academic achievement; or
        ii. Is a basis for an employment decision affecting an employee's job or a student's ability to obtain an education; or
        iii. Interferes with an employee's job or student's academic performance; or
        iv. Creates an intimidating, hostile, or offensive work or academic environment.
    f. NAU prohibits sexual harassment in any form, including verbal, physical, and visual harassment. For more information, please refer to the university's Sexual Misconduct policy.
4. Reporting Harassment
    a. If at any time a student feels he/she has experienced sexual or other forms of harassment, discrimination, or violence, the student should immediately contact: Karen Hoffman, Title IX Coordinator, and Director of Academic Operations and Compliance, 5301 Mount Rushmore Rd., Rapid City, SD 57701, 605-394-4805, khoffman@national.edu.

If at any time an employee feels that he/she has experienced sexual and other forms of harassment, discrimination, or violence, the employee should immediately contact: Human Resources, 5301 Mount Rushmore Rd., Rapid City, SD 57701, 605-721-5312, hremployeerelations@national.edu

b. NAU wants to resolve any such problems, but it can do so only if it is aware of those problems. NAU encourages any individual who believes he/she is being discriminated against or harassed to report any and all incidents of perceived discrimination or harassment.

c. NAU will investigate discrimination and harassment complaints and take other appropriate action. Every effort will be made to ensure the confidentiality of complaints, and the results of investigation, to the extent possible. Any person who is found to have committed prohibited discrimination or harassment will be subject to appropriate corrective action, which may include discipline up to and including termination or, in the case of a student, permanent suspension.

5. Confidentiality

Every effort will be made to ensure the confidentiality of complaints, and the results of investigation, to the extent possible.

6. No Retaliation

a. Retaliation against any individual for making a complaint under this policy, for opposing harassment or discrimination, or for participating in an investigation of any claim regarding harassment or discrimination or inappropriate behavior is strictly prohibited.

b. Any person who engages in retaliatory conduct or reprisals in response to a claim of harassment or discrimination will be subject to appropriate corrective action, which may include discipline up to and including termination of employment or permanent suspension of a student. If an employee or student feels that he/she has experienced such retaliation, the individual should immediately report any such retaliation to the system director of human resource.

c. A person who files a false or malicious complaint of discrimination or harassment may be the subject of appropriate disciplinary action.

7. Employee and Student Responsibilities

a. Everyone is responsible for maintaining a working and learning environment free of harassment and discrimination.

b. All employees are required to complete the interactive educational training program for preventing unlawful harassment, discrimination, and retaliation located on the human resources page of MyNAU. All students and employees will also be provided with Title IX, VAWA training.

c. It is the responsibility of ALL employees and students to:

i. Read and abide by this policy. Employees with questions may contact the system director for human resources. Students with questions may contact the Title IX Coordinator.

ii. Refrain from engaging in acts of harassment or discrimination or acts that can be construed as harassment or discrimination.

iii. Immediately report any acts of discrimination or harassment or acts that can be construed as such.

iv. Cooperate with any investigation regarding discrimination, harassment, or inappropriate conduct.

v. Maintain the confidentiality of any complaint or information received or provided in the course of an investigation, only disclosing information to those NAU personnel or representatives with a need to know about the complaint or information. Refrain from speculation and from drawing conclusions or gossiping about the subject matter or individuals involved in claims of harassment or discrimination, or involved in the investigation of such claims.

vi. Refrain from taking any adverse or retaliatory action against any individual who has made a claim of harassment, opposed harassment, or participated in the investigation of any claim regarding harassment or inappropriate behavior.

## INTERNET POLICY

Open access through computers, networks, and the Internet is a privilege. NAU's goal in providing this service to students, faculty and staff is to promote educational excellence by facilitating resource sharing, innovation, and communication.

NAU's e-mail and Internet resources are provided for the sole use of NAU students, faculty, staff, and administration. E-mail and Internet records are subject to all existing laws (federal, state and local) as well as the university policies and procedures.

Internet access is coordinated through a complex association of government agencies and regional and state networks. In addition, the smooth operation of the network relies upon the proper conduct of the end users who must adhere to strict guidelines. The guidelines provided here

are designed to make students, faculty, and staff aware of the responsibilities they are about to acquire. In general, this requires efficient, ethical and legal utilization of the network resources.

If an NAU user violates any of these provisions, his/her account may be terminated, and future access could be denied. Depending upon the severity of the situation, abuse of NAU's e-mail, network, or Internet systems may also result in disciplinary action including suspension from the university.

**Netiquette**

Users are expected to abide by the generally accepted rules of network etiquette. This includes, but is not limited to, these rules:

1. Be polite - do not use abusive or offensive language in messages to others.
2. Do not reveal your personal address or phone number or those of other students, faculty or NAU employees.
3. Remember that electronic mail (e-mail) is not guaranteed to be private. Those who operate the system do have access to mail. Messages relating to or in support of illegal activities may be reported to the authorities without notification to or permission from the student/employee sending or receiving the message.
4. Do not tie up the network with idle activities or game playing - remember there are many students who need to use the system.
5. Do not plagiarize - cutting and pasting ideas and documents into your own document is very easy to do. Be sure to give credit to the author when using his/her material.

**Prohibited Use**

The following types of activities are specifically prohibited and may result in administrative action:

1. Unauthorized use of any computer account.
2. Unauthorized transfer of or entry into a file.
3. Using NAU's network to gain unauthorized access into any computer system.
4. Illegal copying of software protected by U.S. copyright law (may also result in civil damages and criminal penalties).
5. Using e-mail to threaten or harass others.
6. Using the university's network to access pornography or obscene material and sites displaying the same.
7. Activities for the purpose of personal or commercial financial gain including chain letters, solicitation of business or services, sales of personal property, etc.
8. Storing, processing or displaying racially offensive, gender offensive or obscene material.
9. Using another individual's account or identity to send or receive e-mail.
10. Viewing, damaging or deleting other users' files or communications without appropriate authorization.
11. Posting materials on electronic bulletin boards, which violate existing laws, regulations or National American University policies or codes of conduct.
12. Theft, misuse or abuse of computing or networking resources.
13. Posting of National American University confidential materials, records, policies or procedures or transmitting the same to unauthorized personnel.
14. Sharing of passwords with others.

**Vandalism**

Vandalism is defined as intentional or negligent damage to computer equipment, software and systems of the university or harming or destroying data of another user, Internet, or other networks. It includes, but is not limited to, the intentional uploading or creation of computer viruses. Vandalism will result in the cancellation of privileges and may result in suspension from the university.

# IRB POLICY

It is morally and ethically imperative that the rights and welfare of research subjects be protected. In accordance with federal, as well as applicable state regulations, National American University has established the Institutional Review Board (IRB) and the following policies and procedures for research involving human subjects, or data or materials derived from humans. Safeguarding the rights and welfare of human subjects utilized in research protects not only the individual subject but also the researcher and the institution sponsoring the research project.

**IRB Mission Statement**

The mission of the NAU IRB is to assure highest quality research involving human subjects conducted under the auspices of the university. In that regard, safeguarding the rights and welfare of human subjects in research is a general institutional policy delegated by the president through the provost to the IRB. Therefore, any research project involving human subjects which is conducted by NAU faculty, staff, students, or external persons (or that takes place on any NAU location or as a part of an academic affiliation agreement) is subject to review and approval by the IRB. The IRB's main purpose is to ensure protection of human subjects through the review, approval, modification, or disapproval of research applications submitted by faculty, staff, student, and/or external investigators. The IRB is further responsible for

communication, recordkeeping, reporting, monitoring, education of the university community about ethical issues, and oversight of all research activity involving human subjects. The IRB is guided by ethical principles outlined in the Belmont Report (1979) and legal mandates outlined in the Code of Federal Regulations Title 45 Part 46 (1994).

**Committee Composition**

Federal regulations require that membership of the IRB include, at a minimum, one member whose primary concerns are in scientific areas, one member whose primary concerns are in nonscientific areas, other members representing more than a single profession, and at least one individual not affiliated with the university.

**Definitions**

For purposes of this policy, "Human Subject/Participant" is defined as "a living individual about whom an investigator conducting research obtains (1) data through intervention or interaction with the individual, or (2) identifiable private information." "Research" is defined as "a systematic investigation, including research development, testing and evaluation, designed to develop or contribute to general knowledge."

**IRB Procedures**

In order to approve proposed research protocols, the IRB shall determine if the research is exempt or non-exempt. In the case of non-exempt research the IRB shall ensure that all of the following requirements are satisfied:

- Risks to subjects are minimized by using tests or procedures which are consistent with sound research design and which do not unnecessarily expose subjects to risks, and whenever appropriate, use tests or procedures already being used for learning, diagnostic, or treatment purposes.
- Risks to subjects are reasonable in relation to the anticipated benefits, if any, to subjects, and the importance of knowledge that may reasonably be expected to result. In evaluating risks and benefits, the IRB shall consider only those risks and benefits that result from the research (as distinguished from risks and benefits of interventions subjects would receive even if not participating in the research).
- Selection of the subjects is equitable. In making this assessment, the IRB shall take into account the purposes of the research and the setting in which the research will be conducted.
- Voluntary informed consent will be sought from each prospective subject or the subject’s legally authorized representative, in accordance with, and to the extent required by Title 45 Code of Federal Regulations, Part 46.116.
- Informed consent will be appropriately documented, in accordance with, and to the extent required by 45 CFR 46.117.
- Where appropriate, the research plan makes adequate provision for monitoring the data collected to attempt to insure the safety of subjects. If any serious breach in the procedure or harmful event occurs with a subject it should be reported to the IRB as soon as possible.
- Where appropriate, there are adequate provisions to protect the privacy of subjects and to maintain the confidentiality of data. Where some or all of the subjects are likely to be vulnerable to coercion or undue influence, such as persons with acute or severe physical or mental illness, or persons who are economically or educationally disadvantaged, appropriate additional safeguards must be included in the study to protect the rights and welfare of these subjects.

In conformity with Federal Regulations, the IRB will determine which of three separate avenues for review of research involving human subjects will be utilized:

- Full IRB Review. Research involving more than minimal risk to the subject requires review by the full IRB using current scientific and ethical standards. All research using children or vulnerable populations requires review by the full IRB.
- Expedited Review. Research involving no more than minimal risk and in which the only involvement of subjects will be in one or more of the categories defined by Federal Policy 46.110 requires review by the Chair and selected members of the IRB.
- Exempt Review. Research of minimal or no risk as defined by Federal Policy 46.101b requires review by the IRB Chair only. Some types of activities are specifically exempt from IRB review. They include:
    - Non-intrusive observation of subjects in public places,
    - Data-gathering from class members for classroom purposes (e.g., class exercises, course evaluations), and
    - Needs assessment or evaluation data intended to remain within the university community.

All persons seeking IRB approval will utilize the same application form.

**Reference**

The Institutional Review Board Guidebook, published by the federal Department of Health and Human Services, may be used by the NAU IRB to assist it in making determinations within the university’s IRB policies and procedures.

# REFUND POLICY

## Definition of a Student

The definition of "student" as used in this catalog means the student, if the student is a party to the contract, or the student's parent, guardian, or other person if the parent, guardian or other person is a party to the contract on behalf of the student.

## Add/Drop Period

A student may add or drop any course during the first scheduled week of a standard term of enrollment with no penalty. A student who drops individual courses during this week will receive a full refund for the credit hours dropped. No refunds will be made for individual courses attended and then dropped following this period. The add/drop dates are posted in the academic calendar.

The university will make full or partial refund of tuition paid by students who completely withdraw after classes begin.

## Withdrawals and Refunds

Students should give written notice of withdrawal to the university registrar or the success coach to officially terminate their enrollment. Students who do not give written notice will be withdrawn from courses when it is determined, by the university, that the student is no longer pursuing his or her educational objective.

Students who have attended past the first 60 percent of the scheduled term, as published in the academic calendar, will not be dropped for non-attendance. The final grade of each student who completes more than 60 percent of the term is assigned by the instructor based upon coursework submitted during the term.

Students completing at least one course during the term will not be eligible for a refund. Students who withdraw without completing any courses during the term will have a refund calculation completed.

The period of enrollment includes all courses in the term for which the student is registered, from the first scheduled day of the term through the last scheduled day of the term for the student.

The return of Title IV funds, VA Education, and Military Tuition Assistance (TA) benefits, and the tuition reduction will be calculated based on the student's last day of attendance. Refunds minus a $75 administrative fee will be made within 45 days of when the withdrawal date (last day of attendance) is determined.

The following refund policy from NAU applies to all students in all academic programs and all student categories except as modified by separate agreement.

A prorated amount of Title IV funds must be returned to financial aid programs for students not completing 60 percent of the period of enrollment if the student was a financial aid recipient.

VA Education and Military Tuition Assistance (TA) benefits will be prorated according to the specifics of the programs**.

Students who completely withdraw from NAU during the first 60 percent of the term will have tuition and fees prorated based on the last day of attendance in accordance with the following calculation:

| **Last Day of Attendance** | **Percent of Reduction** |
|---|---|
| Withdrawal prior to the first day of classes | 100% |
| Last day of attendance during the first week of classes | 100% |
| Beyond first week but during first 60% of scheduled classes | daily proration* |
| Beyond 60% of scheduled classes | no refund |

** Percent of term completed = Number of days from scheduled start of term through student's last day of attendance ÷ Number of days in scheduled term*

Percent to be refunded = 100% minus percent of term completed

***Return of Unearned **Military Tuition Assistance** (based on an 11-week quarter)*

| **Days earned** | **% Returned** |
|---|---|
| 1-7 days | 100.00% |
| Day 8 | 89.62% |
| Day 9 | 88.32% |
| Day 10 | 87.02% |
| Day 11 | 85.72% |
| Day 12 | 84.42% |
| Day 13 | 83.12% |
| Day 14 | 81.82% |
| Day 15 | 80.52% |
| Day 16 | 79.23% |
| Day 17 | 77.93% |

| | |
|---|---|
| Day 18 | 76.63% |
| Day 19 | 75.33% |
| Day 20 | 74.03% |
| Day 21 | 72.73% |
| Day 22 | 71.42% |
| Day 23 | 70.13% |
| Day 24 | 68.84% |
| Day 25 | 67.54% |
| Day 26 | 66.24% |
| Day 27 | 64.94% |
| Day 28 | 63.64% |
| Day 29 | 62.34% |
| Day 30 | 61.04% |
| Day 31 | 59.75% |
| Day 32 | 58.45% |
| Day 33 | 57.15% |
| Day 34 | 55.85% |
| Day 35 | 54.55% |
| Day 36 | 53.25% |
| Day 37 | 51.95% |
| Day 38 | 50.65% |
| Day 39 | 49.36% |
| Day 40 | 48.06% |
| Day 41 | 46.76% |
| Day 42 | 45.46% |
| Day 43 | 44.16% |
| Day 44 | 42.86% |
| Day 45 | 41.56% |
| Day 46 | 40.26% |
| Day 47 thru 77 | 0% refund |

# REGISTRATION

Any changes in a student's registration (including class sections and adding or dropping classes) must be completed by their success coach. Once the student submits the request for a registration change by email to their success coach, it will be reviewed by the associate dean for approval.

# REPEATING COURSES

**Effective October 1, 2019**

Students pursuing a degree, diploma, or certificate program may request to repeat one or more courses as a result of failing or withdrawing from a class.

- If required for progression to the degree, students may repeat a course one time for the purposes of improving a grade. If a student achieves a higher grade, that grade replaces the original grade. If a student receives a lower grade, the original higher grade remains on the transcript. If a student does not improve the grade as required, the dean or associate dean of the program may approve a substitute course or a second repeat of the same course. The substitute course does not replace the grade for the original required course; the original course remains on the transcript.
- Students who fail or withdraw after the Drop/Add period of a required course may repeat that course two times for the purposes of achieving a passing or the required grade. Repeating a course after a post-Drop/Add withdrawal counts as a repeat attempt. If a student fails or withdraws after the Drop/Add period from the same course on the second repeat, the failing grade or withdrawal remains on the student transcript. The dean or associate dean of the program may approve a substitute course. The substitute course does not replace the grade for the original required course; the original course remains on the transcript.

Exceptions to this policy may be granted by the provost.

This policy does not apply to students in special, non-degree status or to students auditing courses.

# RIGHT TO PRIVACY - FERPA

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) affords eligible students certain rights with respect to their education records. (An “eligible student” under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution.) These rights include:

1. The right to inspect and review the student's education records within 45 days after the day the school receives a request for access. A student should submit a written request to the registrar or other appropriate official, that identifies the records the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

   A student who wishes to ask the school to amend a record should write the school official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed.

   If the school decides not to amend the record as requested, the school will notify the student in writing of the decision and the student's right to a hearing re-garding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without con-sent.

   The school may disclose education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the school in an administrative, supervisory, academic, research, or support staff position (including law en-forcement unit personnel and health staff); a person serving on the governing board; or a student serving on an official committee, such as a disciplinary or grievance com-mittee. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an educa-tion record in order to fulfill his or her professional responsibilities for the school.

   Upon request, the school may disclose education records without a student's prior written consent to offi-cials of another school in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

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

At its discretion, the school may disclose without the student's prior written consent the following directory information: student's name, local and permanent addresses, local and permanent telephone numbers, e-mail address, photograph, date and place of birth, major field of study, class level, enrollment status (e.g., undergraduate or graduate, full-time or part-time), dates of attendance, participation in officially recognized activities, degrees, honors, and awards received, and most recent educational agency or institution attended.

A student may withhold directory information by notifying the office of the registrar in writing no later than the 15th day after the first day of the term in which the student is enrolled. Requests for nondisclosure will be honored by the university until removed by the student.

FERPA permits the disclosure of PII from students' education records, without consent of the student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, §99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student –

- To other school officials, including teachers, within the school whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in 34 CFR §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (34 CFR §99.31(a)(1))
- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of 34 CFR §99.34. (34 CFR §99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal

requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (34 CFR §§99.31(a)(3) and 99.35)

- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (34 CFR §99.31(a)(4))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (34 CFR §99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (34 CFR §99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (34 CFR §99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (34 CFR §99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (34 CFR §99.31(a)(10)) Information the school has designated as "directory information" under §99.37. (34 CFR §99.31(a)(11))
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of §99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (34 CFR §99.31(a)(13))
- To the general public, the final results of a disciplinary proceeding, subject to the requirements of §99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school's rules or policies with respect to the allegation made against him or her. (34 CFR §99.31(a)(14))
- To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. (34 CFR §99.31(a)(15))

# STUDENT CONCERNS

National American University is committed to promptly addressing student concerns. No adverse action will be taken against a student for submitting a concern or complaint.

1. If a student has a concern or complaint, the student should first seek resolution by communicating with a success coach.
2. In the event the matter is not resolved after communicating with a success coach, the student is encouraged to contact the director of academic operations and compliance, who will address the student's concern in an impartial manner.

Ms. Karen Hoffman
Director of Academic Operations and Compliance
National American University
5301 Mount Rushmore Rd.
Rapid City, SD 57701
Phone: (605) 394-4805 | Fax: (605) 721-5241
khoffman@national.edu

3. The director of academic operations and compliance will strive to respond to a student within five (5) business days and will endeavor to resolve the matter in a timely manner. The time to resolution will depend upon the nature of the concern.
4. The director of academic operations and compliance does not possess the authority to render final decisions, but will seek to resolve the matter by facilitating communication among the appropriate persons and departments.
5. In the event a student feels that the university has not adequately addressed the concern or complaint, the student may contact the appropriate state agency listed below.

**Alabama**
Alabama Commission on Higher Education
100 North Union Street
Montgomery, AL 36104-3758
Website: www.ache.state.al.us/
Phone: (334) 242-1998
Fax: (334) 242-0268

**Alaska**
Alaska Commission on Postsecondary Education
P.O. Box 110505
Juneau, AK 99811-0510
Website: acpe.alaska.gov
Phone: (907) 465-2962
Fax: (907) 465-5316
Email: ACPE@alaska.gov

**Arizona**
Arizona State Board for Private Postsecondary Education
1400 W. Washington Street
Phoenix, AZ 85007
Website: http://www.azppse.gov/
Phone: (602) 542-5709
Fax: (602) 542-1253

**Arkansas**
Arkansas Department of Higher Education
423 Main Street, Suite 400
Little Rock, AR 72201
Website: www.adhe.edu
Phone: (501) 371-2000
Email: ADHE_Info@adhe.edu

**California**
Bureau of Private Postsecondary Education
Street Address:
2535 Capitol Oaks Drive, Suite 400
Sacramento, CA 95833
Mailing Address:
P.O. Box 980818
West Sacramento, CA 95798-0818
Website: www.bppe.ca.gov/
Phone: (916) 431-6959; Toll Free: (888) 370-7589
Fax: (916) 263-1897
Email: bppe@dca.ca.gov

**Colorado**
Colorado Department of Higher Education
1560 Broadway, Suite 1600
Denver, CO 80202
Website: highered.colorado.gov/
Phone: (303) 866-2723
Fax: (303) 866-4266

**Connecticut**
Connecticut Board of Regents for Higher Education
39 Woodland Street
Hartford, CT 06105
Website: www.ctohe.org/
Phone: (860) 493-0000

**Delaware**
Delaware Higher Education Office
John G. Townsend Building
401 Federal Street
Dover, DE 19901
Website: www.doe.k12.de.us/
Phone: (302) 735-4000
Fax: (302) 739-4654
Email: dedoe@doe.k12.de.us

**Florida**
Florida Department of Education
325 W. Gaines Street, Room 1544
Tallahassee, FL 32399-0400
Website: www.fldoe.org
Phone: (850) 245-0505
Fax: (850) 245-9667
Email: Susan.Hood@fldoe.org

**Georgia**
Nonpublic Postsecondary Education Commission
2082 East Exchange Place, Suite 220
Tucker, GA 30084-5305
Website: www.gnpec.georgia.gov
Phone: (770) 414-3300
Fax: (770) 414-3309

**Hawaii**
Hawaii State Department of Education
1390 Miller Street
Honolulu, HI 96813
Website: www.hawaiipublicschools.org/
Phone: (808) 586-3230
Fax: (808) 586-3234

**Idaho**
Idaho State Board of Education
Street Address:
650 West State Street, 3rd Floor
Boise, ID 83702
Mailing Address:
P.O. Box 83720
Boise, ID 83720-0037
Website: www.boardofed.idaho.gov/
Phone: (208) 334-2270
Fax: (208) 334-2632
Email: board@osbe.idaho.gov

**Illinois**
Illinois Board of Higher Education
431 East Adams, 2nd Floor
Springfield, IL 62701-1404
Website: www.ibhe.org
Phone: (217) 782-2551
Fax: (217) 782-8548

**Indiana**
Indiana Commission for Higher Education
101 West Ohio Street, Suite 550
Indianapolis, IN 46204-1984
Website: www.in.gov/che/
Phone: (317) 464-4400
Email: complaints@che.in.gov

**Iowa**
Iowa College Student Aid Commission
430 East Grand Avenue, FL 3
Des Moines, IA 50309-1920
Website: www.iowacollegeaid.gov
Phone: (515) 725-3400
Fax: (515) 725-3401

**Kansas**
Board of Regents
1000 SW Jackson Street, Suite 520
Topeka, KS 66612-1368
Website: www.kansasregents.org/
Phone: (785) 430-4240

**Kentucky**
Kentucky Council on Postsecondary Education
1024 Capital Center Drive, Suite 320
Frankfort, KY 40601
Website: cpe.ky.gov/
Phone: (502) 573-1555
Fax: (502) 573-1535

**Louisiana**
Louisiana Board of Regents
Street Address:
1201 N. Third Street, Suite 6-200
Baton Rouge, LA 70802
Mailing Address:
P.O. Box 3677
Baton Rouge, LA 70821-3677
Website: http://regents.louisiana.gov/
Phone: (225) 342-7084
Fax: (225) 342-9318 or 6926

**Maine**
Maine Department of Education
23 State House Station
Augusta, ME 04333-0023
Website: www.maine.gov/doe/
Phone: (207) 624-6600
Fax: (207) 624-6700

**Maryland**
Maryland Attorney General
Consumer Protection Division
200 St. Paul St.
Baltimore, MD 21202
Phone: (410) 528-8662; Toll Free (888) 743-0823

**Massachusetts**
Massachusetts Department of Higher Education
One Ashburton Place, Room 1401
Boston, MA 02108
Website: www.mass.edu
Phone: (617) 994-6950
Fax: (617) 727-0955 or (617) 727-6656

**Michigan**
Michigan Department of Licensing and Regulatory Affairs
Bureau of Commercial Services, Licensing Division, Private Postsecondary Schools
P.O. Box 30018
Lansing, MI 48909
Website: www.michigan.gov
Phone: (517) 241-9288
Fax: (517) 373-2162

**Minnesota**
Minnesota Office of Higher Education
Office of Higher Education
1450 Energy Park Drive, Suite 350
St. Paul, MN 55108-5227
Website: www.ohe.state.mn.us/
Phone: (651) 642-0567; Toll Free (800) 657-3866
Fax: (651) 642-0675

**Mississippi**
Mississippi Commission on College Accreditation
3825 Ridgewood Road
Jackson, MS 39211-6453
Website: www.mississippi.edu
Phone: (601) 432-6647

**Missouri**
Missouri Department of Higher Education
205 Jefferson Street
P.O. Box 1469
Jefferson City, MO 65102-1469
Website: www.dhe.mo.gov/
Phone: toll free: (573) 751-2361; Toll Free (800) 473-6757
Fax: (573) 751-6635

**Montana**
Montana University System, Montana Board of Regents
Office of the Commissioner of Higher Education
2500 Broadway Street, P.O. Box 203201
Helena, MT 59620-3201
Website: http://mus.edu/board/default.asp
Phone: (406) 444-6570
Fax: (406) 444-1469

**Nebraska**
Coordinating Commission for Postsecondary Education
Street Address:
140 N. 8th Street, Suite 300
Lincoln, NE 68508
Mailing Address:
P.O. Box 95005
Lincoln, NE 68509-5005
Website: www.ccpe.nebraska.gov
Phone: (402) 471-2847
Fax: (402) 471-2886

**Nevada**
Nevada Commission on Postsecondary Education
8778 South Maryland Parkway, Suite 115
Las Vegas, NV 89123
Website: www.cpe.state.nv.us/index.htm
Phone: (702) 486-7330
Fax: (702) 486-7340

**New Hampshire**
New Hampshire Department of Education
101 Pleasant Street
Concord, NH 03301-3494
Website: www.education.nh.gov
Phone: (603) 271-3494
Fax: (603) 271-1953
Email: lori.temple@doe.nh.gov

**New Jersey**
New Jersey Secretary of Higher Education
20 West State Street, 4th floor
P.O. Box 542
Trenton, NJ 08625-0542
Website: www.state.nj.us
Phone: (609) 292-4310
Fax: (609) 292-7225

**New Mexico**
New Mexico Higher Education Department
Private Post-Secondary Schools Division
2044 Galisteo Street
Santa Fe, NM 87505-2100
Website: www.hed.state.nm.us/
Phone: (505) 476-8400
Fax: (505) 476-8453

**New York**
Office of College and University Evaluation
New York State Education Department
89 Washington Avenue
Albany, NY 12234
Website: www.highered.nysed.gov
Phone: (518) 474-2593
Fax: (518) 486-2779
Email: ocueinfo@mail.nysed.gov

**North Carolina**
North Carolina Community College System
20 West Jones Street
Raleigh, NC 27603
Website: www.nccommunitycolleges.edu/
Phone: (919) 807-7146
Fax: (919) 807-7164

**North Dakota**
North Dakota State Board for Career and Technical Education
State Capitol 15th Floor
600 East Boulevard Avenue, Dept. 270
Bismarck, ND 58505-0610
Website: www.nd.gov/
Phone: (701) 328-3180
Fax: (701) 328-1255
Email: cte@nd.gov

**Ohio**
Ohio State Board of Career Colleges and Schools
30 East Broad Street, Suite 2481
Columbus, OH 43215
Website: scr.ohio.gov/
Phone: (614) 466-2752
Fax: (614) 466-2219
Email: bpsr@scr.state.oh.us

**Oklahoma**
Oklahoma State Regents for Higher Education
655 Research Parkway, Suite 200
Oklahoma City, OK 73104
Website: www.okhighered.org/
Phone: (405) 225-9100
Email: communicationsdepartment@osrhe.edu
Oklahoma Board of Private Vocations Schools
3700 N.W. Classen Boulevard, Suite 250
Oklahoma City, OK 73118
Website: http://obpvs.ok.gov/
Phone: (405) 528-3370

**Oregon**
Oregon Department of Education
255 Capitol Street NE
Salem, OR 97310-0203
Website: www.ode.state.or.us/
Phone: (503) 947-5600
Fax: (503) 378-5156
Oregon Office of Student Access and Completion (OSAC)
1500 Valley River Drive, Suite 100
Eugene, OR 97401
Website: www.oregonstudentaid.gov
Phone: (541) 687-7478
Fax: (541) 687-7414

**Pennsylvania**
Department of Education, Division of Program Services
333 Market Street
Harrisburg, PA 17126
Website: www.portal.state.pa.us
Phone: (717) 783-6137
Fax: (717) 783-6139

**Puerto Rico**
Puerto Rico Council on Higher Education
P.O. Box 19900
San Juan, Puerto Rico 00910-1900
Website: www.ce.pr.gov
Phone: (787) 641-7100
Fax: (787) 641-2573

**Rhode Island**
Rhode Island Board of Governors for Higher Education
Shepard Building, 80 Washington Street
Providence, RI 02903
Website: www.ribghe.org
Phone: (401) 456-6000

Fax: (401) 456-6028

**South Carolina**
South Carolina Commission on Higher Education
1122 Lady Street, Suite 300
Columbia, SC 29201
Website: www.che.sc.gov/
Phone: (803) 737-2260
Fax: (803) 737-2297

**South Dakota**
South Dakota Board of Regents
306 East Capitol Avenue
Pierre, SD 57501
Website: www.sdbor.edu/
Phone: (605) 773-3455
Fax: (605) 773-5320
Email: info@sdbor.edu

**Tennessee**
Tennessee Higher Education Commission
Division of Postsecondary School Authorization
404 James Robertson Parkway, Suite 1900
Nashville, TN 37243
Website: www.tn.gov/
Phone: (615) 741-3605
Fax: (615) 532-8845

**Texas**
Texas Higher Education Coordinating Board
Street Address:
1200 E. Anderson Lane
Austin, TX 78752
Mailing Address:
P.O. Box 12788
Austin, TX 78711-2788
Website: http://www.thecb.state.tx.us/index.cfm?objectid=989FE9A0-2213-11E8-BC500050560100A9
Phone: (512) 427-6101
Email: StudentComplaints@thecb.state.tx.us
Texas Administrative Code: 19 Tex. Admin. Code §§ 1.110 – 1.120
http://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=5&ti=19&pt=1&ch=1&sch=E&rl=Y

**Utah**
Utah Division of Consumer Protection
160 East 300 South
Salt Lake City, UT 84111
Website: www.consumerprotection.utah.gov/
Phone: (801) 530-6601; Toll Free (800) 721-7233
Fax: (801) 530-6001
Email: consumerprotection@utah.gov

**Vermont**
Vermont Agency of Education
219 North Main Street, Suite 402
Barre, VT 05641
Website: education.vermont.gov/
Phone: (802) 479-1030
Email: AOE.EdInfo@state.vt.us

**Virginia**
State Council of Higher Education for Virginia
101 N. 14th Street, 10th Floor, James Monroe Bldg.
Richmond, VA 23219
Website: www.schev.edu/
Phone: (804) 225-2600
Fax: (804) 225-2604
Email: communications@schev.edu

**Washington**
Washington Higher Education Coordinating Board
917 Lakeridge Way SW
Olympia, WA 98502
Website: www.wsac.wa.gov
Phone: (360) 753-7800
Email: info@wsac.wa.gov

**Washington DC**
Washington DC - Education Licensure Commission
810 1st Street NE, 9th Floor
Washington, DC 20002
Website: osse.dc.gov/
Phone: (202) 727-6436
Email: osse@dc.gov

**West Virginia**
West Virginia Higher Education Policy Commission
1018 Kanawha Boulevard East, Suite 700
Charleston, WV 25301-2800
Website: wvhepc.com
Phone: (304) 558-4016
Fax: (304) 558-5719

**Wisconsin**
Wisconsin Educational Approval Board
201 W. Washington Avenue, 3rd Floor
Madison, WI 53708-8696
Website: eab.state.wi.us/
Phone: (608) 266-1996
Fax: (608) 264-8477
Email: eabmail@eab.wisconsin.gov

**Wyoming**
Wyoming Department of Education
Cheyenne Office:
2300 Capitol Avenue
Hathaway Building, 2nd Floor
Cheyenne, WY 82002-0050
Phone: (307) 777-7690
Fax: (307) 777-6234
Riverton Office:
320 West Main
Riverton, WY 82501
Phone: (307) 857-9250

Fax: (307) 857-9256
Website: edu.wyoming.gov/

**Accrediting Agency**

In the event a student wishes to bring a complaint to the attention of the Higher Learning Commission, the student may contact the Commission at the address listed below.
Higher Learning Commission
230 South LaSalle Street, Suite 7-500
Chicago, IL 60604
(800) 621-7440
Website: www.hlcommission.org

# TIME COMMITMENT AND EXPECTATIONS

Graduate school requires a high level of commitment and motivation from both faculty and students. Students must be committed to:

- Reading the course materials,
- Participating in face-to-face classes and/or online class sessions,
- Participating with class members and the instructor in discussions,
- Completing quizzes, exams, case studies and other written assignments,
- Purchasing textbooks or course materials that are required for the course,
- Treat NAU employees with respect,
- Be proficient in the use of computers and of application software, and
- Have reliable and consistent access to the internet for the duration of their degree program.

This commitment equates to approximately 20-25 hours per week for a full-time (nine credits) master's student.

# STUDENT SERVICES AND LEARNER SERVICES

The student services program at NAU contributes to the career development goals of the university's students. Student services are provided through personnel, programs, and procedures offered to stimulate student development and personal and social growth. Other aspects of student services attempt to reduce or regulate conditions that might conflict with educational objectives shared by students and the university.

Unique to the Henley-Putnam School of Strategic Security is the *Journal of Strategic Security*, H-PSSS-sponsored webinars, and professional mentoring. Students may get involved in groups and societies related to their studies: Order of the Sword Honor Society, and the Henley-Putnam School of Strategic Security Chapter of Student Veterans Association (SVA).

## ACADEMIC ADVISING SERVICES

All graduate students have access to advisors to assist them with questions concerning course scheduling, degree completion and other academic issues.

**MBA, EMBA, MM, and MS**

Graduate advisors can be reached through email at graduniversityservices@national.edu.

**MSN**

Nursing program learner services advisor, Tanya Farrar, can be reached at (605) 721-5304 or tfarrar@national.edu.

## ALUMNI

Graduates of NAU are members of the National American University Alumni Network. The university maintains communication with graduates by way of *National News*, a quarterly print newsletter; through social media; and through NAU Connect (nauconnect.com), a free online networking platform that connects alumni with one another and with the university. Individual colleges and schools within NAU may also have specific web pages and other means to remain in contact with alumni.

The NAU Alumni office also seeks regular input from graduates, obtained from biennial surveys, which helps the university evaluate its programs and personnel, as well as other periodic program, initiative and needs assessment surveys.

Other free NAU alumni benefits have included *NAU Match!*, an alumni mentoring program; an alumni webinar series, for and by alumni; career services support; and tuition free courses (alumni, to stay current in their fields may audit courses previously taken and passed at NAU).

NAU annually recognizes distinguished alumni service in terms of community involvement and/or professional accomplishment. NAU alumni are encouraged to assist fellow alumni who are seeking employment and career advancement by sharing information regarding employment opportunities with NAU's success coaches, the alumni office, or through NAU Connect. Job search assistance is available at no added charge to alumni through NAU success coaches.

Referral of prospective students to the university by alumni is also welcomed. Alumni may activate involvement, and begin to receive the *National News* quarterly newsletter, on the NAU website at www.national.edu/Alumni and join NAU Connect for free at nauconnect.com. Alumni can also share updated contact information, ask questions or share successes directly with the alumni office at alumni@national.edu. Please keep the alumni office informed of name, employment, and directory data changes through the university website and alumni link.

## BOOKSTORE

Students may order their textbooks from the university's online bookstore. The bookstore is accessible online at https://www.nationalamericanbookstore.com/.

## CAREER CENTER AND SERVICES

Career development is central to the mission and the overall purposes of the university, and the career services staff assists students and graduates in this important endeavor. Faculty, staff members, alumni, and others also contribute to this effort.

Success coaches assist students and graduates with employment or enhanced employment. Interaction with employers and alumni, participation in the career management class, career fair sponsorships, assistance with preparation of resumes and other written materials, recruitment by employers, part-time employment, internships, and Internet utilization are some of the means used by NAU to facilitate employment and career development of students and graduates.

The Career Center is online and is accessible 24/7 to all students, alumni, and faculty. It provides detailed support for students on career exploration, enrichment, development, and decisions. NAU students and alumni are informed and empowered by the ability to link to the

world's job market through the NAU career services web site: careerservices.national.edu.

# CLUBS AND ORGANIZATIONS

The Henley-Putnam School of Strategic Security encourages students to actively engage in co-curricular clubs and organizations that promote success in obtaining a college degree.

## Student Veterans Association

The mission of the H-PSSS chapter of the Student Veterans Association is to provide a safe environment for the many different student veterans' organizations to meet virtually and address the challenges of military service and transition from military service and an active engagement in the college experience. By promoting camaraderie and connecting members to resources, this organization helps all H-PSSS veterans complete their educational goals and college degrees.

## Order of the Sword and Shield (OSS)

The Order of the Sword and Shield is an academic and professional honor society solely for homeland security, intelligence, emergency management, and all protective security disciplines: "The mission of OSS shall be to promote critical thinking, high scholarship and professional development; to further enhance the ethical standards of the protective security professions; and to cultivate a high order of personal living."

In this age when the complexities of a rapidly changing security environment demand a requisite advancement in analytic, communication, and strategic leadership skills, organizations like the OSS are critical. The Order offers the opportunity to connect with fellow honor students and experienced Senior Leadership who not only understand these skills but have demonstrated them. Developing networks, fostering a current understanding of the job market, and having opportunities to show one's own expertise (visibility) are a few of the benefits of membership. H-PSSS is committed to fostering student participation in the OSS and welcomes student involvement.

# FINANCIAL AID

Financial aid and student participation in federal, state, local and private assistance programs are very important aspects of NAU's effort to assist students in funding their education. Almost every NAU student uses some form of assistance in meeting the financial requirements of higher education. The university's financial aid staff is skilled and up-to-date in understanding and providing assistance to students who wish to apply for various scholarships and low-interest loan programs.

# NAU FOUNDATION SCHOLARSHIP OPPORTUNITIES

The nonprofit NAU Foundation recognizes and rewards academic achievement through an annual NAU Foundation Academic Excellence Award Scholarship. To be eligible to apply for an Academic Excellence Award Scholarship, the student must have attended half-time (six or more undergraduate credit hours; 4.5 or more master's or DSS credit hours, and three or more trimester credit hours in the EdD) at NAU fall and winter terms, or fall and spring terms in the EdD, of the last calendar year and continue on a half-time basis for the award period. The minimum cumulative GPA requirement for consideration is 3.66.

Applications are available at the foundation's website at naufoundation.org/scholarships and from student advisors. Letters of reference and a brief autobiography must be included with the application.

Academic Excellence Award Scholarship recipients are selected on the basis of the following:

1. Academic achievement at NAU;
2. Participation in institutional activities or community involvement or service while an NAU student;
3. Financial need.

The NAU Foundation also periodically offers targeted scholarship opportunities for NAU students as resources allow. Current and upcoming scholarship opportunities are posted at naufoundation.org/scholarships. Other scholarship opportunities may also be available; please see http://www.national.edu/admissions-financial/financial-aid/scholarship-opportunities, and https://www.naufoundation.org/scholarships.

# ONE STOP

One Stop (https://onestop.national.edu/) provides access to nearly all of a student's resources. It is also the first step in finding answers to questions, or resolutions to issues.

# ONLINE LIBRARY

Library resources are chosen to assist all in achieving success in their academic programs and careers with a collection of current and timely information in a variety of formats. The online library includes the NAU catalog, e-books, tutorials, and myriad electronic searchable databases including those provided by: ProQuest, EBSCO, Credo, LearningExpress, Ebrary, Elsevier, OVID, LexisNexis, NBClearn, and WorldCat. Any resources not available at the university can be ordered through

interlibrary loan. A graduate support librarian is available to support graduate student's needs. In addition, Ask-a-librarian email reference service is available seven days per week to support student library needs.

# ORIENTATION

The orientation course, as well as the university's student success courses provides students with development and training in achieving online academic success. The orientation course is a valuable resource for all students to encourage them to communicate with one another, as well as their faculty and deans, and to increase academic success. Orientation includes information about the following: goals, learning outcomes, and strategies for student success, management, and academic writing refresher. The university's writing, math, and other support centers provide additional resources.

# TECHNICAL SUPPORT

Technical support is available for students taking online courses. Students experiencing technical problems may access NAU's One Stop website (OneStop@national.edu) 24/7 for aid with a variety of issues and information of interest. They are also encouraged to contact UServices at (800) 548-0602 or email uservices@national.edu for technical assistance seven-days per week when classes are in session.

# TUTORING SERVICES

The tutoring service that is available to students of the graduate school can be located through the student portal and accessing Smarthinking.

# TITLE IX: SEX DISCRIMINATION AND SEXUAL MISCONDUCT

**Sexual Assault Reporting**

If a student has been sexually assaulted, the student should immediately call 911 or local law enforcement. In addition, the student should promptly report the incident to the Title IX coordinator.

**Sexual Harassment and Discrimination Reporting**

Students who have experienced sexual harassment or discrimination should immediately contact the Title IX coordinator in accordance with the university's Sexual Misconduct and Harassment and Non-discrimination Policies.

Karen Hoffman
Title IX Coordinator, and Director of Academic Operations and Compliance
5301 Mount Rushmore Rd.
Rapid City, SD 57701
605-394-4805 (Office)
khoffman@national.edu

National American University's Sexual Misconduct Policy
http://www.national.edu/about-nau/information-disclosures/sexual-complaint-reporting

**External Resources**

## Sexual Assault Hotlines

National Sexual Assault Hotline
https://www.rainn.org/get-help/national-sexual-assault-hotline

Department of Defense Safe Helpline (Military Students)
https://www.safehelpline.org/

## Local Resources*

http://www.justice.gov/ovw/local-resources

*Additional resources may be available in the local community. Please contact the Title IX coordinator for additional resources.

## External Complaint Filing

Office of Civil Rights
https://www.notalone.gov/students/#how-do-i-file-a-complaint-about-my-school-and-then-what-happens

# USERVICES

For additional information not found at One Stop, the Uservices team is available via phone (1-800-548-0602) or email (uservices@national.edu) to assist.

# ACADEMICS

## ASSESSMENT PHILOSOPHY

National American University provides quality career and professional undergraduate and graduate programs and continuing education to students from diverse backgrounds; interests and abilities (please refer to the NAU mission statement). In order to achieve its mission, the university community recognizes the importance of:

- Developing strategic and operational plans that are consistent with the stated mission, which promote quality academic and institutional support services and encourage excellent teaching and effective learning;
- Designing new academic programs and support services after appropriate research and planning have been completed so that quality is "built in" to any design;
- Identifying important indicators for academic programs and student services which can be used to measure student learning outcomes and the quality of services provided within and across university departments;
- Measuring these important indicators in a systematic and continuous manner with peer group analysis of resultant data to determine whether areas for improvement in undergraduate and graduate student learning or related services are present;
- Implementing recommended actions, when indicated, and continuing to measure these areas until improvement can be documented; and
- Incorporating the findings from this improvement process into future strategic, budget and operational plans.

Consistent with this philosophy, every student at NAU shall participate in periodic assessment evaluations as a requirement for graduation in order for the university to measure and improve student learning outcomes and student services. A variety of academic and institutional assessment methods are used and may include examinations, competency checklists, portfolio assignments, survey participation, or other means of assessment.

## ATTENDANCE AND PARTICIPATION POLICY

Students are expected to attend all class sessions. If a student misses 14 consecutive calendar days of classes without contacting the instructor or graduate advisor, he/she may be administratively dropped from the course. Faculty may implement grade adjustments based on the university's attendance policy. Each faculty member's requirements for make-up work, if applicable, are stated in the course syllabus.

Attendance is taken each week in all classes. Students enrolled in online courses are counted as present if they actively participate weekly within the course in the university's learning management system. Active participation requires students to submit an assignment into the dropbox or to submit a post that is substantive in nature on the discussion board. Student's participation in the online classroom before the official start of the term will not count towards attendance.

Students who have attended past the first 60 percent of the scheduled term, as published in the academic calendar, will not be dropped for non-attendance and may not request to withdraw.

This policy also applies to veterans and military students.

## CANCELLATION OF CLASSES

The university reserves the right to cancel any scheduled class for which there is insufficient enrollment.

## CERTIFICATE OF AUTHORSHIP

Part of the core values expected for the behavior of the master’s students is their authentic authorship of written assignments. A certificate of authorship must be submitted at the beginning of each course.

## CHANGE OF GRADES

Grades submitted by faculty at the end of each quarter are not subject to revision on the basis of additional work or completion of new assessments. If a student questions a final grade, the student should first discuss the grade with the instructor. If the student still feels the grade is not appropriate, the student may request a hearing before the grade review committee. The grade grievance form to request a hearing must be submitted to the graduate office prior to the end of the quarter following the quarter in which the grade was issued.

## CHANGE OF PERSONAL DATA

Any change of name, address, email address or telephone number must be reported to the student’s instructor and the

success coach as soon as the change occurs. The success coach will provide students with appropriate next steps.

# COMMENCEMENT

Commencement is a ceremonious occasion to celebrate educational accomplishments. Graduates are encouraged to attend the annual commencement exercises.

# DUAL DEGREES

H-PSSS offers dual degrees at the master's and bachelor's levels in Intelligence Management, Strategic Security and Protection Management, and Terrorism and Counterterrorism Studies. A dual degree demonstrates proficiency in more than one area of expertise within the field of strategic security, which may enhance academic experience and indicate versatility within the field.

Completion of a dual degree is indicated by the presentation of a second diploma. The dual degree will also appear on the student's transcript.

**Dual Major and Minor Combinations**

H-PSSS does not offer the option of combining for dual majors or minors.

**Dual Degree: Bachelor of Science**

A dual degree at the bachelor's level involves the successful completion of the following once the first degree has been conferred:

- Forty-five (45) quarter units or ten (10) required courses from the degree program in which the student wishes to earn a dual degree.

**Dual Degree: Master of Science**

A dual degree at the master's level involves the successful completion of both of the following once the first degree has been conferred:

- Applied Capstone Project that proves mastery of the program learning outcomes in the additional degree area; and
- Seven (7) additional courses: four (4) additional courses made up of the non-duplicated required courses in the second major; and three (3) from an additional non-duplicated elective courses within the second major.

# EDUCATIONAL PHILOSOPHY

NAU stresses academic excellence. Its programs emphasize the importance of thinking rationally, communicating effectively, acting purposefully, and dealing effectively with others and with the environment. The curriculum is designed to enable students to acquire a breadth as well as a depth of knowledge.

NAU faculty members are committed to excellence in the classroom and to the challenge of nurturing the intellectual growth of students. Additionally, because of NAU's commitment to a collegiate environment of caring, concern, and professional service, students at NAU have the opportunity to establish close personal and professional relationships with their professors, graduate advisors, admissions advisors, and financial service representatives.

# ENROLLMENT STATUS

Students enrolled in the master's programs will use the following definitions:

**Full-time Student**

A master's student who is enrolled in nine or more master's-level quarter hours of credit in a given quarter will be considered a full-time student.

**Part-time Student**

A master's student who is enrolled in less than nine master's-level quarter hours of credit in a given quarter will be considered a part-time student.

**Special (Non-degree Seeking) Status Students**

Special status students at NAU are those students who wish to take NAU courses, but who are not seeking a master's degree from the university. No more than 18 quarter credit-hours may be taken through the "special" status. Students wishing to take more than the 18-quarter credit-hour limit must enroll in the master's program, including entry testing and placement as applicable, and must complete all required courses and their prerequisites per university policy before enrolling in additional classes.

Special students generally are not eligible for federal financial aid, however, alternative loan programs may be available. Contact the NAU financial aid office for more information at DLGradFinancialAid@national.edu.

Prospective special status students must indicate that they are non-degree seeking on the application and must meet the educational requirements specified. Some courses are available only to degree-seeking students. The dean of the graduate school or the provost may approve exceptions.

## Auditing

Individuals who wish to attend the class sessions of a university course but do not wish to receive credit or a letter grade must request auditing privileges from their success coach.

Eligible individuals may audit one or more courses on a space-available basis, at no additional cost. Independent study courses, some specialized courses, and lab courses are not available for auditing. Once an individual has

elected to take the course as an audit, he/she may not change his/her mind and take the course for a grade.

The following individuals are eligible to request auditing privileges:

- Students participating in an academic program.
- Current employees of National American University.
- Graduates of National American University may audit a course in an academic program they have completed.
- Graduates of institutions that have an approved arrangement with National American University.

## EXPECTATION OF MASTER'S STUDENTS

Graduate studies require a high level of commitment and motivation from both faculty and students. To successfully complete a master's program, students are expected to hone leadership and team development skills, and adhere to the following expectations:

- Attend and actively participate in the course
- Meet electronically and engage in threaded online discussions
- Be an active participant on the discussion board according to the guidelines in the "Expectations" document found in all master's level classes
- Post and submit assignments that are original, substantive, follow the directions, and use proper grammar and APA conventions
- View each LP seminar and complete the related assessments
- Spend approximately 15 hours preparing and completing each learning plan
- Submit assignments on or before the designated dates and times
- Submit documents that are the original work of that student
- Participate in the Socratic Method of education by clarifying, debating, and questioning arguments, viewpoints, and underlying assumptions
- Participate in teamwork and group leadership activities
- Act in a professional manner in all interactions with faculty, staff, fellow students, and as a representative of NAU.

## GRADE APPEAL POLICY

In order to protect students' rights and maintain academic integrity, the following policy and procedure should govern grade appeals:

Grade appeals may be filed in circumstances where a student believes there is a grade entry error or mathematical error or in instances where the student believes that a grade was awarded in an arbitrary or capricious manner. Arbitrary and capricious includes but is not limited to:

- Instances in which the grade was awarded using criteria not outlined in the course syllabus or policies established for the class.
- Instances in which the grade was awarded for purposes other than academic merit, such as under favoritism, discrimination, or in instances where policies outlined in the syllabus or classroom have not been followed.

Grades submitted by faculty at the end of each quarter are not subject to revision on the basis of additional work or a new examination. Grade disputes may not be filed for sanctions imposed under the academic integrity or student conduct policy.

## GRADING STANDARDS - MASTER'S

Grade points are earned as follows for each credit hour:
A - 4 grade points - Excellent or Superior
B - 3 grade points - Good
C - 2 grade points - Satisfactory

Grade designations for which grade points are not earned include:

F **Failure** . The subject may be repeated, and in the case of non-elective courses, it will be necessary to do so in order to complete a program.

I **Incomplete** . The student did not complete all requirements of the course at the time of grading.

W **Withdrawal** . The student voluntarily withdrew from the course or was dropped from the course before completing 60 percent of the academic term. This grade has no bearing on the grade point average but may affect eligibility for financial aid.

Grade point average is determined by dividing total grade points earned by total hours attempted. GPA may be figured for each quarter (quarterly GPA), for all hours attempted at the university (cumulative GPA), or for courses in a major (major GPA). Credits and grade points earned at other universities or colleges are not included in GPA calculations at NAU.

Students will be informed of their progress in each course on a regular basis by grades given on tests, papers, and other assignments.

## GRADUATION REQUIREMENTS - H-PSSS'S MSIM, MSSSPM, AND MSTCT

A minimum of 54 quarter units (12 courses) in university courses. Completion of all work products and assignments. A minimum CGPA 3.0/4.0 scale completed from the university. Payment of all financial obligations to the school. The student has to complete an e-Portfolio Applied Capstone Project in order to graduate from the program. The e-Portfolio offers a practical solution to demonstrating mastery of strategic security management challenges, policy problem, or applied academic research questions of contemporary importance and relevance to the work or career goals of the student.

## GRADUATION REQUIREMENTS - MBA, MM, MSGSCM, AND MSHRM

The graduate degree is granted from NAU upon recommendation of the president and graduate faculty upon completion of all academic requirements for the degree. The requirements for obtaining a master's degree are as follows:

- A student must successfully complete a specified number of courses or credits at NAU to be eligible to graduate. Non-traditional or prior learning credit does not apply toward the number required.
    - A minimum of 13.5 quarter-credits must be taken at NAU unless otherwise specified by the degree or articulation. (Non-traditional or prior learning credit does not apply to this requirement).
- Successful completion of at least 45 quarter-credits composed of seven core courses and a minimum of three elective courses. If the student selects the thesis option, he/she must complete both thesis courses for nine credits.
- Successful completion of the capstone course with a grade of "A" or "B", and
- A minimum grade point average of 3.0 in the core and elective courses, and
- A grade of "C" or below in no more than two core and elective courses. Courses in which a "C" or below is received may be repeated a maximum of two times by the student at his/her discretion. However, no program of study with more than two core and elective courses in which a "C" or below is received as a final grade in a master's-level course will be approved for graduation.
- A graduation application must be completed by the student and sent to the registrar for evaluation of degree completion. After the student has completed the last course and sent in the necessary paperwork, the registrar will process the graduation application. The time frame for this process is four to six weeks. A diploma and final transcript will be mailed to the student providing they have met all academic requirements of the degree and have no financial obligations with NAU. The degree cannot be confirmed until this process has been completed.

## Requirements for Graduation with an MBA and an MM (Dual Degree)

Students who elect to pursue both an MBA and an MM are required to complete all of the degree requirements for each degree (includes prerequisite requirements) and a minimum of 13 total courses regardless of degree requirements. Students should work closely with their graduate advisor early in the program to plan for both degrees.

## GRADUATION REQUIREMENTS - EXECUTIVE MBA

The EMBA graduate degree is granted from NAU upon recommendation of the president and graduate faculty upon completion of all academic requirements for the degree. The requirements for obtaining the EMBA degree are as follows:

- A student must successfully complete a specified number of courses or credits at NAU to be eligible to graduate. A minimum of 25% or 12.37 quarter-credits must be taken at NAU unless otherwise specified by the degree or articulation. Non-traditional or prior learning credit does not apply to this requirement.
- Successful completion of 49.5 quarter-credits composed of eleven core courses.
- A minimum grade point average of 3.0.
- A grade of "C" or below in no more than two courses. Courses in which a "C" or below is received may be repeated a maximum of two times by the student at his/her discretion. However, no more than two courses in which a "C" or below is received as a final grade will be approved for graduation.
- A graduation application must be completed by the student and sent to the registrar for evaluation of degree completion. After the student has completed the last course and sent in the necessary paperwork, the registrar will process the graduation application. The time frame for this process is four to six weeks. A diploma and final transcript will be mailed to the student providing they have met all academic requirements of the degree and have no financial obligations with NAU. The degree cannot be confirmed until this process has been completed.

## GRADUATION REQUIREMENTS - MSN

The MSN degree is granted from NAU upon recommendation of the president and graduate faculty upon completion of all academic requirements for the degree, as follows:

- A student must successfully complete a specified number of courses or credits at NAU to be eligible to graduate.
- Achieve a grade of "B" or better in all nursing courses.

## INCOMPLETE POLICY

A student may request an incomplete grade ("I") if all requirements of the course are not completed at the time grade reports are submitted. Incomplete grades will be granted only if the student has successfully completed 60 percent of the course and has a passing grade at the time of the request. The student must also demonstrate that extenuating circumstances prevented completion of the coursework. Examples of extenuating circumstances include the death of a relative, serious injury or illness of the student, or other special circumstances. Documentation must be provided to verify qualifying extenuating circumstances.

Incomplete grades and arrangements for the completion of course work must be discussed with the instructor prior to the end of the course. If the instructor feels that the student will be eligible for an incomplete grade, the appropriate paperwork will be forwarded to the dean of the graduate school for approval. If granted an incomplete grade, the student will be allowed a four-week extension from the end of the course to complete all missing coursework, without penalty. In circumstances of military deployment or natural disasters, students may qualify for a one-year extension from the end of the course to complete their coursework. Please see the Military Deployment (p. 19) and Natural Disaster Academic Accommodation policies for more information. Financial aid eligibility under the Satisfactory Academic Progress (SAP) policy will not be evaluated for students who receive an incomplete grade until the incomplete grade has been converted to a final grade.

## INDEPENDENT STUDY

Independent study courses are available under extenuating circumstances. The student must consult with the graduate dean to determine if he/she qualifies for an independent study. Independent study courses may not be taken to improve a grade in a previously completed course or to complete a capstone course.

In addition, the student must meet the following eligibility requirements:

- Written approval by the graduate dean or designee.
- Indication of academic ability evidenced by one of the following:
  - Minimum undergraduate GPA of 3.0, or
  - Completion of one or more master's-level courses with a minimum CGPA of 3.0

The independent study course will start on the first day of term and end on the last day of the term. For NAU employees, CTA will not cover tuition for independent study courses.

## MASTER'S TRANSFER COURSES

**MBA, EMBA, MM, MSGSCM, MSHRM, and MSN**

A total of 31.5 quarter-hours of graduate transfer credits, or American Council on Education (ACE) approved military graduate-level credits are permitted to be included in a student’s program of study. The following conditions apply:

1. All such courses must have been completed at an institution recognized or accredited by an appropriate government or third-party agency. Transcripts from other organizations may be reviewed on a case-by-case basis; and
2. All courses must be graduate-level and relevant to the student’s area of study, with the exception of one non-relevant graduate-level general elective; and
3. Courses evaluated for transfer credit must have been taken within ten years of the date the student is accepted. The provost may approve exceptions; and
4. Transferred courses that replace core courses must be academically comparable to the NAU course it is intended to replace; and
5. Any course to be transferred into a program of study must have been completed with at least a "B" grade.

## MSN PROGRESSION STANDARDS

To progress in the MSN program, the following will be achieved:

1. Completed courses as per program schedule.
2. Achieve a grade of "B" or better in all nursing courses.

## REGULAR AND SUBSTANTIVE INTERACTION LEARNER STATEMENT

The learner and the instructor play a crucial role in the outcome of the online and blended learning experience and engage in regular and substantive interactions to advance student learning and to foster persistence and completion

of courses and programs. Students are expected to participate synchronously or asynchronously in regular and substantive interactions with faculty and others as required by the course syllabus.

Online and blended learning environments integrate learner autonomy and interactive opportunities to enrich the learning experience in a caring and supportive manner. Course design and delivery promote a sense of community, contribute to students' learning and professional interests, and provide for effective assessment and documentation of student learning, persistence, and completion.

## Repeating Courses

Any course may be repeated a maximum of two times, regardless of the letter grade earned. A grade of "W" is considered a letter grade for determining the number of times a course has been attempted. When a course is repeated, the higher grade will be used in the computation of the grade point average and the other grade, while remaining on the transcript, will not be computed in the grade point average. *Students who do not successfully complete a course after three attempts will be not be allowed to continue in the program.* The student may appeal for re-submission into the program by contacting the provost and chief academic officer who may make exceptions on a case-by-case basis.

Students should check with their financial aid advisor regarding eligibility for financial aid when repeating courses.

## Student Reentry - Master's

Students who reenter the master's program after more than four consecutive terms will be required to enter the university under the new program requirements if any. For nursing readmission guidelines, please refer to the School of Nursing Student Handbook.

An exception to this requirement may be made if the student has two or fewer courses left in his or her program, the reentry is within two years, and the university still offers the program. If the program is a limited enrollment program, the student will be readmitted on a space available basis. Students who leave the university due to military deployment may request special re-admittance consideration.

If the student was in academic suspension status when he/she left the university, he/she will be required to appeal his/her status to the graduate dean, and his/her reenrollment is conditional upon a successful appeal with the Academic Standards Committee.

If the student was admitted on a probationary basis, the student's academic progress will be evaluated to determine acceptance into the graduate school upon reentry.

## Student Course Load Policy

In order to complete the master's program in five quarters, the student course load would consist of nine credit-hours per quarter. A minimum of nine credits per quarter is required to be considered as a full-time student. Students receiving federal financial aid should check with their financial aid advisor to determine if they meet the federal requirements for full-time status. Registration for course loads exceeding 13.5 quarter-credits requires a minimum cumulative grade point average (GPA) and approval as follows:

| Credit Hours | Min. Cumulative GPA | Signature(s) |
|---|---|---|
| over 13.5 | 3.0 | associate dean |

## Substitution of Instructors

National American University reserves the right to substitute the instructor of a class without notice.

## Thesis Policy

**Thesis Policy**

The thesis is an essential component of master's-level coursework and an opportunity for students to examine a management topic, become subject matter experts, and contribute to that body of knowledge, see the note* below. It is only available to students in a general program (no emphasis).

**Identify Thesis Topic and Committee**

Begin by working with a graduate advisor to notify the dean and select a faculty member to be a thesis advisor.

*THESIS OPTION

Students who select the thesis option must complete the following courses: MT6100 Research Methods; MT6805 Thesis I; and MT6810 Thesis II

## Time Limitations

For academic purposes, a student is expected to complete a master's degree within seven years of beginning master's study at NAU, with the exception of the MSN program in which the expected length of study is five years. The student should contact financial aid to discuss financial aid restrictions regarding time limitations.

# TRANSFERABILITY OF CREDIT DISCLOSURE

Credits earned at NAU may not transfer to another educational institution. Credits earned at another educational institution may not be accepted by NAU. The student should obtain confirmation that NAU will accept any credits earned at another educational institution before the student executes an enrollment contract or agreement. The student should also contact any educational institutions that they may want to transfer credits earned at NAU to determine if such institutions will accept credits earned at NAU prior to executing an enrollment contract or agreement. The ability to transfer credits from NAU to another educational institution may be very limited. The student's credits may not transfer, and the student may have to repeat courses previously taken at NAU if the student enrolls in another educational institution. The student should never assume that credits will transfer to or from any educational institution. It is highly recommended, and the student is advised to make certain that they know the transfer of credit policy of NAU and of any other educational institutions they may in the future want to transfer the credits earned at NAU before executing an enrollment contract or agreement.

# UNDERGRADUATE/MASTER'S DUAL CREDIT COURSES

The dual credit courses at NAU offer NAU undergraduate students the opportunity to earn credit to be applied toward their bachelor's and master's degree simultaneously. The dual credit courses are offered on the undergraduate schedule, at the undergraduate tuition rate, and are taught by master's faculty. Because the courses are taught on the undergraduate schedule, the students in the dual credit courses are undergraduate. Students are limited to one dual credit course per term. The grade received in the dual credit course will be included on both the undergraduate and master's unofficial and official transcripts.

This accelerated track maintains the integrity, scope, and objectives of the MS program by retaining its original requirements and incorporating those of the BS program, with which it aligns.

## Program Admission Requirements

In order for NAU undergraduate students to be eligible, they must have the following at the time the dual credit course application is submitted:

- Complete the equivalent of 120 quarter credits or more
- Have a cumulative GPA of 2.75 or higher

In order for the online RN to BSN students to be eligible, they must have the following:

- Associate degree or diploma in nursing with 2.5 CGPA or above
- Current active unencumbered RN license

In order for the dual credit to be used toward an NAU master's program:

- The student needs to receive a C or higher. (Please note: To graduate with a master's degree at NAU, students can have no more than two C's in their master's level coursework.)

In order for the dual credit to be used toward the MSN program:

- The student needs to receive a B or higher
- The MSN must be completed within five years of dual credit course completion
- The student is limited to 13.5 hours of dual credit

In order for the dual credit to be used toward the H-PSSS programs:

- Students must be currently enrolled in a BS program
- Earned 120 quarter unit credits toward their bachelor's degree
- Earned a cumulative GPA of 3.25 or higher

For more information about dual credit courses, please call a graduate advisor at (877) 398-0118 or email graduniversityservices@national.edu.

# TUITION AND FEES

*NOTE: All tuition and fees are subject to change by notification from the university. Please contact the financial services office for current tuition and fees at DLGradfinancialaid@national.edu.*

**Master's Tuition**

Tuition and fees are due on the first day of each quarter unless advance arrangements are made. A commitment for tuition and fees is made for three academic quarters, subject to the current refund policy. Students may qualify for short-term financial assistance to complete their registration.

Debts that are not paid in full within 30 days after the student's last date of attendance are considered late and will be subject to late charges of 18 percent per year (1.5 percent per month) on the unpaid balance. They are also subject to the statutory provisions for default in the state where the student attended inclusive of reasonable collection cost and attorney fees. The university also reserves the right to report all unpaid balances to the credit bureau.

## FEES

| | |
|---|---|
| Application Fee: (applies up to one year from the original scheduled start date)* | $45.00 |
| Foundation Course Prior Learning Portfolio evaluation fee (per class, due at time of portfolio submittal)** | $50.00 |
| Matriculation Fee (paid once) | $75.00 |
| Professional Liability Fee: (for Nursing Capstone class) | $25.00 |

Tuition does not include the cost of books and supplies.

**The application fee will be refunded if the applicant withdraws within three days of making payment, provided the student has not entered classes. (Exceptions: Five days in the state of Minnesota regardless of whether the course of instruction has started. Three days in the state of Missouri, excluding Saturday, Sunday and holidays, regardless of whether the student has entered classes.)*

***Fee does not apply to the Executive MBA.*

## REFUND DISTRIBUTION POLICY

When a student withdraws, any Return of Title IV funds will be distributed to the Unsubsidized Direct Stafford Loan as appropriate.

# FINANCIAL AID PROGRAMS

National American University recognizes that many worthy students would be unable to pursue their educational goals without financial assistance. NAU provides financial aid in the form of scholarships, and low-interest loan programs through federal, state and local sources to its graduate students. Students interested in applying for financial aid through the following programs are encouraged to contact the university financial services office (NAUFinancialServices@national.edu).

## SCHOLARSHIPS

The following sites are free scholarship searches:

- www.fastweb.com
- www.scholarships.com
- www.bigfuture.collegeboard.org/pay-for-college
- www.scholarshipexperts.com
- https://studentaid.ed.gov/sa/types/grants-scholarships/finding-scholarships
- http://careerinfonet.org/scholarshipsearch/ScholarshipCategory.asp?searchtype=category&nodeid=22
- https://www.scholarships.com/scholarship-search.aspx
- https://www.unigo.com/scholarships#/fromscholarshipexperts
- www.nursingscholarship.us

Additional scholarship information, and how to apply for scholarships, can be found under the Research tab of the NAU Writing Center and at http://www.national.edu/admissions-financial/financial-aid/scholarship-opportunities.

**Other State and Federal Programs**

Benefits may be available through such government programs as State Trade Adjustment Act, Bureau of Indian Affairs (BIA), state vocational rehabilitation services (for mobility, hearing, and/or visually impaired), and the Military or Federal Tuition Assistance Programs.

## VETERAN FINANCIAL ASSISTANCE

Veterans and/or dependents of veterans who are disabled or deceased, may qualify for educational financial assistance through the Veterans Administration. Since the regulations regarding eligibility are quite extensive, and many times need interpretation, the student is referred to the Veterans Administration Center. State Veterans Administration Office locations may be found at www.va.gov/statedva.htm. Or, you may call (888) 442-4551, or contact your local Veterans Service Organization.

Notice to Military Service Members, Veterans, and Dependents using VA Benefits: Some VA educational programs limit the total amount of financial benefits a student may apply toward tuition, which may include cash, scholarships, and other forms of financial aid. Students using VA Chapter 31 and 33 must provide NAU with a copy of their Certificate of Eligibility (COE) as confirmation of approved benefits. Consistent with 38 US Code § 3679(e), National American University (NAU) shall permit any covered individual to attend or participate in the course of education during the period beginning on the date on which the individual provides to NAU a certificate of entitlement to educational assistance under chapter 31 or 33 of US Code Title 38 and ending on the earlier of the following dates:

- The date on which the Secretary provides payment for such course of education to NAU; or
- The date that is 90 days after the date on which NAU certifies for tuition and fees following receipt from the student such certificate of eligibility.

For purposes of this policy, a covered individual is any individual who is entitled to educational assistance under chapter 31 or 33 of US Code Title 38.

NAU will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement of a payment to be provided by the Secretary under chapter 31 or 33 of US Code Title 38.

NAU does reserve the right to unregister any student who does not provide a copy of their Certification of Eligibility during the add/drop period for the quarter in which is being reviewed. For more information please contact military@national.edu or call (877) 500-1310.

NAU is approved for veteran's training and for administering the various educational programs sponsored by state and federal agencies. Military rates are provided for qualified doctoral students.

# FEDERAL DIRECT LOANS

Federal Direct Loans are for undergraduate, graduate, and professional degree students. The student must be attending at least half-time to be eligible for a Direct Loan. Graduate and professional students are only eligible for an unsubsidized Direct Loan. Financial need is not a requirement to obtain an unsubsidized Direct Loan. The U.S. Department of Education will at no time pay the interest that accrues.

Annual and Aggregate (Program) Limits for Direct Unsubsidized Loans

| | **Independent Student** |
|---|---|
| Graduate Students | $20,500 annual |
| Graduate Aggregate limits for Loans | $138,500 aggregate(no more than $65,500 may be subsidized) |
| This includes amounts received during periods of undergraduate study. | |

# SATISFACTORY ACADEMIC PROGRESS POLICY

**This SAP policy ends on December 31, 2019. A new SAP policy goes into effect on January 1, 2020.**

To maintain satisfactory academic progress and qualify for Title IV federal financial aid and veteran's educational benefits, a student must (1) satisfy the academic requirements of the university and specific program requirements, and (2) make satisfactory academic progress, as required by federal law. Satisfactory Academic Progress (SAP) is measured using qualitative and quantitative standards, including periods during which federal financial aid and veteran's educational benefits were not received. Qualitative progress is measured by cumulative grade point average. Quantitative progress is measured by completion rate and maximum time frame.

### Cumulative Grade Point Average

- A student must maintain a minimum cumulative grade point average (CGPA) as calculated in the Satisfactory Academic Progress Table shown later in this policy.
- Incomplete (I) and Withdrawal (W) grades are not used in calculating CGPA. Credits earned by examination or transferred from another institution are also not used in calculating CGPA.
- When a student repeats an NAU course, the highest grade achieved in that course is used in calculating CGPA.

### Completion Rate

- In addition to maintaining a minimum CGPA, a student must successfully complete 66.67 percent of all credit hours attempted.
- Credits transferred from another institution are included as credits attempted and completed for the purpose of calculating completion rate.
- The grades of A, B, and C indicate successful course completion for purposes of this policy. The grades of F and W indicate a lack of successful course completion.

### Maximum Time Frame

- A student must complete his/her academic program within a maximum of 150 percent of the published length of the education program as measured in credit hours. For example, a student completing a master's degree requiring 45 credit hours may attempt 67 credit hours to complete that degree. (45 x 1.5 = 67.5)
- Credits transferred from another institution are included as credits attempted and completed for the purpose of calculating maximum time frame.
- Once a student reaches their maximum time frame or it is mathematically impossible for them to complete their degree within their maximum time frame, they are no longer eligible for federal financial aid. The student may continue to attend National American University but must fund their education without federal financial aid. Maximum time frame does not affect eligibility for veteran's educational benefits.

## SATISFACTORY ACADEMIC PROGRESS STATUS

The satisfactory academic progress of each student is evaluated for the purpose of determining continued federal financial aid and veteran's educational benefits eligibility, and to determine continued enrollment. SAP is evaluated by the Satisfactory Academic Progress Committee once per quarter. Students who have received an incomplete grade will be evaluated for SAP after expiration of the incomplete grade period and the determination of a final grade.

**Good Standing** - A student is in good standing status if the student has: (1) successfully completed a minimum of 66.67 percent of the credit hours attempted; (2) maintained at least the minimum CGPA; and (3) not exceeded the maximum time frame.

**Warning** - A student will be placed in warning status if the student's CGPA falls below the minimum or the student fails to successfully complete at least 66.67 percent of the credit hours attempted. A student in warning status will be given one quarter to return to good standing status. A student who does not return to good standing status within such time period will be placed in suspension status. Federal financial aid and veteran's educational benefits are available to eligible students in warning status.

**Suspension** - A student in warning status who does not return to good standing status after one term will be placed in suspension status. A student in suspension status is not eligible to receive federal financial aid or veteran's educational benefits, but may continue to attend classes if the student makes other payment arrangements. This status continues during periods of non-enrollment. A student may re-establish eligibility for federal financial aid or veteran's educational benefits as set forth in the following section entitled Re-Establishing Federal Financial Aid Eligibility.

**Probation** - A student in probation status has been granted such status by the SAP Committee in accordance with the

following section entitled Re-Establishing Federal Financial Aid Eligibility. Federal financial aid and veteran's educational benefits are available to eligible students in probation status for one quarter, or longer, if the student meets the terms of an academic plan approved by the SAP Committee.

- If the student meets the conditions of their academic plan but has not returned to good standing, they remain in probation status.
- If the student meets the conditions of their academic plan and has not returned to good standing but their academic plan has expired,
  - the student need only submit a letter of appeal to the SAP Committee stating what has happened to make the change necessary and how they will be able to make academic progress;
  - the student continues in probation and a revised academic plan may be created with an extended plan ending term.
- If the student fails to meet the conditions of their academic plan but successfully completed all of their courses for the term AND showed significant improvement in GPA,
  - the student need only submit a letter of appeal to the SAP Committee stating what has happened to make the change necessary and how they will be able to make academic progress;
  - the student continues in probation and a revised academic plan may be created using the same plan ending term as their current academic plan OR a revised academic plan may be created with an extended plan ending term (only once until returning to good standing).
- If the student fails to return to good standing, fails to meet the conditions of the academic plan, did not successfully complete all classes for the term AND/OR shows no significant improvement,
  - he/she will be returned to suspension status and will no longer be eligible for federal financial aid.

Students who have been placed in or removed from warning, suspension, or probation status or who have exceeded the maximum time frame, will receive notification letters stating their academic and financial aid status.

Limited exceptions to this policy may be approved by the provost on a student by student basis.

## RE-ESTABLISHING FEDERAL FINANCIAL AID ELIGIBILITY

A student in suspension status may re-establish eligibility for federal financial aid and veteran's educational benefits if:

- The student continues to attend classes and improves his/her CGPA and/or completion rate to minimum standards without federal financial aid or veteran's educational benefits, or
- The student appeals the suspension and demonstrates that extenuating circumstances caused the student to be unable to make satisfactory academic progress, such as the death of a relative, serious injury or illness of the student, or other special circumstances. The student must also explain what has changed in the student's situation that will allow the student to demonstrate satisfactory academic progress at the next evaluation.
- The student must submit an Appeal of Academic Suspension Form, Academic Plan Form, and documentation of extenuating circumstances no later than the first day of the term for which the student wishes to enroll.
- The appeal form must be submitted to the student's success coach.
- A student may appeal no more than three times.
- A student who has exceeded maximum time frame cannot re-establish eligibility for federal financial aid. Maximum time frame does not affect eligibility for veteran's educational benefits.

## SATISFACTORY ACADEMIC PROGRESS TABLE

**Master's Degree Programs**

| Credits attempted and completed | Minimum CGPA |
|---|---|
| 0-13.9 credits | 2.5 |
| 14-27.9 credits | 2.6 |
| 28-36.9 credits | 2.7 |
| 37-44.9 credits | 2.9 |
| 45+ credits | 3.0 |

**Master's Certificate Programs**

| Credits attempted and completed | Minimum CGPA |
|---|---|
| 0-27 credits | 3.0 |

# SATISFACTORY ACADEMIC PROGRESS POLICY

**This policy goes into effect on January 1, 2020.**

To maintain satisfactory academic progress and qualify for Title IV federal financial aid and veteran's educational benefits, a student must (1) satisfy the academic requirements of the university and specific program requirements, and (2) make satisfactory academic progress, as required by federal law. Satisfactory Academic Progress (SAP) is measured using qualitative and quantitative standards, including periods during which federal financial aid and veteran's educational benefits was not received. Qualitative progress is measured by cumulative grade point average. Quantitative progress is measured by completion rate and maximum time frame.

## CUMULATIVE GRADE POINT AVERAGE

- A student must maintain a minimum cumulative grade point average (CGPA) as calculated in the Satisfactory Academic Progress Tables in this policy. If a student is enrolled in an educational program of more than two academic years, the student must have a CGPA of a 2.0 or higher at the end of the second academic year.
- Incomplete (I), Satisfactory (S), Unsatisfactory (U) and Withdrawal (W) grades are not used in calculating CGPA. Credits earned by examination or transferred from another institution are also not used in calculating CGPA.
- When a student repeats an NAU course, the highest grade achieved in that course is used in calculating CGPA.

## COMPLETION RATE

- In addition to maintaining a minimum CGPA, a student must successfully complete a required percentage of all credit hours attempted, according to the student's total credit hours attempted, as calculated in the Satisfactory Academic Progress Tables in this policy, including those credits in remedial and English as a Second Language (ESL) courses.
- Credits transferred from another institution are included as credits attempted and completed for the purpose of calculating completion rate.

## MASTER'S

- The grades of A, B and C indicate successful course completion for purposes of this policy.
- The grades of F, I, and W indicate a lack of successful course completion.

## MAXIMUM TIME FRAME

- A student must complete his/her academic program within a maximum of 150 percent of the published length of the education program as measured in credit hours. For example, a student completing a degree requiring 100 credit hours may attempt 150 credit hours to complete that degree. (100 x 1.5 = 150)
- Credits transferred from another institution are included as credits attempted and completed for the purpose of calculating maximum time frame.
- Once a student reaches their maximum time frame or it is mathematically impossible for them to complete their degree within their maximum time frame, they are no longer eligible for federal financial aid. The student may continue to attend National American University but must fund their education without federal financial aid.
- Maximum time frame does not affect eligibility for veteran's educational benefits.

## SATISFACTORY ACADEMIC PROGRESS STATUS

The satisfactory academic progress of each student is evaluated for the purpose of determining federal financial aid eligibility and veteran's educational benefits eligibility, and to determine continued enrollment. The Satisfactory Academic Progress Committee evaluates SAP once per term. Students not making satisfactory academic progress must develop an academic plan in consultation with their academic support team. Students who have received an incomplete grade will be evaluated for SAP after expiration of the incomplete grade period and the determination of a final grade.

## GOOD STANDING STATUS

A student is in good standing status if the student has: (1) successfully completed the required percentage of the credit hours attempted; (2) maintained at least the minimum CGPA; and (3) not exceeded the maximum time frame.

## WARNING

A student will be placed in warning status if the student's CGPA falls below the minimum CGPA requirement or the student fails to successfully complete the required percentage of the credit hours attempted. A student in warning status will be given one term to return to good standing status. A student who does not return to good standing status within such time will be placed in suspension status. Federal financial aid and veteran's educational benefits are available to eligible students in warning status.

## SUSPENSION

A student in warning status who does not return to good standing status after one term will be placed in suspension status. A student in suspension status is not eligible to receive federal financial aid or veteran's educational benefits, but may continue to attend classes if the student makes other payment arrangements. This status continues during periods of non-enrollment. A student may re-establish eligibility for federal financial aid or veteran's educational benefits as set forth in the following section entitled Re-Establishing Federal Financial Aid Eligibility.

## PROBATION

A student in probation status has been granted such status by the SAP Committee in accordance with the following section entitled Re-Establishing Federal Financial Aid Eligibility.

Federal financial aid and veteran's educational benefits are available to eligible students in probation status for one term, or longer, if the student meets the terms of an academic plan approved by the SAP Committee.

### Academic Plan

- If the student meets the conditions of their academic plan but has not returned to good standing, they remain in probation status.
- If the student meets the conditions of their academic plan and has not returned to good standing but their academic plan has expired,
  - the student need only submit a letter of appeal to the SAP Committee stating what has happened to make the change necessary and how they will be able to make academic progress;
  - the student continues in probation and a revised academic plan may be created with an extended plan ending term.
- If the student fails to meet the conditions of their academic plan but successfully completed all of their courses for the term AND showed significant improvement in GPA,
  - the student need only submit a letter of appeal to the SAP Committee stating what has happened to make the change necessary and how they will be able to make academic progress;
  - the student continues in probation and a revised academic plan may be created using the same plan ending term as their current academic plan OR a revised academic plan may be created with an extended plan ending term (only once until returning to good standing).
- If the student fails to return to good standing, fails to meet the conditions of the academic plan, did not successfully complete all classes for the term AND/OR shows no significant improvement, he/she will be returned to suspension status and will no longer be eligible for federal financial aid.

## NOTIFICATION OF CHANGE IN SATISFACTORY ACADEMIC PROGRESS STATUS

Students who have been placed on or removed from academic warning status, probation status, suspension status, or who have exceeded the maximum time frame, will be notified by letter stating their academic status and their federal financial aid eligibility status.

Limited exceptions to this policy may be approved by the provost on a student-by-student basis.

## RE-ESTABLISHING FEDERAL FINANCIAL AID ELIGIBILITY

A student in suspension status may re-establish eligibility for federal financial aid and veteran's educational benefits if:

- the student continues to attend classes and improves his/her CGPA and/or completion rate to minimum standards without federal financial aid or veteran's educational benefits, or
- the student appeals the suspension and demonstrates that extenuating circumstances caused the student to be unable to make satisfactory academic progress, such as the death of a relative, serious injury or illness of the student, or other special circumstances as defined by the university. The student must also explain what has changed in the student's situation that will allow the student to demonstrate satisfactory academic progress at the next evaluation.

The student must submit an Appeal of Academic Suspension Form, documentation of the extenuating circumstance and documentation of circumstance resolution no later than the stated deadline before the start of the term for which the student wishes to enroll.

- A student may appeal no more than two times.

A student who has exceeded maximum time frame for their program cannot re-establish eligibility for federal financial aid.

# REFERENCES

34 CFR 668.16(e)
34 CFR 668.32(f)
34 CFR 668.34
2018-2019 FSA Handbook

# SATISFACTORY ACADEMIC PROGRESS TABLES

## Master's Certificates

| **Minimum Cumulative Grade Point Average (CGPA)** | | **Completion Rate** | |
|---|---|---|---|
| ***Credits Attempted*** | ***Minimum CGPA*** | ***Credits Attempted*** | ***Completion Rate*** |
| 0 - 27 | 3.0 | 0 - 40 | 66.67% |
| | | 40.1 + | 66.67% |

## Master's Degrees

| **Minimum Cumulative Grade Point Average (CGPA)** | | **Completion Rate** | |
|---|---|---|---|
| ***Credits Attempted*** | ***Minimum CGPA*** | ***Credits Attempted*** | ***Completion Rate*** |
| 0 - 13.9 | 2.5 | 0 - 40 | 66.67% |
| 14 - 27.9 | 2.6 | 40.1 + | 66.67% |
| 28 - 36.9 | 2.7 | | |
| 37 - 44.9 | 2.9 | | |
| 45+ | 3.0 | | |

# ADMISSIONS

## ADMISSION CRITERIA

The ideal master's student is highly motivated, values lifelong learning opportunities, has the ability to perform academic work at the master's level, and is able to contribute positively to the learning environment of fellow master's students. Admission requirements are designed to ensure that the students in the master's programs reflect these attributes.

## ADMISSION REQUIREMENTS - MBA AND MM

### Regular Admissions

Regular admissions applies to citizens of, permanent residents of, or refugees in the United States of America or Canada.

For admissions to NAU's master's degree programs, student must have a minimum of a baccalaureate degree or equivalent from an institution recognized or accredited by an appropriate government or third-party agency. Transcripts from other organizations may be reviewed on a case-by-case basis. Individual programs may have additional admissions requirements and fees. Additional requirements are indicated in the specific program and fee sections of this catalog.

To apply for admission, students may complete and submit a Graduate Student Application for Admission (see www.national.edu) and pay a one-time, non-refundable application fee of $45 U.S. due at the time of application.

NAU may require documentation in support of an application as deemed necessary by NAU. The university reserves the right to reject documentation or to request verification of documentation as may be necessary. Admissions documentation is considered the property of the university and will not be returned to the applicant (some exceptions may apply). The university reserves the right to reject any submitted application for enrollment.

### International Admissions

**Currently not accepting international students on F1 Visas**

An international student is a student who is not a citizen of, nor a permanent resident of, nor a refugee in, the United States of America or Canada.

For admission to NAU's master's degree programs, international students must have appropriate evidence of having completed the equivalent of a baccalaureate degree. In addition, international students must demonstrate English proficiency or that English is the native language.

To apply for admission, students may complete and submit a Graduate International Student Application for Admission (see www.national.edu).

Additional documentation in support of an applicant's candidacy may be requested as deemed necessary by NAU. The university reserves the right to reject documentation and to request verification of documents as necessary. Admissions documentation will be considered the property of the university and will not be returned to the applicant (some exceptions may apply). NAU reserves the right to reject any and all student applicants.

## ADMISSION REQUIREMENTS - HENLEY-PUTNAM SCHOOL OF STRATEGIC SECURITY

Master's degree applicants must have a bachelor's degree from an institution accredited by an agency recognized by the U.S. Secretary of Education and/or the Council for Higher Education Accreditation. The Enrollment Committee evaluates an applicant for the master's degree programs on multiple criteria upon the receipt of the following:

1. Completed application.
2. Documentation of a bachelor's degree.
3. Any applicable transfer credit or challenge exam credits. For evaluation procedures, contact the admissions department.
4. Foreign transcripts, not in English, must be submitted together with certified English translations. For foreign transcript evaluation procedures, contact the admissions department.
5. Background check and/or letter of good standing (active military or law enforcement only).

*Additional materials may be requested.*

## TERMINATION FROM THE MASTER'S PROGRAM

Students who have been terminated from the master's program can appeal their dismissal from the program. The student must submit a written request to the dean of the graduate school to be considered for readmission to the program. Students should contact the graduate office for further information about termination or readmission procedures at graduateadmissions@national.edu.

## TRANSCRIPTS

The university registrar maintains an official NAU transcript or record that shows the academic status of the student at the time of issuance, including GPA, courses, course grades, attendance, etc. A current student may request an unofficial copy of his/her transcript at no charge. An official transcript, signed and sealed by the registrar, is provided to the student at no charge upon graduation. Official transcripts may also be provided at no charge if issued directly to scholarship agencies (e.g., embassies, BIA), company/military tuition assistance, exam agencies (e.g., CPA), and prospective employers. Additional copies of a student’s official transcript are available for $10 per transcript request.

To request an official transcript, a Transcript Request Form is available through the student portal under ‘My Academics,’ and on the NAU website at http://www.national.edu/alumni/transcript-request/.

# ACADEMIC PROGRAMS
# MASTER OF BUSINESS ADMINISTRATION

The Master of Business Administration program provides students with the opportunity to advance their knowledge and skills in the field of business. Specialty electives include Accounting; E-Marketing; Health Care Administration; Human Resource Management; Information Technology Management; International Business; Management; Operations and Configuration Management; and Project and Process Management.

## MBA Program Requirements

The MBA degree provided by NAU consists of two academic requirements: master's core courses and elective courses. The degree program consists of 10 courses and successful completion of 45.0 credit hours.

The MBA degree may be earned under a non-thesis or a thesis plan (general only). Under the non-thesis option, the student must satisfy the preparatory requirements, and complete 31 hours of master's-level core courses and 13.5 hours of electives. Under the thesis option plan, the student must complete 31 hours of master's-level core courses, 4.5 hours of electives and nine (9) hours of thesis.

An in-depth analysis of a case, accomplished in the Strategy and Policy course, is designed to integrate the MBA core areas and is required in both the non-thesis and thesis options to satisfy the university's requirement for a comprehensive program assessment.

## MBA Prerequisite Requirements

Students wishing to pursue the MBA, who have not completed sufficient undergraduate coursework in accounting, business finance, statistics and economics, shall be required to choose the general emphasis with Option B*.

The following NAU courses are considered sufficient undergraduate preparation for the MBA:

| | | |
|---|---|---|
| AC2760 | Financial Accounting for Managers | 4.5 |
| MA3000 | Business Statistics | 4.5 |
| EC2050 | Macroeconomics | 4.5 |
| FN3000 | Business Finance I | 4.5 |

This requirement may also be met in the following ways:

- The equivalent undergraduate courses or master's courses may be taken at an accredited two- or four-year college or university, or from an institution recognized or accredited by an appropriate government or third-party agency, and
- The student has earned a C or higher in the course(s), or
- The student may attempt and successfully complete CLEP or DANTES examinations, or
- The student may submit an experiential learning portfolio to the graduate school for approval.

## Option B

***Option B includes the following courses:**

| | | |
|---|---|---|
| MA6100 | Statistics | 4.5 |
| EC6100 | Economic Analysis | 4.5 |
| FN6200 | Accounting and Finance for Managers | 4.5 |

*Students who have sufficient academic preparation in one or two, but not all three of these areas will be allowed to choose an alternative class or classes from the elective courses to fulfill program requirements.*

The MBA program requires that students be proficient in the use of computers and of application software. Students are encouraged to discuss their level of computer proficiency with their admissions advisor prior to starting the program.

## MBA Core Courses

MT6255 must be completed during the first term and prior to completing the other master's courses. The core MBA courses are as follows:

**Core Courses:**

| | | |
|---|---|---|
| AC6550 | Managerial Accounting | 4.5 |
| EC6150 | Managerial Economics | 4.5 |
| FN6350 | Financial Management | 4.5 |
| MA6600 | Quantitative Methods for Management Decisions | 4.5 |
| MG6500 | Marketing Administration | 4.5 |
| MT6255 | Introduction to Leadership and Quality | 4.5 |
| MT6650 | Strategy and Policy | 4.5 |

**Elective Courses:**

Three elective courses.

## MBA Electives

In order to meet the MBA program requirements, a student must complete a minimum of three elective courses as a part of his/her program. Each student will work with his/her advisor to select 13.5 hours of elective credit that

best match their professional interests. These electives can be selected from any master's courses not included in the MBA core courses, provided that the student meets any individual course prerequisites. Students wishing to pursue the MBA who have not completed sufficient undergraduate coursework in accounting, business finance, statistics and economics shall be required to choose the general emphasis.

**MBA Thesis Option**

**Thesis Process**

The thesis is an essential component of master's-level coursework and an opportunity for students to examine a management topic, become subject matter experts, and contribute to that body of knowledge, see the note below.

**Identify Thesis Topic and Committee**

Begin by working with a graduate advisor to notify the dean and select a thesis advisor.

**THESIS OPTION:**

Students who select the thesis option must complete the following courses in place of the program electives and MT6650:

| | | |
|---|---|---|
| MT6100 | Research Methods | 4.5 |
| MT6805 | Master's Thesis I | 4.5 |
| MT6810 | Master's Thesis II | 4.5 |

## Specialties

The MBA offers specialties in Accounting; E-Marketing; Health Care Administration; Human Resource Management; Information Technology Management; International Business; Management; Operations and Configuration Management; and Project and Process Management. A specialty is a grouping of electives that focus on particular interests and career paths.

**Specialty in Accounting**

(Students choose three courses from the list below.)

- AC6250 Forensic Accounting and Fraud Examination
- AC6260 Accounting Ethics
- AC6270 Accounting Information Systems and Computer Related Fraud
- AC6280 Auditing and Information Assurance

**Specialty in Advanced Incident and Consequence Management**

- CJ6250 Management of Critical Incidents
- MGT605 Advanced Consequence Management
- SEC537 Crisis Negotiation

**Specialty in Advanced Security Management**

- MGT605 Advanced Consequence Management
- SEC505 Advanced Strategies & Crisis Preparedness
- SEC530 Evidence and Crime Scene Management

**Specialty in E-Marketing**

(Students choose three courses from the list below.)

- MG6600 Internet Marketing
- MG6610 E-Commerce
- MG6620 Social Media Marketing
- MG6630 E-Marketing Analytics

**Specialty in Health Care Administration**

- HA6500 Fiscal and Regulatory Issues in Health Services
- HA6510 Global Issues in Health Care
- HA6520 Health Care Administration and Policy Seminar

**Specialty in Human Resource Management**

(Students choose three courses from the list below.)

- LA6570 Human Resource Law
- MT6300 Managing Human Resources
- MT6310 Training and Development in Human Resource Management
- MT6320 Employee Evaluation and Compensation
- MT6350 Strategic Human Resource Management

**Specialty in Information Technology Management**

(Students choose three courses from the list below.)

- CI6600 Computer Security
- CI6605 Risk Assessment and Analysis
- CI6610 Critical Infrastructure Control System Security
- CI6615 Computer Forensics and Incident Handling
- CI6620 Foundations of Security (Security+) (E)
- CI6650 Advanced Security Practices and Risk Management (CISSP) (E)

**Specialty in International Business**

- LA6100 Legal Environment for Global Organizations
- MT6570 International Business
- MT6580 International Management

**Specialty in Management**

- MT6XXX or LA6XXX Elective
- MT6XXX or LA6XXX Elective
- MT6XXX or LA6XXX Elective

**Specialty in Operations and Configuration**

**Management**

- MT6611 Enterprise Process Management
- MT6612 Optimize Enterprise Operations
- MT6613 Operations and Supply Chain Management

**Specialty in Project and Process Management**

- MT6619 Project Management Essentials
- MT6621 Intermediate Project Management
- MT6622 Advanced Project Management

**Specialty in Strategic Security Management**

- COM750DC Briefings, De-briefings & Presentations
- MGT800DC Advanced Leadership and Management
- SEC740DC Strategic Security Information Literacy

**MBA Student Learning Outcomes**

Graduates of the MBA program will:

1. Demonstrate well-developed problem-solving skills including the ability to recognize problems; analyze uncertain situations; interpret and use data and evidence in drawing conclusions; and implement the best solution.
2. Integrate business administration principles, including accounting, finance, economics, and statistics: in order to formulate analytically sound decisions, and predict their likely outcomes.
3. Demonstrate leadership through effective communication and use of technology to achieve project and/or organizational goals.
4. Evaluate corporate ethics and social responsibility in the global business environment.
5. Demonstrate collaboration and team-building.

# MASTER OF MANAGEMENT

The Master of Management program offers graduates of diverse undergraduate programs the opportunity to expand their knowledge and skills base in the area of management. The program is designed to help the student develop a well-rounded portfolio of management knowledge, skills and abilities along with a holistic view of the organization. Specialty electives include Criminal Justice Management; E-Marketing; Health Care Administration; Human Resource Management; Information Technology Management; Operations and Configuration Management; Project and Process Management; Advanced Incident and Consequence Management; Advanced Security management; Strategic Security Management. The degree program consists of 10 courses and successful completion of 45 credit hours.

## Program Requirements

The MM degree provided by NAU consists of two requirements: master's core courses and elective courses. Once students complete the first course (MT6255), they will begin taking the emphasis courses providing they have met the prerequisites for those courses.

The MM degree may be earned under a non-thesis or a thesis plan. Under the non-thesis option, the student must complete 31.5 hours of master's-level core courses and 13.5 hours of electives. Under the thesis option plan, the student complete 31.5 hours of master's-level core courses, 4.5 hours of electives and nine (9.0) hours of thesis.

An in-depth analysis of a case, accomplished in the Strategy and Policy course, is designed to integrate the MM core areas and is required in both the non-thesis and thesis options to satisfy the university's requirement for a comprehensive program assessment.

## Prerequisite Requirements

The MM program requires that students be proficient in the use of computers and of application software. Students are encouraged to discuss their level of computer proficiency with their admissions advisor prior to starting the program.

## MM Core Courses

MT6255 must be completed during the first term AND prior to completing the other master's courses. The core master's courses are as follows:

**Core Courses:**

| | | |
|---|---|---|
| MT6255 | Introduction to Leadership and Quality | 4.5 |
| FN6200 | Accounting and Finance for Managers | 4.5 |
| MG6200 | Marketing and Sales Management | 4.5 |
| MT6300 | Managing Human Resources | 4.5 |
| MT6580 | International Management | 4.5 |
| MT6651 | Strategy and Policy | 4.5 |

**LA6XXX Select one of: the following, depending on an emphasis:**

| | | |
|---|---|---|
| LA6100 | Legal Environment for Global Organizations | 4.5 |
| LA6200 | Legal and Regulatory Environment for Higher Education | 4.5 |
| LA6570 | Human Resource Law | 4.5 |

**Elective Courses:**

Three elective courses.

## MM Electives

In order to satisfy the MM program requirements, a student must complete a minimum of three elective courses as a part of his/her program. Each student will work with his/her graduate advisor to select 13.5 hours of elective credit that best match their professional interests. These electives may be selected from any master's courses not included in the MM core courses, provided that the student meets any individual course prerequisites. Final approval of each program of study is the responsibility of the dean of the graduate school.

**Thesis Option**

**Thesis Process**

The thesis is an essential component of master's-level coursework and an opportunity for students to examine a management topic, become subject matter experts, and contribute to that body of knowledge, see the note below.

**Identify Thesis Topic and Committee**

Begin by working with an academic coordinator to notify the dean and select a thesis advisor.

***THESIS OPTION**

Students who select the thesis option must complete the following courses in place of the program electives:

| | | |
|---|---|---|
| MT6805 | Master's Thesis I | 4.5 |
| MT6810 | Master's Thesis II | 4.5 |
| | Elective | |
| MT6100 | Research Methods | 4.5 |

## Specialties

The Master of Management degree also offers specialties in Criminal Justice Management; E-Marketing; Health Care Administration; Human Resource Management; Information Technology Management; Operations and Configuration Management; Project and Process Management; Advanced Incident and Consequence Management; Advanced Security management; Strategic Security Management. A specialty is a grouping of electives that focus on particular interests and career paths.

**Specialty in Advanced Incident and Consequence Management**

- CJ6250 Management of Critical Incidents
- MGT605 Advanced Consequence Management
- SEC537 Crisis Negotiation

**Specialty in Advanced Security Management**

- MGT605 Advanced Consequence Management
- SEC505 Advanced Strategies and Crisis Preparedness
- SEC530 Evidence and Crime Scene Management

**Specialty in Criminal Justice Management**

- CJ6100 Law and Public Policy (in place of the LA Core course)
- CJ6200 Management Topics in Criminal Justice
- CJ6250 Management of Critical Incidents
- CJ6300 Criminal Justice Planning and Innovation

**Specialty in E-Marketing**

- MG6600 Internet Marketing
- MG6610 E-Commerce
- MG6620 Social Media Marketing

**Specialty in Health Care Administration**

- HA6500 Fiscal and Regulatory Issues in Health Services
- HA6510 Global Issues in Health Care
- HA6520 Health Care Administration and Policy Seminar

**Specialty in Human Resource Management**

(Students choose three courses from the list below.)

- LA6570 Human Resource Law
- MT6310 Training and Development in Human Resource Management
- MT6320 Employee Evaluation and Compensation
- MT6350 Strategic Human Resource Management

**Specialty in Information Technology Management**

(Students choose three courses from the list below.)

- CI6600 Computer Security
- CI6605 Risk Assessment and Analysis
- CI6610 Critical Infrastructure Control System Security
- CI6615 Computer Forensics and Incident Handling

**Specialty in Operations and Configuration Management**

- MT6611 Enterprise Process Management
- MT6612 Optimize Enterprise Operations
- MT6613 Operations and Supply Chain Management

**Specialty in Project and Process Management**

- MT6619 Project Management Essentials
- MT6621 Intermediate Project Management
- MT6622 Advanced Project Management

**Specialty in Strategic Security Management**

- COM750DC Briefings, De-briefings and Presentations
- MGT800DC Advanced Leadership and Management
- SEC740DC Strategic Security Information Literacy

**MM Student Learning Outcomes**

Graduates of the MM program will:

1. Demonstrate well-developed problem-solving skills including the ability to recognize problems; analyze uncertain situations; interpret and use data and evidence in drawing conclusions; and implement the best solution.
2. Integrate management and organizational principles, including human resources and marketing in order to formulate sound decisions and predict likely outcomes.
3. Demonstrate leadership through effective communication and use of technology to achieve project and/or organizational goals.
4. Evaluate corporate social responsibility in the global business environment.
5. Demonstrate collaboration and team-building.

# MASTER'S CERTIFICATES

**The following four certificates are all eligible for Title IV funding.**

## CERTIFICATE IN ACCOUNTING

Completion of the graduate-level accounting certificate focuses the student's preparation to evaluate managerial decisions having ethical dimensions within the context of legal and regulatory requirements and codes of professional conduct. Graduates will also be able to evaluate anti-fraud deterrents and controls and the fraud examination plan for an organization's accounting systems and processes and recommend improvements.

**Outcomes:**
Upon completion of this certificate, students will be able to:

- Evaluate anti-fraud deterrents and controls and the fraud examination plan for an organization's accounting systems and processes and recommend improvements.
- Evaluate managerial decisions having ethical dimensions within the context of legal and regulatory requirements and codes of professional conduct.

### Required Courses (18 Credits)

| | | |
|---|---|---|
| AC6250 | Forensic Accounting and Fraud Examination | 4.5 |
| AC6260 | Accounting Ethics | 4.5 |
| AC6280 | Auditing and Information Assurance | 4.5 |
| AC6550 | Managerial Accounting | 4.5 |

## CERTIFICATE IN E-MARKETING

The graduate-level E-Marketing certificate positions to develop, implement, and monitor digital marketing technologies. They will also be able to evaluate real-world marketing scenarios and propose solutions based on a critical analysis of the marketing information that is available.

**Outcomes:**
Upon completion of this certificate, students will be able to:

- Develop effective marketing strategies utilizing digital marketing technologies.
- Evaluate real-world marketing scenarios and propose solutions based on a critical analysis of the marketing information that is available.

### Required Courses (18 Credits)

| | | |
|---|---|---|
| MG6500 | Marketing Administration | 4.5 |
| MG6600 | Internet Marketing | 4.5 |
| MG6610 | E-Commerce | 4.5 |
| MG6630 | E-Marketing Analytics | 4.5 |

## CERTIFICATE IN GLOBAL SUPPLY CHAIN MANAGEMENT

The graduate-level global supply chain management certificate positions students to identify opportunities for collaboration with customers and suppliers, exploit technology, advance efficiencies, and enable organizations to realize the full potential and capabilities of their supply chains.

**Outcomes:**
Upon completion of this certificate, students will be able to:

- Evaluate supply chain management decisions using domestic and international legal requirements and ethical models.
- Develop effective global supply chain management strategies in the context of real-world, practical supply chain management scenarios.

### Required Courses (18 Credits)

| | | |
|---|---|---|
| MT6504 | International Supply Chain System Design | 4.5 |
| MT6515 | Domestic and International Ethics, Law, and Contracts | 4.5 |
| MT6520 | Manage Supply Chain and Logistic Technologies | 4.5 |
| MT6530 | Manage Global Supply Chain Operations | 4.5 |

## CERTIFICATE IN HUMAN RESOURCES MANAGEMENT

The graduate-level human resources certificate positions students to develop and manage effective human resources strategies, manage cross functional activities, and enable organizations to realize the full potential and capabilities of its human capital.

**Outcomes:**
Upon completion of this certificate, students will be able to:

- Develop strategies for human resource management consistent with legal and regulatory requirements.
- Evaluate real-world scenarios that exemplify current issues and practices in the human resource dimension and recommend solutions.

## Required Courses (18 Credits)

| | | |
|---|---|---|
| MT6310 | Training and Development in Human Resource Management | 4.5 |
| MT6315 | Analysis for Human Resource Professionals | 4.5 |
| MT6320 | Employee Evaluation and Compensation | 4.5 |
| MT6330 | Employment and Labor Law | 4.5 |

# SUSPENDED PROGRAMS

## MBA EMPHASIS AREAS

(New students are no longer being accepted into these emphasis areas)

### Accounting Emphasis

Students who select this option will pursue the standard MBA curriculum with a three-course emphasis in the area of accounting. Completion of this emphasis focuses the student's preparation in order to pursue or expand a career in the accounting field. To complete this emphasis, the student must complete the following electives:

| | | |
|---|---|---|
| AC6250 | Forensic Accounting and Fraud Examination | 4.5 |
| AC6260 | Accounting Ethics | 4.5 |
| AC6270 | Accounting Information Systems and Computer Related Fraud | 4.5 |
| AC6280 | Auditing and Information Assurance | 4.5 |

### Aviation Management Emphasis

Students who select this option will pursue the standard MBA curriculum with a three-course emphasis in the area of aviation management. Graduates in Aviation Management will demonstrate the critical thinking and problem-solving skills required of successful managers in the field of aviation, including planning, operations management, and forecasting. Graduates must also exhibit their understanding of the ever-growing challenges of safety and security ubiquitous in the field of aviation. To complete this emphasis, the student must complete three (3) the following three electives:

| | | |
|---|---|---|
| AM6000 | Air Transportation System | 4.5 |
| AM6005 | Aviation Safety | 4.5 |
| AM6010 | Aviation and Airport Security | 4.5 |
| AM6015 | Airport Operations and Management | 4.5 |
| AM6020 | Air Carrier Operation | 4.5 |
| AM6025 | Air Cargo Operations | 4.5 |

### E-Marketing Emphasis

Students who select this option must complete the MBA core courses for the e-marketing emphasis along with the following elective courses:

| | | |
|---|---|---|
| MG6600 | Internet Marketing | 4.5 |
| MG6610 | E-Commerce | 4.5 |
| MG6620 | Social Media Marketing | 4.5 |
| MG6630 | E-Marketing Analytics | 4.5 |

### Health Care Administration Emphasis

Students who select this option must complete the MBA core courses for the health care administration emphasis along with the following elective courses:

| | | |
|---|---|---|
| HA6500 | Fiscal and Regulatory Issues in Health Services | 4.5 |
| HA6510 | Global Issues in Health Care | 4.5 |
| HA6520 | Health Care Administration and Policy Seminar | 4.5 |

### Human Resource Management Emphasis

Students who select this option will pursue the standard MBA curriculum with a three-course emphasis in human resource management by completing three of the following courses:

| | | |
|---|---|---|
| LA6570 | Human Resource Law | 4.5 |
| MT6300 | Managing Human Resources | 4.5 |
| MT6310 | Training and Development in Human Resource Management | 4.5 |
| MT6320 | Employee Evaluation and Compensation | 4.5 |
| MT6350 | Strategic Human Resource Management | 4.5 |

### Information Technology Management Emphasis

Students who select this option will pursue the standard MBA curriculum with a three-course emphasis in information technology management by completing three of the following courses:

| | | |
|---|---|---|
| CI6600 | Computer Security | 4.5 |
| CI6605 | Risk Assessment and Analysis | 4.5 |
| CI6610 | Critical Infrastructure Control System Security | 4.5 |
| CI6615 | Computer Forensics and Incident Handling | 4.5 |
| CI6620 | Foundations of Security (Security+) (E) | 4.5 |
| CI6650 | Advanced Security Practices and Risk Management (CISSP) (E) | 4.5 |

### International Business Emphasis

Students who select this option will pursue the standard MBA curriculum with a three-course emphasis in the area of international business. Completion of this emphasis focuses the student's preparation in order to pursue or

expand a career in the global business environment. To complete this emphasis, the student must complete the following electives:

| | | |
|---|---|---|
| LA6100 | Legal Environment for Global Organizations | 4.5 |
| MT6570 | International Business | 4.5 |
| MT6580 | International Management | 4.5 |

### Management Emphasis

Students who select this option will pursue the standard MBA curriculum with a three-course emphasis in the area of management. Completion of this emphasis focuses the student's preparation in order to pursue or expand a career in management. To complete this emphasis, the student must complete three electives coded LA6XXX or MT6XXX.

### Operations and Configuration Management Emphasis

Students who select this option will pursue the standard MBA curriculum with a three-course emphasis in the area of operations and configuration management. Completion of this emphasis focuses on the skills to effectively manage and optimize business operations and supply chains, as well as developing and refining process requirements and configuration. To complete this emphasis, the student must complete the following three electives:

| | | |
|---|---|---|
| MT6611 | Enterprise Process Management | 4.5 |
| MT6612 | Optimize Enterprise Operations | 4.5 |
| MT6613 | Operations and Supply Chain Management | 4.5 |

### Project and Process Management Emphasis

Students who select this option must complete the MBA core courses for the project and process management emphasis along with the following elective courses:

| | | |
|---|---|---|
| MT6619 | Project Management Essentials | 4.5 |
| MT6621 | Intermediate Project Management | 4.5 |
| MT6622 | Advanced Project Management | 4.5 |

## MM Emphasis Areas

(New students are no longer being accepted into these emphasis areas)

### Aviation Management Emphasis

Graduates with an emphasis in Aviation Management will demonstrate the critical thinking and problem-solving skills required of successful managers in the field of aviation, including planning, operations management, and forecasting. Graduates must also exhibit their understanding of the ever-growing challenges of safety and security ubiquitous in the field of aviation. To complete this emphasis, the student must complete three (3) the following three electives:

| | | |
|---|---|---|
| AM6000 | Air Transportation System | 4.5 |
| AM6005 | Aviation Safety | 4.5 |
| AM6010 | Aviation and Airport Security | 4.5 |
| AM6015 | Airport Operations and Management | 4.5 |
| AM6020 | Air Carrier Operation | 4.5 |
| AM6025 | Air Cargo Operations | 4.5 |

### Criminal Justice Management Emphasis

Students who select this option will pursue the Master of Management Emphasis Criminal Justice Management curriculum by completing the following courses:

| | | |
|---|---|---|
| CJ6100 | Law and Public Policy | 4.5 |
| CJ6200 | Management Topics in Criminal Justice | 4.5 |
| CJ6250 | Management of Critical Incidents | 4.5 |
| CJ6300 | Criminal Justice Planning and Innovation | 4.5 |

*CI6100: in place of the LA core course*

### E-Marketing Emphasis

Students who select this option will pursue the Master of Management emphasis E-Marketing curriculum by completing the following courses:

| | | |
|---|---|---|
| MG6600 | Internet Marketing | 4.5 |
| MG6610 | E-Commerce | 4.5 |
| MG6620 | Social Media Marketing | 4.5 |

### Health Care Administration Emphasis

Students who select this option will pursue the standard MM curriculum with a three-course emphasis in health care administration by completing the following courses:

| | | |
|---|---|---|
| HA6500 | Fiscal and Regulatory Issues in Health Services | 4.5 |
| HA6510 | Global Issues in Health Care | 4.5 |
| HA6520 | Health Care Administration and Policy Seminar | 4.5 |

### Higher Education Emphasis

Students who select this option will pursue a Master of Management curriculum that is specific to higher education. The following courses will be required for this option.

**Two Standard MM Core Courses:**

| | | |
|---|---|---|
| MT6255 | Introduction to Leadership and Quality | 4.5 |
| MT6300 | Managing Human Resources | 4.5 |

**Higher Education Core Courses:**

| | | |
|---|---|---|
| HE6105 | History and Emerging Issues of American Higher Education | 4.5 |
| HE6255 | Contemporary College Student | 4.5 |

| | | |
|---|---|---|
| | Retention and Learner Services | |
| LA6205 | Legal and Regulatory Environment for Higher Education | 4.5 |
| HE6800 | Higher Education Analytics | 4.5 |
| MT6655 | Strategy and Policy in Higher Education | 4.5 |

**Three Higher Education Electives:**

| | | |
|---|---|---|
| HE6301 | Foundations of Teaching and Learning | 4.5 |
| HE6305 | Curriculum Design, Development and Assessment of Student Learning | 4.5 |
| HE7000 | Practicum | 4.5 |

### Human Resource Management Emphasis

Students who select this option will pursue the standard MM curriculum with a three-course emphasis in human resource management by completing three of the following courses:

| | | |
|---|---|---|
| LA6570 | Human Resource Law | 4.5 |
| MT6310 | Training and Development in Human Resource Management | 4.5 |
| MT6320 | Employee Evaluation and Compensation | 4.5 |
| MT6350 | Strategic Human Resource Management | 4.5 |

### Information Technology Management Emphasis

Students who select this option will pursue the standard MM curriculum with a three-course emphasis in information technology management by completing three of the following courses:

| | | |
|---|---|---|
| CI6600 | Computer Security | 4.5 |
| CI6605 | Risk Assessment and Analysis | 4.5 |
| CI6610 | Critical Infrastructure Control System Security | 4.5 |
| CI6615 | Computer Forensics and Incident Handling | 4.5 |

### Operations and Configuration Management Emphasis

Students who select this option will pursue the standard MM curriculum with a three-course emphasis in operations and configuration management by completing the following courses:

| | | |
|---|---|---|
| MT6611 | Enterprise Process Management | 4.5 |
| MT6612 | Optimize Enterprise Operations | 4.5 |
| MT6613 | Operations and Supply Chain Management | 4.5 |

### Project and Process Management Emphasis

Students who select this option must complete the MM core courses for the project and process management emphasis along with the following elective courses:

| | | |
|---|---|---|
| MT6619 | Project Management Essentials | 4.5 |
| MT6621 | Intermediate Project Management | 4.5 |
| MT6622 | Advanced Project Management | 4.5 |

## EXECUTIVE MASTER OF BUSINESS ADMINISTRATION (NEW STUDENTS ARE NO LONGER BEING ACCEPTED INTO THIS PROGRAM)

New students are no longer being accepted into the Executive Master of Business Administration degree program.

The Executive MBA (EMBA) is designed for managers who want to advance in their career to a higher leadership position. Investing in the NAU EMBA prepares leaders to grow company competitiveness in an ever-changing global business environment.

A contemporary, practical-focused curriculum will enhance global business acumen, decision-making analytical skills, leadership ability and communication skills across cultures, and global perspective in an increasingly complex, interlinked and volatile international business and financial environment.

### EMBA Program Requirements

The EMBA degree consists of 49.5 credit hours. The EMBA program requires that students be proficient in the use of computers and of application software. Students are encouraged to discuss their level of computer proficiency with their admissions advisor prior to starting the program.

**EMBA Courses**

| | | |
|---|---|---|
| MA7660 | Statistics for Executives | 4.5 |
| EC7550 | Economics of Business | 4.5 |
| MG7510 | Strategic Marketing | 4.5 |
| MT7810 | Leading Organizational Change | 4.5 |
| FN7401 | Global Finance | 4.5 |
| AC7150 | Financial Statement Analysis & Business Forecasting | 4.5 |
| LA7100 | Legal Environment of Business | 4.5 |
| MT7300 | Managing Human Capital Strategies | 4.5 |
| MT7600 | Entrepreneurship and Innovation | 4.5 |
| MT7920 | Managing Production and Operations Strategy | 4.5 |
| AC7152 | Financial Accounting | 4.5 |

### EMBA Student Learning Outcomes

Graduates of the EMBA program will:

1. Demonstrate well-developed problem-solving skills including the ability to recognize problems; analyze uncertain situations; interpret and use data and evidence in drawing conclusions; and implement the best solution.
2. Integrate business administration principles, including accounting, finance, economics, and statistics: in order to formulate analytically sound decisions, and predict their likely outcomes.
3. Demonstrate leadership through effective communication and use of technology to achieve project and/or organizational goals.
4. Evaluate corporate ethics and social responsibility in the global business environment.
5. Demonstrate collaboration and team-building.

## MASTER OF SCIENCE IN GLOBAL SUPPLY CHAIN MANAGEMENT (NEW STUDENTS ARE NO LONGER BEING ACCEPTED INTO THIS PROGRAM)

New students are no longer being accepted into the Master of Science in Global Supply Chain Management degree program.

The Master of Science degree in Global Supply Chain Management (MSGSCM) positions graduates to identify opportunities for collaboration with customers and suppliers, exploit technology, advance efficiencies, and enable organizations to realize the full potential and capabilities of their supply chains. Course topics focus on supply chain management issues in areas such as international supply chain system design, managing supply chain and logistic technologies, managing global supply chain operations, and supply chain quality, Lean Six Sigma and risk management.

### MSGSCM Program Requirements

The MSGSCM degree program consists of a total of 45.0 credit hours. Students can complete ten (10) core courses or eight (8) course courses and one (1) capstone course.

The MSGSCM program requires that students be proficient in the use of computers and of application software. Students are encouraged to discuss their level of computer proficiency with their admission's advisor prior to starting the program.

### MSGSCM Core Courses

The core MSGSCM courses are as follows:

**Core Courses**

| | | |
|---|---|---|
| MT6504 | International Supply Chain System Design | 4.5 |
| MT6505 | Principles of Financial Analysis and Decision Strategies | 4.5 |
| MT6515 | Domestic and International Ethics, Law, and Contracts | 4.5 |
| MT6520 | Manage Supply Chain and Logistic Technologies | 4.5 |
| MT6525 | Negotiation Strategies and Tactics | 4.5 |
| MT6530 | Manage Global Supply Chain Operations | 4.5 |
| MT6535 | Pricing, Cost, and Risk Management | 4.5 |
| MT6540 | Supply Chain Quality and Lean Six Sigma | 4.5 |
| MT6545 | Domestic and Global Industry Analysis | 4.5 |
| MT6550 | Manage Global Logistics and Distribution | 4.5 |

Students may substitute capstone for MT6545 or MT6550.

**Elective Course**

| | | |
|---|---|---|
| MT6555 | Integrative Project Capstone | 9 |

### MSGSCM Student Learning Outcomes

Graduates of the MSGSCM program will:

1. Perform financial analysis to support supply chain management decision strategies.
2. Evaluate supply chain management decisions using domestic and international legal requirements and ethical models.
3. Recommend the adoption of supply chain and logistics technologies across the entire supply chain system.
4. Create quality improvement and risk management strategies to mitigate risk and ensure efficiency and effectiveness across global supply chain operations.
5. Complete a research project in the supply chain management field to demonstrate acquired knowledge and skills.

## MASTER OF SCIENCE IN HUMAN RESOURCES MANAGEMENT (NEW STUDENTS ARE NO LONGER BEING ACCEPTED INTO THIS PROGRAM)

New students are no longer being accepted into the Master of Science in Human Resources Management degree program.

The Master of Science degree in Human Resources Management (MSHRM) positions graduates to develop and manage effective human resources strategies, manage cross functional activities, and enable organizations to realize the full potential and capabilities of its human capital. Course topics focus on human resource management issues in areas such as human resources strategies for a global marketplace, employment and labor law and relations, employee evaluation, training and development and analysis for HR professionals.

### MSHRM Program Requirements

The MSHRM degree program consists of nine (9) core courses and one capstone course for a total of 45.0 credit hours.

The MSHRM program requires that students be proficient in the use of computers and of application software. Students are encouraged to discuss their level of computer proficiency with their admissions advisor prior to starting the program.

### MSHRM Core Courses

**Core Courses**

The core MSHRM courses are as follows:

| | | |
|---|---|---|
| MT6305 | Managerial Organizational Behavior | 4.5 |
| MT6310 | Training and Development in Human Resource Management | 4.5 |
| MT6315 | Analysis for Human Resource Professionals | 4.5 |
| MT6320 | Employee Evaluation and Compensation | 4.5 |
| MT6325 | Budget and Resource Allocation Strategies for Human Resources | 4.5 |
| MT6330 | Employment and Labor Law | 4.5 |
| MT6335 | Employee and Labor Relations | 4.5 |
| MT6340 | Workforce Planning and Recruitment | 4.5 |
| MT6345 | Human Resource Technology Solutions | 4.5 |
| MT6365 | Research Capstone for Human Resource Managers in a Global Marketplace | 4.5 |

### MSHRM Student Learning Outcomes

Graduates of the MSHRM program will:

1. Develop effective human resources strategies that align with organizational goals, mission and vision.
2. Perform financial analysis to support human resource management decision strategies.
3. Evaluate human resource management decisions using employment and labor laws and ethical guidelines.
4. Recommend the adoption of human resources technology solutions across the entire organization.
5. Complete an action research project in the human resources field to demonstrate acquired knowledge and skills.

## SCHOOL OF NURSING

New students are no longer being accepted into the School of Nursing.

### Mission Statement

The School of Nursing (SON), as an integral part of National American University (NAU), is in concert with its mission, core values and purposes. Consistent with the overall university mission, the SON mission is to prepare competent nursing graduates by providing a caring, diverse, and student-centered environment that fosters critical thinking and enhances holistic health care across the life span. The nursing programs offer career mobility through an articulated ladder approach to nursing education.

### Vision

Maintain and mature the infrastructure of the SON and the practice of nursing education.

### Core Values

Offer high-quality nursing education and collaborative community partnerships.
Provide a caring and supportive learning environment for nursing students.
Offer professional nursing programs leading to career advancement and professional development.

### Goals and Purposes

- Prepare learners to influence the delivery of healthcare services through safe and accountable clinical judgment.
- Promote and facilitate (student-centered) lifelong learning opportunities responsive to the needs of students, graduates, faculty, community, and profession.
- Commit to the advancement of nursing knowledge and application to health care by collaborating with faculty within and external to the university and with professionals in healthcare and community agencies.
- Support and participate in activities that interpret and promote the role of the nurse, influence nursing practice, and the concept of caring.
- Support efforts to recruit and retain students from diverse backgrounds and experiences who demonstrate potential for success in nursing.

- Incorporate a holistic approach to culturally congruent care throughout the lifespan.

## School of Nursing Philosophy

The SON derives its philosophy and purposes from the mission statement of NAU. The SON and its faculty believe that nursing education should enable students to acquire the knowledge and proficiencies necessary to practice culturally competent and congruent nursing care and meet the changing needs of society. The philosophy and conceptual model are based on the learning paradigms of Benner (1984, 2000, 2001) and Leininger (1991, 2002, 2006). In accordance with these paradigms, the faculty believes that education is predicated on the following constructs derived from Benner's Novice to Expert and Leininger's Transcultural Nursing theories:

1. Experiential: student-centered and lifelong learning; Benner (1984, 2000, 2001) and Leininger (1991, 2002, 2006). The SON and faculty believe nursing education includes experiences and activities that promote learning in open learning climates where students may examine and discuss transitions in understanding, mistakes, or misconceptions in actual clinical situations (Benner). Nursing is embraced as a discipline committed to the importance of lifelong learning for the maintenance and advancement of knowledge.

The SON and faculty further believe culturally congruent care reflects an infinite number of factors that affect well-being which is important for today's diverse society. It is through culturally congruent care that nursing finds an infinite number of explored and unexplored dimensions of care as a pursuit for enhanced knowledge which may result in predictable care outcomes (Leininger).

1. Caring: essential to nursing and nursing education; Benner (1984, 2000, 2001) and Leininger (1991, 2002, 2006). The SON and faculty embrace Benner's tenet that caring practice is the invisible work of nursing, acknowledges a common human condition and is required to nurture and sustain human life.

The SON and faculty further embrace Leininger's definition: "Care is the heart of nursing; Care is power; Care is essential to healing (or well-being); Care is curing; and Care is (or should be) the central and dominant focus of nursing and transcultural nursing decisions and actions" (Leininger, 1991, 2002, 2006).

1. Clinical Judgment: qualitative distinction, evolves over time, integrative/dynamic; Benner (1984, 2000, 2001). The SON and faculty believe Benner's tenet that clinical judgment is based on recognition of dynamic patient/family/community transitions across time in response to conditions and associated treatment. The nurse's clinical judgment evolves over time as the nurse gains experience and furthers education in the profession.
2. Holistic Health/Illness/Death; Leininger (1991, 2002, 2006). The SON and faculty believe nursing education should embrace the care of clients as addressed within all stages of health from wellness to death. Within the art of healing and comforting, utilization of a holistic perspective should support and enhance human dignity. This holistic perspective views cultural insight as a pivotal factor that directs and shapes well-being within an individual, the family, and the community as a whole.The SON uses the tenets of Benner (1984, 2000, 2001) and Leininger (1991, 2000, 2006) to form the eclectic conceptual framework. Specifically, Benner's work on Novice to Expert (1984) provides a framework for the SON. The SON programs are built upon various student levels of education and experience and designed to enhance career mobility. Concepts of care and culture based on Leininger are threaded throughout the curricula. The constructs: experiential learning, caring, clinical judgment, and holistic health/illness/death provide horizontal threads that serve as broad categories under which a variety of content can be addressed. They are not considered mutually exclusive. It is recognized that the rapid evolution of nursing science, practice, and education demands ongoing reexamination of categories and concepts.

The SON and faculty believe nursing is a practice profession with a defined body of knowledge and outcomes. Nursing practice is embraced through education as holistic, caring in nature incorporating, and supporting lifelong learning.

## Nursing Practice and Nursing Education

A knowledge base reflective of the varying levels of nursing practice contributes to incorporating information to promote health, prevent disease, restore health, and promote adaptation across the lifespan. Nursing demands the ability to adapt to a changing environment in assessing, analyzing, planning, implementing, and evaluating nursing care.

Continued learning and application of facts and principles are necessary for effective clinical judgment in patient care settings. As providers of health services, nurses should be self-directive, creative, critical thinkers who strive for lifelong learning, regardless of their level of practice.

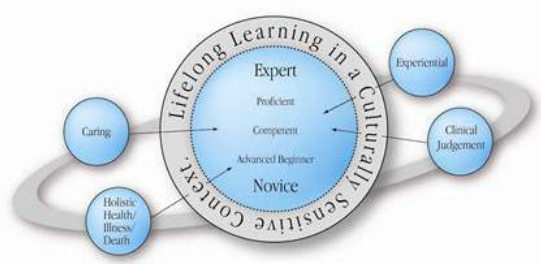
Within nursing, there are levels of practice within varying settings which require different educational preparation. Educational preparation within each level of practice should build on previous knowledge to facilitate career mobility.

The NAU Bachelor of Science in Nursing (BSN) curriculum was designed to provide a broad base of principles from science and liberal arts including additional specialized courses in leadership, healthcare delivery systems, community and public health nursing, health promotion, nursing research, and evidence-based practice. To ensure the program quality and integrity, the BSN program follows the standards set out in the American Association of Colleges of Nursing (AACN) Essentials of Baccalaureate Education for Professional Nursing Practice (American Association of Colleges of Nursing, 2008). The baccalaureate graduate enters the nursing profession as a nurse generalist with a strong foundation for developing specialized clinical practice and other advanced practice roles. The BSN graduates are prepared to function effectively in ambiguous, unpredictable, and complex environments; demonstrate critical thinking and flexibility; translate, integrate, and apply knowledge to enhance patient care quality and safety. The program graduates possess the skills and credentials necessary to pursue graduate education.

The NAU Master of Science in Nursing (MSN) program includes four emphasis areas: Nursing Administration, Care Coordination, Education and Nursing Informatics. The MSN program utilizes the Essentials of Master's Education in Nursing (American Association of Colleges of Nursing, 2011) to integrate the core competencies of the essentials into the MSN curricula for the various emphasis areas. These competencies prepare the graduate for emerging roles in healthcare design, delivery and leadership, as well as higher education. The MSN graduates are prepared to face challenges of today's complex academic and healthcare environments, as well as assume leadership roles at the local, state, national, and international levels.

The model below represents the organizing structure of the NAU SON and illustrates the emphasis on lifelong learning throughout all programs in a culturally congruent context for all populations. Students enter the SON at varying points in their careers (pre-licensure ASN, BSN, online RN to BSN and/or MSN). Although students enter Benner's (1984, 2000, 2001) continuum at different starting points (as a result of additional knowledge and experience), they continually move toward higher levels of competence. The implication for teaching and learning is emphasized by the constructs of caring, experiential, clinical judgment, and holistic health/illness/death.

Organizing Structure of NAU SON

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# MASTER OF SCIENCE IN NURSING

## (NEW STUDENTS ARE NO LONGER BEING ACCEPTED INTO THIS PROGRAM)

New students are no longer being accepted into the Master of Science in Nursing degree programs.

## MSN Curriculum Description

### MSN Student Learning Outcomes (SLOs)

The Master of Science in Nursing (MSN) student learning outcomes (SLOs) guide and inform the MSN graduate

curriculum. These competencies are designed to identify a nurse who is able to effectively perform the duties of an advanced nurse. Graduates of this program have met these outcomes and will be equipped to be leaders. The SLOs are:

1. Analyze social, ethical and legal issues that impact the delivery of domestic and global healthcare.
2. Integrate theory, research, and practice using critical thinking and effective problem solving for the advancement of the nursing profession.
3. Utilize current/emerging technologies and communicative methodologies to build collaborative relationships to promote evidence-based practice and improved healthcare outcomes.
4. Synthesize principles and theories from one's specialty area of practice (administration, care coordination, education, informatics, or advanced practice) to participate in future advances in healthcare initiatives.
5. Model professional, scholarly, and leadership behaviors of one's specialty area of practice (administration, care coordination, education, informatics, or advanced practice) that foster clinical reasoning and lifelong learning.

**Overview**

During the MSN program, students acquire the ability to analyze, synthesize, and utilize knowledge. This is accomplished through a variety of teaching and learning strategies, including formal online courses. This approach allows students to integrate prior and current learning while providing flexibility and scholarship.

The School of Nursing offers several emphasis areas in which a Master of Science in Nursing degree would be awarded with successful completion of all courses. These include:

- Adult-Gerontological Nurse Practitioner
- Family Nurse Practitioner
- Nursing Administration
- Care Coordination
- Education
- Nursing Informatics

**MSN Courses**

The MSN program has four emphasis areas (nursing administration, care coordination, education, and nursing informatics). Each emphasis area requires four core courses, four emphasis courses, and two applied capstone courses. Students must successfully complete at least one master's-level NS course before enrolling in an emphasis area course.

**Core Courses**

The MSN core courses provide students the foundation for advance nursing practice consistent with the master's core curriculum established by the AACN Essentials of Master's Education in Nursing (2011). The foundational concepts are: leadership, quality improvement, integrating scholarship into practice, inter-professional collaboration, innovated practice, and evidence-based practice.

The core courses include:

| | | |
|---|---|---|
| NS6115 | Leadership in Health Care: A Collaborative Approach to Theory/Ethics/Health Policy | 4.5 |
| NS6125 | Facilitating Health I: Health Assessment/Pathophysiology | 4.5 |
| NS6135 | Facilitating Health II: Advanced Pharmacology | 4.5 |
| NS6160 | Technology Utilization in Advanced Nursing Roles | 4.5 |

Specified course credit hours may be transferred into the program from an accredited MSN program with permission from the dean of the School of Nursing and Graduate Nursing Studies. Eligible core courses include: NS6115, NS6125, NS6135, and NS6160.

Specified course credit hours may be awarded by engaging in the PLA Process. Final permission for PLAs comes from the dean of the School of Nursing and Graduate Nursing Studies. Eligible core courses include: NS6115, NS6125, NS6135 and NS6160.

## MSN Nurse Practitioner

New students are no longer being accepted into the MSN Nurse Practitioner degree programs.

The MSN – Nurse Practitioner program is for a registered nurse with a baccalaureate in the science of nursing degree who seeks education to become an advanced practice registered nurse (APRN). The program offers two emphasis areas – Adult-Gerontological Nurse Practitioner (A-GNP) as a single population-focused program and the Family Nurse Practitioner (FNP) as a dual track program. The A-GNP provides advanced nursing care across the continuum of healthcare services to meet the specialized needs of a diverse population of the adult or geriatric client. The FNP provides advanced nursing care to clients across the lifespan. A-GNP and FNP competently manage primary and complex healthcare conditions. MSN – Nurse Practitioner Program students are required to take stand-alone APRN core courses related to advanced physiology/pathophysiology, pharmacology and physical assessment.

On completion of the MSN – Nurse Practitioner program,

students are eligible to write for the Adult-Gerontological and/or the Family Nurse Practitioner certification through national certification organizations, such as the American Academy of Nurse Practitioners National Certification Board, Inc. (AANP), American Nurses Credentialing Center (ANCC) or others. Upon successful passage of the population-focused certification examination, the graduate may be eligible for designation as an advanced practice registered nurse through their respective state board of nursing.

**Curriculum**

As a single population-focused program, the A-GNP curriculum includes four core courses, three emphasis courses, and four applied practicum courses. As a dual-track program, the FNP curriculum includes the courses noted above plus one additional emphasis course (for a total of four) and one additional applied practicum course (for a total of five).

**Core Courses**

The MSN Nurse Practitioner core courses provide students the foundation for advance nursing practice consistent with the master's core curriculum established by the AACN Essentials of Master's Education in Nursing (2011) and align with the national certification organization's guidelines.

The A-GNP and FNP core courses include:

| | | |
|---|---|---|
| NS6115 | Leadership in Health Care: A Collaborative Approach to Theory/Ethics/Health Policy | 4.5 |
| NS6116 | Advanced Physiology and Pathophysiology | 4.5 |
| NS6117 | Facilitating Health I: Advanced Physical Assessment for Nurse Practitioners | 4.5 |
| NS6135 | Facilitating Health II: Advanced Pharmacology | 4.5 |

*Note:* All students enrolled in either nurse practitioner emphasis area must have stand-alone courses in advanced pathophysiology, pharmacology and physical assessment. The core courses accommodate this requirement in compliance with certification organizations guidelines.

**Advanced Practice Emphasis Courses**

**Adult-Gerontological Nurse Practitioner (A-GNP)**

The A-GNP emphasis courses include:

| | | |
|---|---|---|
| NS6601 | Advanced Practice: Evidence-Based Health Maintenance and Promotion | 4.5 |
| NS6602 | Advanced Practice: Common Health Presentations for Adult-Gerontological Clients | 4.5 |
| NS6603 | Advanced Practice: Common Multi-System Health Presentations in Adult-Gerontological Clients | 4.5 |

**Family Nurse Practitioner**

The FNP emphasis courses include:

| | | |
|---|---|---|
| NS6601 | Advanced Practice: Evidence-Based Health Maintenance and Promotion | 4.5 |
| NS6602 | Advanced Practice: Common Health Presentations for Adult-Gerontological Clients | 4.5 |
| NS6603 | Advanced Practice: Common Multi-System Health Presentations in Adult-Gerontological Clients | 4.5 |
| NS6605 | Advanced Practice: Common Health Presentations for Reproductive and Pediatric Clients | 4.5 |

**Advanced Practice Applied Practicum Courses**

**Adult-Gerontological Nurse Practitioner (A-GNP)**

The A-GNP applied practicum courses include:

| | | |
|---|---|---|
| NS6611 | Advanced Practice Practicum I | 4.5 |
| NS6612 | Advanced Practice Practicum II | 4.5 |
| NS6613 | Advanced Practice Practicum III | 4.5 |
| NS6614 | Advanced Practice Practicum IV | 4.5 |

**Family Nurse Practitioner**

The FNP applied practicum courses include:

| | | |
|---|---|---|
| NS6611 | Advanced Practice Practicum I | 4.5 |
| NS6612 | Advanced Practice Practicum II | 4.5 |
| NS6613 | Advanced Practice Practicum III | 4.5 |
| NS6614 | Advanced Practice Practicum IV | 4.5 |
| NS6615 | Advanced Practice Practicum | 4.5 |

## MSN Emphasis Areas - Nursing Administration, Care Coordination, Education, and Nursing Informatics

**Nursing Administration**

The MSN emphasis in Nursing Administration provides students the foundation for advance nursing practice consistent with the American Nursing Credentialing Center (ANNC) Nurse Executive, Advanced Certification Exam. The Nursing Administration courses synthesize principles and theories applied to management of personnel, service delivery, and resources; strategic planning and evaluation of services; and policy development and oversite.

These courses include:

| | | |
|---|---|---|
| NS6231 | Concepts and Theory of Nursing Administration | 4.5 |
| NS6232 | Specialty in Practice – Nursing Administration | 4.5 |
| NS6233 | Resource Design and Utilization – Nursing Administration | 4.5 |

| | | |
|---|---|---|
| NS6234 | Outcomes Evaluation – Nursing Administration | 4.5 |

**Care Coordination**

The MSN emphasis in Care Coordination provides students the foundation for advance nursing practice consistent with the American Academy of Ambulatory Care Nursing: Care Coordination and Transitional Management (CCTM) Certification Exam. The Care Coordination courses synthesize principles and theories applied to facilitating effective coordination of care among various providers to ensure patient needs and preferences are met across the healthcare continuum; and oversight of services ordered or planned to be appropriate based on the patient's acuity and payer source.

These courses include:

| | | |
|---|---|---|
| NS6221 | Concepts and Theory of Care Coordination | 4.5 |
| NS6222 | Specialty in Practice – Care Coordination | 4.5 |
| NS6223 | Resource Design and Utilization – Care Coordination | 4.5 |
| NS6224 | Outcomes Evaluation – Care Coordination | 4.5 |

**Education**

The MSN emphasis in Education provides students the foundation for advance nursing practice consistent with the master's core curriculum established by the NLN Certified Nurse Educator. The Education courses synthesize principles and theories applied to teaching and learning methods; instructional design, assessment and evaluation; and the nurse educator's role.

These courses include:

| | | |
|---|---|---|
| NS6215 | Nursing Curriculum and Program Design, Instructional Methods and Strategies | 4.5 |
| NS6230 | Assessment and Evaluation in Nursing Education | 4.5 |
| NS6240 | Nurse Educator Roles | 4.5 |
| NS6245 | Evidence-Based Teaching Interventions | 4.5 |

**Nursing Informatics**

The MSN emphasis in Nursing Informatics provides students the foundation for advance nursing practice consistent with the American Nursing Credentialing Center (ANNC) Informatics Nursing Certification Exam. The Nursing Informatics courses synthesize principles and theories applied to integrating nursing science, computer science, and information science to manage data that can be synthesized and applied to improve nursing practice and patient outcomes.

The Nursing Informatics specialty courses include:

| | | |
|---|---|---|
| NS6211 | Concepts and Theory of Nursing Informatics | 4.5 |
| NS6212 | Specialty in Practice – Nursing Informatics | 4.5 |
| NS6213 | Resource Design and Utilization – Nursing Informatics | 4.5 |
| NS6214 | Outcomes Evaluation – Nursing Informatics | 4.5 |

**Applied Capstone**

NS6251: Nursing Capstone – Project Planning is a 4.5 credit applied course. It is designed to ensure students can integrate and apply all of the MSN Student Learning Outcomes (SLOs) into practice.

NS6261: Nursing Capstone – Practicum
Upon successful completion of NS6251, students are enrolled in NS6261: Nursing Capstone – Practicum. This is a 4.5 credit applied course. It designed to ensure students can justify and evaluate all of the MSN Student Learning Outcomes (SLOs).

# MBA, EMBA, MM, MSGSCM, MSHRM AND MSN COURSE DESCRIPTIONS

## AC - ACCOUNTING

**AC6250 - Forensic Accounting and Fraud Examination (4.5)**

This course focuses on different types of business and occupational frauds, including asset misappropriation, corruption, and fraudulent statements (financial statement fraud). Students will research laws that relate to fraud; anti-fraud deterrent, controls and countermeasures; and fraud examination procedures and techniques.

Prerequisite: MT6255 and FN6200 or equivalent.

**AC6260 - Accounting Ethics (4.5)**

This course focuses on processes for ethical decision making; core values such as objectivity, independence, and integrity; and the need for transparency in reporting. Current regulatory developments at the state, national and international level will be covered. Students will conduct research and utilize case studies to develop their ability to analyze situations in light of legal and regulatory requirements and codes of professional conduct.

Prerequisite: MT6255 and FN6200 or equivalent.

**AC6270 - Accounting Information Systems and Computer Related Fraud (4.5)**

This course focuses on the use of computers as a means of perpetrating fraud. Students will explore the various ways that computers can be used to conduct fraudulent activities including Internet and e-commerce fraud, money laundering, and identity theft. Students will learn to assess risk, detect and deter computer-related fraud, and assess relevant legal, technical and privacy issues.

Prerequisite: MT6255 and FN6200 or equivalent.

**AC6280 - Auditing and Information Assurance (4.5)**

This course is designed to provide a foundation in financial statement auditing. This course will cover the economic and social justifications for auditing; the connections between enterprise strategy, business processes, business risks, financial measures, and the audit; the role of internal control in auditing; the technical details of audit planning, testing, and reporting; and the social responsibility of the auditor. The problems investors, analysts, and the public face in assessing the quality of the financial information that an enterprise reports as it goes about its activities is also discussed. Students will also demonstrate their mastery of technical topics including professional auditing standards and ethics, accountants' legal liability, the Sarbanes-Oxley Act of 2002, and the role of outside regulators, including the SEC and PCAOB.

Prerequisite: AC6550.

**AC6290 - Government and Not-for-Profit Accounting (4.5)**

This course designed to cover financial reporting, managerial, auditing, taxation, and information systems issues in governmental and nonprofit entities. Ethics and professional standards, as well as communication and analytical skills, are developed. Students will apply dual-track accounting to help develop skills at analyzing transactions in a governmental entity and follow their effect on the financial statements. This course will benefit all accounting students but especially those who are interested in managerial accounting positions in universities, health care organizations, public schools, state and local governments, or nonprofit organizations.

**AC6300 - Taxation (4.5)**

This course provides an introduction to, and overview of, fundamental concepts of income tax law. Topics include Introduction to Taxation, including income tax, capital gains tax, fringe benefits tax, and goods and services tax; Jurisdiction to Tax; Assessable Income, including taxation of capital gains and losses; Non-Assessable Income; Deductions; Tax Accounting; Tax Treatment of Tax Entities; Anti-avoidance; and Tax Administration.

**AC6550 - Managerial Accounting (4.5)**

This course emphasizes the use of accounting information in formulating management decisions. Special emphasis is placed on accounting information needs for planning, controlling, decision-making and performance assessment.

Prerequisite: MT6255, FN6200 or 9 credits of accounting and 4.5 credits of finance.

**AC7150 - Financial Statement Analysis & Business Forecasting (4.5)**

This course provides students with the tools necessary to interpret and analyze financial statements. Students will utilize financial statements and related ratios to analyze the stability of companies, as well as to identify potential strengths and weaknesses. This analysis will then be used

to forecast financial statements to be used for business and investment decision making.

**AC7152 - Financial Accounting (4.5)**

This course introduces the basic principles of financial accounting. A focus is placed on the reporting, interpretation, and communication of accounting information. Students will learn to analyze this accounting information, and then apply the analysis in a decision-making context.

# AM-AVIATION MANAGEMENT

**AM6000 - Air Transportation System (4.5)**

This course is designed to examine air transportation as part of the global transportation system. Students will become acquainted with the growing opportunities and economic risks, starting with the Wright Brother's first flight through current day governmental regulations, energy shortages, deregulation and international travel issues for passenger, cargo and general aviation.

Prerequisite: MT6255.

**AM6005 - Aviation Safety (4.5)**

This course is designed to examine all aspects of aviation safety. Students will examine work settings, ground safety, flight safety, and the larger scope of emergency response programs. Identification and implementation of accident prevention measures are stressed as integral parts of a complete safety management system. A review and analysis of all federal regulations applicable to operations and safety will be conducted. This course will also review past aviation accidents and their modern solutions through accident prevention plans.

Prerequisite: MT6255.

**AM6010 - Aviation and Airport Security (4.5)**

This course will examine all aspects of security as they apply to aviation and aviation safety. Students will study the security aspect of aircraft, passengers, and cargo as well as ground operations at airports. The course's focus is from the eyes of business intelligence. The risk of crime, industrial espionage, terrorism and internal security as they exist in the regulatory roles of local, regional and national entities along with countermeasures will be studied.

Prerequisite: MT6255.

**AM6015 - Airport Operations and Management (4.5)**

This course will examine the management and operation of airports. The financial forecasting of an airport's traffic, revenue and expense sources, ground handling of passengers inside the FAA's regulatory framework provides a top down view of airport operations. Environmental concerns, land-use planning and control, airport capacity and delay, public relations, airport finance, liability, and economic impact will be covered.

Prerequisite: MT6255.

**AM6020 - Air Carrier Operation (4.5)**

This course will examine airline, charter, and corporate operations and functions. Air carrier economics, marketing and pricing, computer reservation and revenue management systems, fleet planning and scheduling, aircraft maintenance, aircraft finance, labor relations, organizational structure, and strategic planning will be studied.

Prerequisite: MT6255.

**AM6025 - Air Cargo Operations (4.5)**

This course will examine topics related to the planning and operations of air cargo systems. These topics include the main components of an air cargo system, the competition between air cargo and other surface-transportation modes, planning, air cargo revenue management, supply chains in air cargo management, shipper and forwarder interaction, ground/sorting operations, airport relations, marketing air cargo service, and air cargo security.

Prerequisite: MT6255.

# CI - INFORMATION TECHNOLOGY

**CI6400 - Information Systems for Strategic Advantage (4.5)**

This course focuses on the meaning and role of information technology within a business setting and offers a broad perspective of the relationship between organizational goals, information technology, and strategic advantage. The student will examine the design and implementation of various information systems in order to integrate current technologies and configurations into the management decision-making and evaluation process.

Prerequisite: MT6255.

**CI6600 - Computer Security (4.5)**

This course explores Information Assurance (IA) from the concepts of computer systems foundation, networking, information security policies, standards, procedures, and guidelines. IA and security design, integration, implementation, and maintenance will be explored with real-world scenarios for authentic learning experiences. Security audit, validation, verification, and certification procedures will be built into the course discussion topics. Current and changing legal and ethical issues as they relate to cybersecurity, cyber-attacks, cyberterrorism will be discussed. Further, the prevalent National Critical

Infrastructure protection, Cloud and Mobile security will be explored.

Prerequisite: MT6255.

**CI6605 - Risk Assessment and Analysis (4.5)**

This course presents an overview of the various methodologies that may be used in assessing and managing security risks to achieve information protection in contemporary highly networked enterprises. This course will explore both technology and management issues related to Computer Security Risk Assessment and Management to protect information assets. Specific technologies and techniques used by security managers to protect sensitive, private information are discussed and explored. Countermeasures and safeguards to mitigate risks will be discussed in defense-in-depth.

Prerequisite: MT6255 and CI6600.

**CI6610 - Critical Infrastructure Control System Security (4.5)**

This course investigates the critical infrastructure control systems for their security vulnerabilities for possible cyberattacks. The student will explore all possible cyberadversaries that could attack on these national critical infrastructure control systems without which our economy could cripple, human lives will be devastated, and the national security would be compromised. The student will have an opportunity to design a secure critical infrastructure control system to prevent any possible future cyberattacks.

Prerequisite: MT6255, CI6600 and CI6605.

**CI6615 - Computer Forensics and Incident Handling (4.5)**

This course provides a proven life cycle incident handling procedure from the incident detection to closure of the incident, managing trouble tickets, and basic analysis of events to determine if an incident has occurred. A methodical incident handling procedure will be explored along with forensic handling procedures. Forensic evidence handling and reporting procedures will be exercised by the student. The course further explores laws and rights to privacy by individuals and what organizations may or may not do.

Prerequisite: MT6255, CI6600 and CI6605.

**CI6620 - Foundations of Security (Security+) (E) (4.5)**

This course explores the fundamental concepts of cybersecurity and its implementation. Security vulnerabilities, exploitations, and attacks are examined in various cyberattack phases. Various cyberattacks and their payloads to damage assets will be explored in order to design the appropriate security controls. Additionally, the student will be able to identify assets, assess risks, implement the appropriate safeguards, and continuously monitor security posture. The course prepares the student to take the CompTIA Security+ certification exam.

Prerequisite: MT6255, CI6600 and CI6605.

**CI6650 - Advanced Security Practices and Risk Management (CISSP) (E) (4.5)**

This course provides advanced security topics for security professionals. The student will explore various access control mechanisms to protect assets in an enterprise network infrastructure. Prevalent cyber vulnerabilities, attacks, and exploitations such as advanced precision threats (APT) will be examined for the student to design a secure computing network along with a Business Continuity (BC) and Disaster Recovery (DR) Plan. Latest software and website vulnerabilities will be analyzed to design a secure software development life cycle (SDLC). Continuous monitoring and operations best security practices will be reviewed to conform with government regulation, international cybersecurity laws. This class will prepare students who meet ISC2's requirements to sit for the CISSP exam.

Prerequisite: MT6255, CI6600 and CI6605.

**CI6625 - Network Security Protection and Attack Analysis (SSCP) (4.5)**

This course is designed to examine the various areas of network security including intrusion detection, evidence collection and defense against cyber attacks. The issues and facilities available to both the intruder and data network administrator will also be examined to illustrate their effect. Students will learn the principles and concepts of wired and wireless data network security. Students will be guided through a series of laboratories and experiments in order to explore various mechanisms for securing data networks including physical layer mechanisms, filters, applications and encryption. Students will analyze attack/defend scenarios and determine the effectiveness of particular defense deployments against attacks.

# CJ - CRIMINAL JUSTICE

**CJ6100 - Law and Public Policy (4.5)**

This course critically addresses the intersection among law, public policy and the role of courts as well as the impact of these disciplinary areas on the management of the organization. Topical areas will include: the structure of criminal and civil law; criminal and civil procedure; and development and trends in public policy as applied to the criminal justice system. Case study method will be applied for much of the course material.

Prerequisite: MT6255.

**CJ6200 - Management Topics in Criminal Justice (4.5)**

This course will provide the student with a fundamental understanding of management-related topics in criminal justice. The course will focus on the roles of leaders and managers to achieve organizational goals. Topics include resource management and allocation, management in the public and the private sector, dealing with diversity, and criminal justice in a global environment.

Prerequisite: MT6255.

**CJ6250 - Management of Critical Incidents (4.5)**

This course provides students the opportunity to explore leadership and management challenges when dealing with a variety of emergency situations initiated through electronic, biological, nuclear, political, or other means. Students will utilize the case study approach to analyze individual and group behavior; assess the challenges inherent in leading a team during a critical incident, and classify and formulate strategies to maintain control during the incident. Topics will include emergency response planning, incident readiness documentation and testing, and communication strategies.

Prerequisite: MT6255.

**CJ6300 - Criminal Justice Planning and Innovation (4.5)**

This course will cover the application of planning theory and techniques to the criminal justice system as well as to organization-specific problems. Students will learn techniques for problem identification, goal-setting, forecasting, and the selection of alternative courses of action. Students will evaluate the process of innovation, analyze the impact of change, recommend a change process, and develop a change plan.

Prerequisite: MT6255.

# EC - ECONOMICS

**EC6100 - Economic Analysis (4.5)**

This course looks at the application and analysis of microeconomic and macroeconomic concepts, tools, theories, and events that shape and modify the economy. Emphasis will be on decision making for the manager and development of basic tools of economic analysis required for graduate-level courses.

Prerequisite: MT6255.

**EC6150 - Managerial Economics (4.5)**

This class explores the application and analysis of microeconomic and macroeconomic concepts, tools, theories, and events that shape and modify the economy. Emphasis will be on decision making for the manager and development of basic tools of economic analysis required for graduate-level courses.

Prerequisite: MT6255 and EC6100 or equivalent.

**EC7550 - Economics of Business (4.5)**

This course is designed to examine, understand, and apply economic theory in an ethical manner to real world economic problems that the firm manager will face. These include the problems of allocating resources, firm behavior, market structure, as well as historical and current fiscal, monetary, and exchange rate policy as it impacts the firm and its operations.

# FN - FINANCE

**FN6200 - Accounting and Finance for Managers (4.5)**

This course is designed for the non-finance major who needs a background in finance from the viewpoint of management. The emphasis is to familiarize the student with concepts of financial management through analytical and evaluative techniques necessary to make better managerial decisions.

Prerequisite: MT6255.

**FN6350 - Financial Management (4.5)**

This course emphasizes the use of financial analysis as a tool in management decision-making. The student will learn to identify and interpret financial information as it relates to the decision-making process and to communicate this information to a variety of audiences. Course can be substituted for FN6200.

Prerequisite: MT6255, FN6200 or 9 credits of accounting and 4.5 credits of finance.

**FN7401 - Global Finance (4.5)**

This course explores the principles of financial management in a global context. A proper understanding of foreign exchange markets and currency behavior is essential to managing finances on the international stage. Students will utilize current tools, methods, and techniques to reduce foreign exchange exposure, navigate international financial markets, and manage a multinational firm.

# HA - HEALTH CARE

**HA6500 - Fiscal and Regulatory Issues in Health Services (4.5)**

This course focuses on fiscal and regulatory issues in the health care industry. Students will focus on the management implications of current economic issues, funding streams, expenditures, legal and regulatory issues and ethical issues.

Prerequisite: MT6255.

**HA6510 - Global Issues in Health Care (4.5)**

This course covers global issues commonly encountered in modern health care systems. Topics will include issues common to all systems as well as specifics of the U.S. market. Students will research current issues of interest from other countries in order to assess the transportability and applicability of best practices across international systems.

Prerequisite: MT6255.

**HA6520 - Health Care Administration and Policy Seminar (4.5)**

This course establishes a conceptual framework for understanding the interconnections between health care administration and health care policy. This understanding is critical to the success of senior managers in our nation's health industry.

Prerequisite: MT6255.

**HA6530 - Healthcare Performance Standards (4.5)**

This course is designed to analyze and evaluate health care performance standards. Quality improvement initiatives rely upon data from monitoring program implementation and evaluating program outcomes to determine achievement of program objectives. The processes of developing and revising monitoring and outcome measures are used to help determine progress toward meeting accreditation and regulatory standards.

**HA6550 - Healthcare Information Management (4.5)**

This course introduces Health Information Management (HIM) and its role in healthcare delivery systems. Topics include standards, regulations and initiatives; payment and reimbursement systems, healthcare providers and disciplines; and electronic health records (EHRs).

# HE - HIGHER EDUCATION

**HE6100 - History of American Higher Education (4.5)**

This course is designed for future and current college and university staff and leaders. It will provide a broad view of the history of higher education; historical trends, customs, values and traditions. Particular emphasis will be placed on the development of issues of for-profit colleges and universities.

Prerequisite: MT6255.

**HE6105 - History and Emerging Issues of American Higher Education (4.5)**

This course will provide a broad view of the history of higher education, historical trends, values, and traditions. Students will have the opportunity to identify and analyze emerging local, state, national, and global issues impacting higher education.

**HE6200 - Management Topics in Higher Education (4.5)**

This course will provide the student with a fundamental understanding of management topics in higher education. Topics examined will include the management and understanding of various offices and functions on campus such as financial aid, registrar's office, student accounts, athletics, student affairs, admissions and academic affairs. Leadership and managing proprietary higher education topics will also be examined.

**HE6250 - Student Retention and Learner Services (4.5)**

This course will focus on techniques utilized in student retention. It will examine procedures and programs in traditional and for-profit institutions, paying particular attention to retention methods for for-profit institutions and the online student. Students will research current retention programs. Case studies will be used to increase the knowledge base. Topics will include student types and their varying needs, the differences between persistence and retention, risk factors that impact retention, and planning to improve retention.

Prerequisite: MT6255.

**HE6255 - Contemporary College Student Retention and Learner Services (4.5)**

This course will focus on best practices utilized in student retention and learner services. Students will examine programs, processes, and intervention for student services paying particular attention to retention methods for traditionally disenfranchised students and online students. Topics will include student types and their varying needs, differences between persistence and retention, risk factors that impact retention, utilization of data to understand retention and planning to improve retention.

**HE6300 - Curriculum Design, Development, and Assessment (4.5)**

This course is designed to introduce students to the methods and skills necessary for instructional planning as it relates to designing courses, curriculum, and degree programs. Students will also investigate assessment techniques and criteria, writing assessment documents and fulfilling assessment and regulatory criteria.

Prerequisite: MT6255.

**HE6301 - Foundations of Teaching and Learning (4.5)**

This course provides a strong foundation of understanding and practice in research based teach strategies. Students explore established literature on adult learning theory and

andragogy. The course incorporated how to create an effective learning environment with a diverse population of students utilizing communication, student engagement, and classroom management strategies. Students will develop a personal philosophy of teaching.

**HE6302 - Foundations of Campus Operations (4.5)**

This course is designed for students to learn about the all the aspects of campus operations as it relates to different types of higher education entities. The course will expose students to facility operations, staffing, compliance, developing a business acumen, communicating for results and managing workload. The CHEPS certification is a requirement to successfully complete the course.

**HE6303 - Foundations of Enrollment Management (4.5)**

This course is designed for students to learn the critical aspects of marketing, admissions and student retention. The course will expose students to communication essentials which impact recruitment and retention; techniques for different modes of communication; essential to connecting with the student; ethical enrollment processes; best practices in presenting the value of your Institution; developing an effective marketing and advertising plan; and building brand for the institution. CHEPS certification is a requirement of the course.

**HE6304 - Foundations of Career Services (4.5)**

This course is designed to prepare the students to have a full operational understanding of career services; implementation and measurement of the effectiveness of the services; and key components to drive success of career services. Key topics will include establishing an effective career services department; serving students who are in a protected class or with some type of extenuating circumstances; implementing a social media and digital strategies; knowing how to develop a strong job listing for students; and teaching students how to find and secure a job. The CHEPS certification is a requirement for the course.

**HE6305 - Curriculum Design, Development and Assessment of Student Learning (4.5)**

This course is designed to introduce students to the methods and skills necessary to design courses, curriculum, and degree programs. Needs assessments, internal organizational infrastructures, institutional mission, faculty roles, academic administration, and external constituency influences will be discussed. Students will learn how to incorporate technology into the curriculum. Students will investigate multiple cognitive and competency assessment techniques and criteria, writing assessment documents and fulfilling assessment and regulatory criteria.

**HE6800 - Higher Education Analytics (4.5)**

Students will learn how to present, analyze, and interpret institutional data; and, communicate about and apply data for decision making at the institutional, program, and course levels. They will be asked to identify barriers to institutional effectiveness, student learning, equity, success, completion and assess the institutional culture for fostering a culture of evidence and inquiry. Students will learn about the use of data for strategic planning, policy development, and resource allocation.

**HE7000 - Practicum (4.5)**

The practicum is a critical aspect of the master's program experience. It offers an opportunity for students to spend time in a higher education office or classroom to examine a significant problem, with structured and supervised deliverables. Students will work in collaboration with the faculty to develop plans for the learning outcomes for the practicum which will culminate in a comprehensive project.

# LA - LAW

**LA6100 - Legal Environment for Global Organizations (4.5)**

This course is designed to introduce students to the complexities of the legal environment for organizations doing business globally. Students will consider the law as it applies throughout the United States and in other countries. In addition, students will study international legal issues and legal and ethical decision-making across cultures.

Prerequisite: MT6255.

**LA6200 - Legal and Regulatory Environment for Higher Education (4.5)**

This course explores the legal and regulatory environment as it relates to higher education with particular attention to for-profit higher education. Research in regards to particular cases will be addressed and discussed. Other topics examined will be the various types of accreditation, writing effective accreditation reports, regulatory visits, reporting agencies, copyright and fair use, the Higher Education Act, and legal issues as they relate to the daily operation of a higher education institution. This class is required in the MM Higher Education program.

Prerequisite: MT6255.

**LA6205 - Legal and Regulatory Environment for Higher Education (4.5)**

This course explores the ethical and legal issues as they relate to higher education. Faculty rights, roles and responsibilities will be covered. Cases around student

issues such as plagiarism, misconduct, and mental health will be explored. Other topics examined will be the various types of accreditation, regulatory statutes, social media, technology, copyright and fair use, the Higher Education Act, and legal issues as they relate to the daily functioning of teaching, course development, and the learning environment.

**LA6570 - Human Resource Law (4.5)**

This course prepares the Human Resource professional to recognize and anticipate issues within the legal and institutional framework which governs the employer/employee relationship. Students will learn about human resource practices associated with each stage of the employment process-- from hiring, to managing, to firing-- and emphasize the application of legal concepts to future business situations. Students will develop critical thinking and legal reasoning skills, enabling them to identify the appropriate time to consult with an attorney. Other topics include: class action lawsuits, use of independent contractors, sexual harassment, and the use od credit histories and criminal background checks during the hiring process.

**LA7100 - Legal Environment of Business (4.5)**

This course provides students with an overview of the legal environment of business with emphasis on bridging the gap between understanding legal doctrines that impact corporate environment and how corporate managers use legal insight to manage risk.

# MA - MATHEMATICS

**MA6100 - Statistics (4.5)**

This focus of statistical methods includes the theory and application of commonly used statistical methods and models. Students will explore the methods used for the analysis of a variety of data and basic statistical concepts. Descriptive statistics are used to summarize data, and then basic concepts of probability are explored as are sampling and statistical inference. Simple linear regression analysis/relationships variables models are introduced. Coursework is approached from an applied perspective using case studies and other examples.

Prerequisite: MT6255.

**MA6600 - Quantitative Methods for Management Decisions (4.5)**

This course explores the use of applied quantitative tools for managerial decision-making. These tools include Bayesian decision theory, programming algorithms and special deterministic models, such as queuing models. Students will utilize computer applications to analyze data and to assist in the decision-making process.

Prerequisite: MT6255 and MA6100 or equivalent.

**MA7660 - Statistics for Executives (4.5)**

This course is designed to help students develop analytical skills in deriving significant information from complex data. The course provides students with a background in the statistical methods that assist in the analysis of data for making critical business decisions. Topics include descriptive statistics and reporting, dynamic dashboards, hypothesis testing, data trending, linear and logistic regressions, time series modeling, decision trees, and current topics in machine learning. The course uses Microsoft Excel add-in capabilities to use XLSTAT and Power Pivots for analysis. Students are expected to have a basic understanding of statistical concepts of data description including mean, standard deviation, and familiarity with MS Excel functionalities.

# MG - MARKETING

**MG6200 - Marketing and Sales Management (4.5)**

This course provides students with an understanding of the marketing and sales process and how it impacts the operation of the organization. Students will learn to evaluate marketing and sales decisions using a variety of information sources to gather information in both a departmental and organizational context. Course can be substituted for MG6500.

Prerequisite: MT6255.

**MG6500 - Marketing Administration (4.5)**

This course emphasizes the application of marketing concepts and tools in the decision-making process. Students will discuss the manager's role in administering marketing programs and in ensuring that marketing is appropriate to the organization's goals. The course also includes a study of the behavioral, functional, societal, international, and institutional foundations of marketing. Course can be substituted for MG6200.

Prerequisite: MT6255.

**MG6600 - Internet Marketing (4.5)**

This course introduces the student to concepts and theories that define Internet marketing and discusses its place in a firm's overall marketing plan. Marketing itself is not simply about advertising, sales, and promotion, but rather involves a far broader, though intensive, knowledge of consumers' behaviors and needs. A business's strategic task, then, is to respond to those behaviors and customer needs in their business model by providing superior value in their offerings. The Internet represents a dynamic medium through which a firm can expand its marketing opportunities and strategies around product, price, placement, and promotion. The purpose of this course,

then, is to provide the student with a strong base of knowledge around the Internet's marketing potentials, comprehensive enough for the student to be able to identify its fundamental application to, and maximize its value for, myriad business models. The course uses text, case studies, videos, and project research to achieve those ends. Prerequisites: MT6255 and MG6500 (MBA) or MG6200 (MM)

**MG6610 - E-Commerce (4.5)**

This course examines the relationship between e-commerce business models and strategies, Internet technology, and the legal and social context of e-commerce, three factors that permeate all e-commerce. The structural and managerial differences of failed models and practices of early e-commerce entries are contrasted against those operational and strategic characteristics of firms that have not just succeeded in the space, but have thrived. This knowledge of the evolution of web-based and integrated business models coupled with an eye on evolving technologies and social trends will prepare leaders to better manage their firms and compete in the new and evolving e-commerce era. Prerequisites: MT6255 and MG6500 (MBA) or MG6200 (MM)

**MG6620 - Social Media Marketing (4.5)**

This course looks at the steps required in creating a comprehensive and effective social media marketing plan. Core marketing practices, such as identification of target markets, are coupled in context with primary social media channels, thus allowing marketers to craft media strategies across multiple platforms that include platform specific tactics and objectives. Prerequisites: MT6255 and MG6500 (MBA) or MG6200 (MM)

**MG6630 - E-Marketing Analytics (4.5)**

This course is designed to acquaint students with analytical tools available to measure the ROI of a firm’s e-marketing efforts, such as social networking, search engine optimization, search engine marketing, and Pay per Click, etc. As the major provider of data on online advertising and online marketing, Google Analytics is a major focus. This course will help prepare students to take their Google Analytics Individual Qualification exam (GAIQ). Prerequisites: MT6255 and MG6500 (MBA) or MG6200 (MM)

**MG6640 - Marketing Research (4.5)**

This course is designed for students to gain an understanding of marketing research and its value in analyzing consumers, markets, and the environment. Topics include an overview of market research and research design, exploratory research; descriptive research; scaling; sampling; and data analysis and reporting.

**MG7510 - Strategic Marketing (4.5)**

This course addresses the elements of a strategic market plan. Students will learn to view challenges from the perspective of the marketing team in order to develop, implement, and assess strategic marketing planning, as well as the concepts of marketing and tools of marketing strategy with emphasis on critical thinking to encourage creative effective strategies.

# MT - MANAGEMENT

MT6100 - Research Methods (4.5)

This course provides students with a framework for research design. Students will consider how research is different from other ways of knowing, identify a research problem and questions, conduct a literature review, design a research plan, define a population and sampling plan, construct instruments to collect data, and submit a research proposal. Ethical issues in quantitative and qualitative research are also addressed.

Prerequisite: MT6255.

**MT6255 - Introduction to Leadership and Quality (4.5)**

This course emphasizes the four functions of management: planning, leading, organizing and controlling. The course will examine these topics to understand and apply business ethics and Corporate Social Responsibility ("CSR"). Students will investigate how leaders utilize effective communication, build culture and encourage change to create a successful organization.

**MT6270 - Independent Research (4.5)**

This course is designed to provide the student with the opportunity for independent applied research. Students who are enrolled will produce a research document pertaining to a topic of personal, professional or academic interest. The course is intended for students who have completed the majority of their program so that previous coursework can provide the foundation for the research. The course encourages independent student research with a minimal amount of faculty direction.

Prerequisite: MT6255.

**MT6300 - Managing Human Resources (4.5)**

This course provides an overview of human resource management in organizations and examines the role of the human resource (HR) function in contributing to an organization’s business strategy and creating sustainable competitive advantages. The HR strategies, systems, policies, and practices used by organizations to complete effectively in today’s global economy are therefore examined. Students will have the opportunity to study theories and practices in areas of the human resource

management functions and managerial responsibilities such as staffing, performance management, diversity, legal aspect of the employment relationship, training and development, compensation, labor relations, HRIS, work and job design, HR measurement, and current and future issues affecting human resource administration. Students who are not in the HR profession will gain tremendous insight on managing their teams and developing stronger working relations with the HR department. This class helps to prepare learners for roles in HR and non-HR managers. The areas of talent acquisition, talent management, and all other core strategies within HR will be discussed. The class reflects the learning competencies of the Society for Human Resource Management (SHRM).

**MT6305 - Managerial Organizational Behavior (4.5)**

This course will address common workplace problems of adjustment, communication, and performance in various organizational structures. Topics include interpersonal group behavior, complex organizational behavior, leadership styles, staffing and the motivation of employees, the contribution of communication, and the integrative role of management in global organizations.

**MT6310 - Training and Development in Human Resource Management (4.5)**

This course is a detailed examination of training and development issues from a contemporary manager's viewpoint. Topics examined include: identification of training and development needs, implementation of programs, and assessment of program effectiveness.

Prerequisite: MT6255.

**MT6315 - Analysis for Human Resource Professionals (4.5)**

A review of the various statistical analysis methods utilized by human resource professionals that will assist in the analysis, measurement, and accounting for investments in people and decisions about those investments. Students will learn how to calculate turnover, conduct salary surveys, estimate the cost of employee absenteeism, analyze the cost of employee benefits, and calculate the return on investment for employee development programs. Students will also be introduced to statistical software frequently utilized by HR professionals.

Prerequisite: BA or BS.

**MT6320 - Employee Evaluation and Compensation (4.5)**

This course is a detailed examination of employee evaluation and compensation. Topics include performance assessment, compensation and benefits philosophy, role of compensation and benefits in recruiting and retention, design of compensation plans, and assessment of the effectiveness of evaluation and compensation plans.

Prerequisite: MT6255.

**MT6325 - Budget and Resource Allocation Strategies for Human Resources (4.5)**

This course will provide students with the opportunity to plan and prioritize HR activities based on a given budget. Students will be expected to select solutions to common HR problems, prioritize outcomes, and make legal and ethical decisions that provide desirable outcomes, but maintain the budgetary restrictions.

**MT6330 - Employment and Labor Law (4.5)**

This overview of employment law will expose students to an in-depth analysis of U.S. Employment Law. Students will use critical thinking skills to analyze a variety of real-world scenarios and respond, based upon the laws that apply to that situation. Topics will include the Fair Labor Standards Act, Title VII of the Civil Rights Act of 1964, the Americans with Disabilities Act, USERRA, and more.

**MT6335 - Employee and Labor Relations (4.5)**

This course will introduce students to the concepts of labor unions, both in the U.S. and abroad. Topics of study will include the history of labor unions, labor relations, collective bargaining, and the future of labor unions. Students will also analyze the role of labor unions in human resource planning and practice.

**MT6340 - Workforce Planning and Recruitment (4.5)**

This course emphasizes the effective management of talent flow into and through an organization through human resource workforce planning, job analysis, recruiting and selection, on-boarding, performance management, and outplacement resulting from business necessity. The course will assist students in preparing for a career dealing with the management of a staff or in the human resource management field through direct analysis of six specific content areas.

**MT6345 - Human Resource Technology Solutions (4.5)**

This course will provide students with an overview of human resource management technologies currently in use today. Topics will include lean processing, people management software solutions, and automated benefits management. Of special concern will be the impact of technology on human resource practices in the coming years.

**MT6350 - Strategic Human Resource Management (4.5)**

This course emphasizes the development and implementation of effective and efficient human resource

practices that support the strategic objectives of the firm. The focus is on everyday human resource decisions made by all managers and addresses human resource topics (including reward systems, high-performance human resource systems, training and development, retention, equal employment opportunity laws, work-force diversity, and union-management relationships) from a strategic perspective.

Prerequisite: MT6255 and credits of master's-level human resources classes.

**MT6365 - Research Capstone for Human Resource Managers in a Global Marketplace (4.5)**

This capstone course will consist of a special research project of interest to the student and of benefit to the study of human resource management. Students will propose a research topic and, once approved, will research and develop a research paper suitable for publication. Topics will vary based on student need and faculty approval.

**MT6504 - International Supply Chain System Design (4.5)**

Examine supply chain as a complete system from raw materials to the customer. Recognize and evaluate supply chain designs and match supply chain systems to their environments. Discusses current trends in international supply chain management.

**MT6505 - Principles of Financial Analysis and Decision Strategies (4.5)**

Examine financial analysis as a proactive tool for supply chain managers' decision justification. Topics include financial statements, valuation, capital budgeting (NPV, IRR etc.) capital, international financial markets, and risk management.

**MT6510 - Environmental Economics (4.5)**

This course introduces students to environmental economics, policy, and decisions affecting organizational performance. Related topics including legal and regulatory issues, ethical considerations, cost/benefit analysis, and planning will be covered.

Prerequisite: MT6255.

**MT6515 - Domestic and International Ethics, Law, and Contracts (4.5)**

Explore the domestic and international ethics, law, and contracts in the context of supply chain management. Topics include the overlapping roles of ethics and regulation in enabling world class supply chain management, and obligations and remedies in an international setting.

**MT6520 - Manage Supply Chain and Logistic Technologies (4.5)**

Examine supply chain technologies and technological change, its use and effect on firms and sustainability. Topics include selecting technologies, justifying adopting technologies, and ensuring full utilization of technologies across the entire supply chain system, i.e. suppliers, as an enterprise, and for customers.

**MT6525 - Negotiation Strategies and Tactics (4.5)**

Examine negotiation practices. Topics include negotiation as an art, negotiation as a science, and cultural nuances of negotiation.

**MT6530 - Manage Global Supply Chain Operations (4.5)**

Evaluate directing operations of supply chain and how operations are coordinated within manufacturing, distribution, and retail organizations. Topics include supply, logistics, inventory, production and distribution systems, cost estimation, and continuous improvement.

**MT6535 - Pricing, Cost, and Risk Management (4.5)**

Investigate cost and risk management in the supply chain. Topics include cost reduction tools, competitive business strategy, and total cost of ownership.

**MT6540 - Supply Chain Quality and Lean Six Sigma (4.5)**

Examine the managerial, technical, and practical aspects of process improvement. Topics include process and quality management; Lean and Six Sigma tools and methodology and other perspectives, e.g. Malcolm Baldrige Award, and ISO.

**MT6545 - Domestic and Global Industry Analysis (4.5)**

This course examines international supply chain relationships and corporate social responsibility factors affecting sustained performance. Topics include scientific evidence, social, health and safety risks, and solutions that benefit supply chain systems.

**MT6550 - Manage Global Logistics and Distribution (4.5)**

This course examines and evaluates the integration of logistics, warehousing, transportation, and information systems; and critical elements related to marketing, operations, and finance. Topics include strategic sourcing, analyzing and resolving problems, and other contemporary logistic and distribution concepts and practices.

**MT6555 - Integrative Project Capstone (9)**

This capstone project is a sponsor-based, supply chain-based project. Projects are approved by the faculty member

and must have the potential of contributing significantly to the sponsor's bottom line. Topics include charters, project management, teamwork, quantifying financial impacts, and presentation skills.

**MT6570 - International Business (4.5)**

This course is designed to acquaint students with the growing opportunities and potential and economic risks in doing business across international boundaries. This course is a study of the nature of international business and the environment in which an international business operates. Monetary and organizational conditions are examined. Controllable and uncontrollable forces in the international economic arena are also discussed. Course can be substituted for MT6580.

Prerequisite: MT6255.

**MT6580 - International Management (4.5)**

This course is designed to provide students with an understanding and knowledge of international management as firms become international in scope for a variety of reasons. This course aims to cover prominent areas that are crucial for international managers to be familiar and accustomed. The areas covered broadly in this course are a) the internationalization process of an organization; b) the impact of globalization on the nature of managing a business; c) essential skills of the global manager; d) managing the new global workforce; e) cross-cultural issues and challenges; f) political, legal and ethical challenges of international management, and g) global leadership.

Prerequisite: MT6255.

**MT6610 - Managing and Optimizing Projects (4.5)**

This course is a study of the techniques and management used to successfully initiate, conduct and evaluate projects. The course relies on quantitative methods in resource allocation, scheduling, and capacity planning. Industry best practices are examined for a variety of project types and circumstances while practical strategies are evaluated. Students will use project management software to model scenarios and variations.

Prerequisite: MT6255.

**MT6611 - Enterprise Process Management (4.5)**

This course reviews the fundamental requirements of effective enterprise resource management, and incorporates an overview of software and decision support systems used in related processes. Additionally, this course evaluates the use of configuration management techniques to streamline processes and operations.

Prerequisite: MT6255.

**MT6612 - Optimize Enterprise Operations (4.5)**

This course explores the use of advanced configuration management techniques to organize and optimize a variety of organizational functions. Specific emphasis is given to practical and proven applications and their integration into existing or new organizational processes.

Prerequisite: MT6255.

**MT6613 - Operations and Supply Chain Management (4.5)**

This course details the functional and quantitative processes and tools used to manage and control the operational processes of delivering goods and services. Topics include the use of quantitative tools in forecasting, inventory control, strategic decision making, and scheduling with an emphasis on the supply chain.

Prerequisite: MT6255.

**MT6619 - Project Management Essentials (4.5)**

This course introduces students to the essentials of project management. Students will investigate the required tools and techniques used to plan, measure, and control projects and the methods used to organize and manage projects. Understanding leadership, teamwork and project risks are necessary components of project management. Project Management Essentials will examine the elements of leadership, the importance of teamwork, and the impact of risk as they relate to successful project completion.

Prerequisite: MT6255.

**MT6621 - Intermediate Project Management (4.5)**

This class is intended to prepare students for the Project Management Institutes (PMI) Certified Associated in Project Management (CAPM®). The focus is on providing an in-depth review of the five process groups: Initiating, Planning, Executing, Monitoring & Controlling, and Closing. Students will complete projects using a project management simulation software to practice and reinforce the processes involved in successfully managing a project. Upon completion of this class, students will develop the skills to become a proficient team member. In addition, student will gain foundational knowledge of the project manager's role.

Prerequisite: MT6619.

**MT6622 - Advanced Project Management (4.5)**

This course focuses on the primary responsibilities of a project manager: managing project costs and time, while completing the project to the expected degree of quality. This requires close attention to detail before beginning actual construction, as well as during the project. Taking proactive measures will help the project manager

determine possible obstacles before they occur. This course will analyze all three primary areas. The student will learn how to implement proven methods to manage most effectively.

**MT6650 - Strategy and Policy (4.5)**

This is a capstone course designed to integrate concepts, theories, and skills learned in other master's core courses. The student will learn to view business challenges from the perspective of senior-level management in order to develop, implement, and assess strategic planning options. The student will also learn to develop creative responses to challenges and opportunities that the organization may face. Must be completed with a 3.0 GPA or higher for degree completion.

Prerequisite: Six master's core courses.

**MT6651 - Strategy and Policy (4.5)**

This is a capstone course designed to integrate concepts, theories, and skills learned in other master's core courses. The student will learn to view business challenges from the perspective of senior-level management in order to develop, implement, and assess strategic planning options. The student will also learn to develop creative responses to challenges and opportunities that the organization may face. Must be completed with a 3.0 GPA or higher for degree completion.

Prerequisite: Six master's core courses.

**MT6655 - Strategy and Policy in Higher Education (4.5)**

This course addresses the elements of strategic planning and policymaking. The student will learn to view challenges from the perspective of senior level management in order to develop, implement, and assess strategic planning. The course will also address ideas that are central to policy in order to develop an understanding, analytic skill and capacity for effective action in leading higher education institutions.

**MT6805 - Master's Thesis I (4.5)**

The thesis project will entail research in a pertinent field of study chosen by the student in conjunction with a university graduate faculty member and will be supervised by a graduate faculty member. The course may require, but is not limited to conferences, electronic reports, presentations and papers as evidence of work progress and project completion. The thesis project must provide evidence of originality, appropriate organization, clarity of purpose, critical analysis, and accuracy and completeness of documentation. It should be noted that the quality of work accomplished is a major consideration in judging acceptability of the final presentation and paper. Students who select the thesis option must satisfactorily complete both Thesis I and II.

Prerequisite: Approval of dean of graduate studies; MT6255.

**MT6810 - Master's Thesis II (4.5)**

This course is a continuation of MT6805 - Master's Thesis I. The student will continue his/her research in a pertinent field of studies as chosen determined in MT6805. The student's work will be supervised by a graduate faculty member. The course may require, but is not limited to conferences, electronic reports, presentations and papers as evidence of work progress and project completion. The thesis project must provide evidence of originality, appropriate organization, clarity of purpose, critical analysis, and accuracy and completeness of documentation. It should be noted that the quality of work accomplished is a major consideration in judging acceptability of the final presentation and paper. Students who select the thesis option must satisfactorily complete both Thesis I and II.

Prerequisite: MT6255, MT6805, and approval of dean of graduate studies.

**MT6990 - Special Problems in Business (4.5)**

This course allows students to pursue special topics in contemporary business and management and in other related fields.

Prerequisite: MT6255.

**MT7300 - Managing Human Capital Strategies (4.5)**

This course explores the various ways, incentives, and organizational practices that corporations can implement to compete through people and build a sustainable competitive advantage in a contemporary and increasingly multi gender, multicultural, and diverse workforce and business environment. Topics presented and case studies examined will include cross-cultural issues, the meaning and practice of leadership in different societies and cultures, building and managing employee skill inventories that support the corporate strategy, employee skills development and motivation, reward systems in a team environment, traditional and emerging management and leadership models of organizations, and change management and acquisition assimilation to promote increased competitive advantage and economic returns to the corporation.

**MT7600 - Entrepreneurship and Innovation (4.5)**

This course will provide knowledge and skills for corporate entrepreneurship and the creation, launch, or acquisition of new products and ventures. Research and development, innovation, market entry, mergers, acquisitions, and strategic partnerships will be explored.

Students will utilize current methods and principles to develop new ventures, analyze existing ventures, and plan for profitable succession.

**MT7810 - Leading Organizational Change (4.5)**

This course will examine the process of change and change agents. The course will provide students with a conceptual and practical understanding of the knowledge, skills, and sensitivities that will help them effectively manage and influence organizational change. Students will review organizational change processes and examine critical leadership competencies necessary to lead a strategic change initiative. This course will also allow students to gain a broad understanding of issues associated with implementing a change process at the individual, group, and organizational levels.

**MT7920 - Managing Production and Operations Strategy (4.5)**

Production and operations are used daily by organizations through their processes. These processes allow the organization to transform their inputs, such as labor, knowledge, and materials into outputs, such as products and services. The production managers and operational managers design, run, and improve these systems in an effort to effectively and efficiently accomplish the production or service goals of the organization. The focus of this course is on the tools used by the operational managers and the production managers and the basic concepts needed to provide the organization with competitive advantages. The competitive advantages are achieved through operational strategy, quality control, design and service, supply chain management, and resource planning and utilization.

# NS - NURSING

**NS6115 - Leadership in Health Care: A Collaborative Approach to Theory/Ethics/Health Policy (4.5)**

This course provides the student with an overview of theory within the context of a culturally diverse society. The primary focus is the application and usefulness of theory to nursing as a profession within the framework of interdisciplinary healthcare delivery. Ethical frameworks are presented that may be used to explore ethical dilemmas that impact today's complex healthcare systems. This course examines the issues and concepts that are relevant to an understanding of relationships between social, economic, biomedical ethics as they impact health policy.

**NS6116 - Advanced Physiology and Pathophysiology (4.5)**

NS6116 focuses on the application of advanced pathophysiological processes across the lifespan. Learners use clinical judgment skills to differentiate variations across multiple physiological systems in preparation for advanced practice nursing. Previous knowledge from biological science courses are expanded upon related to alterations in the role of integrative, regulatory and comparative physiology.

**NS6117 - Facilitating Health I: Advanced Physical Assessment for Nurse Practitioners (4.5)**

NS6117 provides a theoretical and clinical framework for nursing assessment as it applies for the advanced practice registered nurse. Students gain the knowledge and skills needed to perform a comprehensive physical assessment. Students learn to gather data relevant to common health problems using physical, psychosocial, and cultural assessments across the lifespan.

**NS6125 - Facilitating Health I: Health Assessment/Pathophysiology (4.5)**

This course provides the student with a theoretical and clinical basis for assessment in advanced nursing practice. The content prepares the student to utilize comprehensive physical, psychosocial and cultural assessment across the lifespan to gather specific data relevant to common health problems. The course also focuses on developing an advanced knowledge base of pathophysiology of the human body and the impact of knowledge on evidence-based practice in nursing. The student will be prepared to understand mechanisms underlying disease processes, appropriate diagnostic and screening methods.

**NS6135 - Facilitating Health II: Advanced Pharmacology (4.5)**

This course provides the student with content related to the principles of pharmacokinetics, pharmacodynamics, drug metabolism and transport, assessment of drug effects, drug therapy in special populations and the clinical management of diseases by drug treatments. Major classes of drugs are presented and discussion involves actions, therapeutic effects, adverse and idiosyncratic reactions, indications and contraindications. Emphasis is placed nursing responsibility and accountability involving drug therapies with individuals across the lifespan.

**NS6160 - Technology Utilization in Advanced Nursing Roles (4.5)**

This course provides the registered nurse with an overview of the use of technology in all aspects of healthcare and education. The learner will have the opportunity to explore technology as it relates to a specific concentration-focused area of study. The topics of discussion include, but are not limited to: examination of issues and trends related to technology, and comparison of clinical versus administrative use of information systems in healthcare and education.

**NS6211 - Concepts and Theory of Nursing Informatics (4.5)**

This course introduces the registered nurse to the concepts and theories related to nursing informatics. The learner examines trends related to informatics and the role of the nurse from a legal/ethical view across multiple practice areas. Topics of discussion include but are not limited to: the collaboration between inter-professional teams utilizing technology to promote health and safety for clients, regulations and standards, and professional practice.

Prerequisite: One master's-level NS core course.

**NS6212 - Specialty in Practice – Nursing Informatics (4.5)**

This course builds upon previous foundational courses related to nursing informatics and is designed to provide the registered nurse with information for practice. The learner will investigate the resources available for use while considering end user's personal/professional requirements. Topics of discussion include, but are not limited to: utilization of theory in practice, security/safety practices, management and delivery of systems/models, and resource management.

Prerequisite: One master's-level NS core course.

**NS6213 - Resource Design and Utilization – Nursing Informatics (4.5)**

This course addresses the integration of theories and models of nursing informatics. The learner will navigate the day-to-day operations of providing client care as it relates to nursing informatics. Topics of discussion include but are not limited to: resource management, financial considerations, project development/leadership and contractual arrangements as they each apply to nursing informatics.

Prerequisite: One master's-level NS core course.

**NS6214 - Outcomes Evaluation – Nursing Informatics (4.5)**

This course encompasses a comprehensive evaluation of outcome data presented from a scenario/project initiated in the role of nursing informaticist. The learner utilizes systematic evaluation methods to assess the outcomes of a given scenario/project. Topics of discussion include but are not limited to: evaluation of data, critique of evidence-based findings, evaluation methods/tools, and continuous improvement projects.

Prerequisite: One master's-level NS core course.

**NS6215 - Nursing Curriculum and Program Design, Instructional Methods and Strategies (4.5)**

This course explores philosophies of nursing curriculum, curriculum development and implementation necessary to meet the needs of adult and multicultural learners. Principles of program design, development of teaching syllabi and assessment of nursing education are key concepts. The course offers the student practical application in the design and assessment of individual courses with the curriculum. The content includes development of learning objectives and teaching strategies to achieve program learning outcomes as well as systematic test construction. Principles of interpretation and use of item analysis for the critique of assessment data will be introduced.

Prerequisite: One master's-level NS core course; not required for certificate..

**NS6221 - Concepts and Theory of Care Coordination (4.5)**

This course introduces the registered nurse to the concepts and theories related to care coordination. The learner examines trends related to care coordination and the role of the nurse from a legal/ethical view across multiple practice areas. Topics of discussion include but are not limited to: the collaboration between inter-professional teams utilizing technology to promote health and safety for clients, regulations and standards, and professional practice.

Prerequisite: One master's-level NS core course.

**NS6222 - Specialty in Practice – Care Coordination (4.5)**

This course builds upon previous foundational courses related to care coordination and is designed to provide the registered nurse with information for practice. The learner will investigate the resources available for use while considering end user's personal/professional requirements. Topics of discussion include, but are not limited to: utilization of theory in practice, security/safety practices, management and delivery of systems/models, and resource management.

Prerequisite: One master's-level NS core course.

**NS6223 - Resource Design and Utilization – Care Coordination (4.5)**

This course addresses the integration of theories and models related to care coordination. The learner will navigate the day-to-day operations of providing coordinated client care. Topics of discussion include, but are not limited to: resource management, financial considerations, program development/leadership, and contractual arrangements as they each apply to the concept of care coordination.

Prerequisite: One master's-level NS core course.

**NS6224 - Outcomes Evaluation – Care Coordination (4.5)**

This course encompasses a comprehensive evaluation of outcome data presented from a scenario/project initiated in the role of a nursing care coordinator. The learner utilizes systematic evaluation methods to assess the outcomes of a given scenario/project. Topics of discussion include but are not limited to: evaluation of data, critique of evidence-based findings, evaluation methods/tools, and continuous improvement methods for quality.

Prerequisite: One master's-level NS core course.

**NS6230 - Assessment and Evaluation in Nursing Education (4.5)**

This course is designed to prepare nurse educators to apply assessment and evaluation methods in measuring outcomes in nursing education. The processes of course and program assessment and evaluation are defined and presented in the context of program, course, and student learning outcomes.

Prerequisite: One master's-level NS core course; not required for certificate..

**NS6231 - Concepts and Theory of Nursing Administration (4.5)**

This course introduces the registered nurse to the concepts and theories related to nursing administration. The learner examines trends related to nursing administration and the role of the nurse from a legal/ethical view across multiple practice areas. Topics of discussion include but are not limited to: the collaboration between inter-professional teams utilizing technology to promote health and safety for clients, regulations and standards, and professional practice of the nurse administrator.

Prerequisite: One master's-level NS core course; not required for certificate..

**NS6232 - Specialty in Practice – Nursing Administration (4.5)**

This course builds upon previous foundational courses related to nursing administration and is designed to provide the registered nurse with information/theory for practice. The learner will investigate the resources available for use while considering end user’s (clients, providers, systems) personal/professional requirements. Topics of discussion include but are not limited to: utilization of datasets in practice, just-culture and safety practices, application of science, systems theory and cybernetics, and resource management.

Prerequisite: One master's-level NS core course; not required for certificate..

**NS6233 - Resource Design and Utilization – Nursing Administration (4.5)**

This course addresses the integration of theories and models related to nursing administration. The learner will navigate the day-to-day operations of influencing nursing practice through the lens of a nursing administrator. Topics of discussion include but are not limited to: basic resource management/utilization, implementation of new resources/initiatives, project development/over-sight and participating in shared leadership at multiple levels.

Prerequisite: One master's-level NS core course; not required for certificate..

**NS6234 - Outcomes Evaluation – Nursing Administration (4.5)**

This course encompasses a comprehensive evaluation of outcome data presented from a scenario/project initiated in the role of a nursing administrator. The learner utilizes systematic evaluation methods to assess the outcomes of a given scenario/project. Topics of discussion include, but are not limited to: evaluation of data, critique of evidence-based findings, evaluation methods/tools, and continuous improvement methods for quality.

Prerequisite: One master's-level NS core course; not required for certificate..

**NS6240 - Nurse Educator Roles (4.5)**

This course introduces students to the role of the nurse as an educator, faculty member, and scholar in the academic setting. Students will gain understanding of the historical events leading up to today's trends in nursing education, and how to integrate learning theories into the classroom and curriculum. On a larger scale students will explore internal and external processes for academic program development and evaluation.

Prerequisite: One master's-level NS core course; not required for certificate..

**NS6245 - Evidence-Based Teaching Interventions (4.5)**

This course prepares learners to have a strong foundation for using evidence-based practice and research to support teaching interventions in an academic or clinical setting environment. Learners will examine the research utilization experience, which includes problem identification within a practice setting; organization and critical evaluation of research; development, implementation, and evaluation of a theory and research-based teaching intervention.

Prerequisite: One master's-level NS core course; not required for certificate..

**NS6251 - Nursing Capstone: Project Planning (4.5)**

This course is designed to create opportunities for the graduate learner to assess an area of need or interest in their chosen nursing emphasis (education, nursing administration, nursing informatics or care coordination). The learner will formulate a substantive project that reflects integration of theory and practice. The project proposal will follow specific guidelines, and allow the learner to integrate specific needs related to the concentration area, which will result in written evidence of outcomes in the final capstone course.

Prerequisite: Completion of all prior MSN courses; completion of certificate emphasis courses..

**NS6261 - Nursing Capstone: Practicum (4.5)**

This practicum course allows integration of theory into the nursing practice setting of a chosen concentration area (nursing education, nursing administration, nursing informatics or care coordination). The learner will implement the capstone project planned in a preceding course. Additionally, the learner will evaluate the project completion through an oral presentation and written documentation.

Prerequisite: Completion of all prior MSN courses; completion of certificate emphasis courses..

**NS6601 - Advanced Practice: Evidence-Based Health Maintenance and Promotion (4.5)**

In NS6601 learners analyze theories and practice from evidence-based research related to health maintenance, promotion and epidemiology, as applicable. Students develop an understanding of the scope of practice and a framework for the transition into the advanced practice registered nurse role relevant to health maintenance and promotion. Data obtained from epidemiological studies, health histories, and family/community assessments are examined as the basis for identification of risk factors and delivery of culturally diverse, population-focused holistic care. Students explore the APRN role with an associated practicum experience in NS6611.

Prerequisite: One graduate-level NS core course..

**NS6602 - Advanced Practice: Common Health Presentations for Adult-Gerontological Clients (4.5)**

NS6602 focuses on comprehensive assessment and management of common health presentations seen in the care of adult-gerontological clients. Students transition into the advanced practice registered nurse (APRN) role to provide holistic care for adult-gerontological clients with acute episodic or chronic health presentations. Students utilize knowledge learned in graduate and APRN core courses in preparation for delivering culturally diverse, population-focused client care. Students explore the APRN role with an associated practicum experience in NS6612 and NS6613.

Prerequisite: One graduate-level NS core course..

**NS6603 - Advanced Practice: Common Multi-System Health Presentations in Adult-Gerontological Clients (4.5)**

NS6603 focuses on comprehensive assessment and management of common multi-system health presentations seen in the care of adult-gerontological clients. Students transition into the advanced practice registered nurse (APRN) role to provide holistic care for adult-gerontological clients with common multi-system health presentations. Students utilize knowledge learned in graduate and APRN core courses in preparation for delivering culturally diverse, population-focused client care. Students explore the APRN role with an associated practicum experience in NS6614.

Prerequisite: One graduate-level NS core course..

**NS6605 - Advanced Practice: Common Health Presentations for Reproductive and Pediatric Clients (4.5)**

NS6605 focuses on comprehensive assessment, family systems theory, health maintenance/promotion, sexuality and reproductive care across the lifespan. The reproductive population includes female, male, and/or transgender clients. Students transition into the advanced practice registered nursing (APRN) role to provide family-centered care for pediatric clients with common acute episodic and chronic health presentations. In addition, students learn knowledge/skills to provide health screenings, maintenance and promotion for the reproductive client. Students utilize knowledge learned in graduate and APRN core courses in preparation for population-focused client care. Students explore the APRN role with an associated practicum experience in NS6615.

Prerequisite: One graduate-level NS core course..

**NS6611 - Advanced Practice Practicum I (4.5)**

NS6611 emphasizes supervised comprehensive assessment in order to determine preventative/diagnostic procedures for health maintenance/promotion of adult-gerontological clients. Students utilize the knowledge learned in graduate and advanced practice registered nursing (APRN) core courses to transition into the role of the APRN relevant to health maintenance and promotion. Requires completion of 125 hours of clinical practice under supervision by a faculty member and individual preceptor. Students must receive a grade of satisfactory to progress.

Prerequisite: Prerequisite/Corequisite: NS6601.

**NS6612 - Advanced Practice Practicum II (4.5)**

NS6612 emphasizes supervised comprehensive assessment, diagnoses and planning of client-centered care for individuals with common acute episodic or chronic health presentations. Students utilize the knowledge learned in graduate and advanced practice registered nursing (APRN) core/emphasis courses, to advance in the role of the APRN when delivering culturally diverse, population-focused client care. Requires completion of 125 hours of clinical practice under supervision by a faculty member and individual preceptor. Students must receive a grade of satisfactory to progress.

Prerequisite: Prerequisite / Corequisite: NS6602.

**NS6613 - Advanced Practice Practicum III (4.5)**

NS6613 emphasizes growth in independent practice through assessment, diagnoses and planning of client-centered care for individuals with common acute episodic or chronic health presentations. Students utilize the knowledge learned in graduate and advanced practice registered nursing (APRN) core/emphasis courses, to advance in the role of the APRN when delivering culturally diverse, population-focused client care. Requires completion of 125 hours of clinical practice under supervision by a faculty member and individual preceptor. Students must receive a grade of satisfactory to progress.

Prerequisite: Prerequisite / Corequisite: NS6603.

**NS6614 - Advanced Practice Practicum IV (4.5)**

NS6614 emphasizes integration of evidence-based research into assessment, diagnoses, planning and evaluation of client-centered care of individuals with common multi-system health presentations. Students utilize the knowledge learned in graduate and advanced practice registered nursing (APRN) core/emphasis courses, to advance in the role of the APRN when delivering culturally diverse, population-focused client care. Requires completion of 125 hours of clinical practice under supervision by a faculty member and individual preceptor. Students must receive a grade of satisfactory to complete the adult-gerontological nurse practitioner program.

Prerequisite: Prerequisite NS6601, NS6602, NS6603.

**NS6615 - Advanced Practice Practicum (4.5)**

NS6615 emphasizes supervised comprehensive assessment, health maintenance and promotion, family systems theory, sexuality and reproductive care for common health presentations across the lifespan. Students transition into the advanced practice registered nursing (APRN) role to provide family-centered care for pediatric clients with common acute episodic and chronic health presentations. In addition, students provide health screenings, maintenance and promotion for the reproductive client. Students utilize knowledge learned in graduate and APRN core courses in preparation for delivering population-focused, family-centered care. Requires completion of 125 hours of clinical practice under supervision by a faculty member and individual preceptor. Students must receive a grade of satisfactory to progress.

Prerequisite: Prerequisite / Corequisite: NS6605.

# FACULTY - HAROLD D. BUCKINGHAM GRADUATE SCHOOL

Ackerman, George, BA, Criminal Justice, Florida Atlantic (1999); MS, Criminal Justice, Nova Southeastern University (2006); PhD, Public Safety, Capella University (2012)

Al-Asfour, Ahmed, BS, Business Administration, New York Institute of Technology (2004); MS, Administrative Studies, University of South Dakota (2006); EdD, Educational Leadership, University of Wyoming (2014)

Anderson, Mark, AS, Construction Technologies, Community College of the Air Force (1993); MS, Organizational Management, University of LaVerne (1996); EdD, Nova Southeastern University (2008)

Aubry, Michael, MS, Industrial Organizational Psychology, National University (2006);MBA, Business Administration, National University (2006); DBA, Business Administration, Alliant International University (2012)

Baker, Shelly, BS, Business Administration, Colorado Technical University (2003); MS, Business Management, Colorado Technical University (2005); PhD, Business Administration, Northcentral University (2009)

Brown, Pamela, AAS, Medical Lab Tech, Alamance Community College (1996); BS, Clinical Laboratory Science, Winston Salem State University (2002); MHA, Healthcare Administration, Winston Salem State University (2010); PhD, Health Services, Walden University (2018)

Butler, Rufina, AAS, Business, Denver Technical College (1989); BA, Business, University of Phoenix (1991); MA, Communications, Regis University (1998); PhD, Higher Education Leadership, Northcentral University (2013)

Cake, Dale, BS, Quantitative Business Analysis, The Pennsylvania State University, (1975); MBA, Marketing, Temple University (1982); MS, Marketing, Temple University (2011)

Camara, Ivan, AS, Military Studies, Hawaii Pacific University (2001); BS, International Business, Hawaii Pacific University (2002); MBA, Human Resource Management, Hawaii Pacific University (2003); EdD, Educational Leadership, Texas A&M University (2016)

Courts, Bari, BA, Mathematics, Kenyon College (1989); MBA, Management, University of Cincinnati (1991); Cert, Instructional Design for Online Learning, Capella University (2003); PhD, E-Business, Capella University (2005)

Cunningham, Jennifer, BS, Business Administration, Colorado State University (2006); JD, Washburn University School of Law (2010)

Denker, Audria, AD, Pikeville College (1988); MSN, Bellarmine University (2009); DNP, Bellarmine University (2014)

Deskins, Janet, DBA, Business Administration, Walden University (2017)

Duncan, Mark, BS, Environmental Science, Washington State University (1973); MS, Environmental Science, Washington State University (1974)

Dunlap, Susan, BA, Business, Metropolitan State University (1987); MM, Management and Leadership, Metropolitan State University (1995); DBA, Marketing, Argosy University (2012)

Fischer, Curtis, AS, Accounting, Tulsa Community College (1993); BBA, Accounting, Langston University (1998); MBA, University of Phoenix (2011)

Flores, Jimmie, BBA, Corporate Financial Management, St. Mary's University (1990); MBA, Finance, University of St. Thomas (1992); MS, Educational Technology, DeVry University (2008); MEd, Curriculum Instruction and Assessment, Regis University (2009)

Flores, Ruben, BS, Criminal Justice, University of Texas Pan American (1988), MPA, University of Texas Pan American (2008), MBA, Our Lady of the Lake University (2016), PhD, Leadership Studies, Our Lady of the Lake University (2016)

Grigoryan, Arsen, MS, Industrial Engineering, University of Illinois (2001); PhD, Industrial Engineering and Operations Research, University of Illinois (2003)

Grunenwald, Matthew, BS, Management, Texas A&M University (1997); MS, Business Administration, University of Phoenix (2000)

Halupa, Colleen, AAS, Medical Laboratory Technology, Community College of the Air Force (1987); BS, Health Care Management, Southern Illinois University (1989); MS, Administration/Health Administration, Central Michigan University (1994); EdD, Curriculum and Instruction/Leadership, The University of West Florida (2003)

Hamm, George, BBA, University of Texas (1967); JD, Law, South Texas College of Law (1972)

Harmon, Renee, BA, Journalism, Western Illinois University (2008); MA Communication, University of Missouri (2010)

Henke, Jenifer, BBA, University of Wisconsin Milwaukee (2001); BSN, Milwaukee School of Nursing, (2007); MSN-ED, University of Phoenix (2013); DNP, Grand Canyon University (2017)

Hernandez, Dirce, MS, Information Systems and Security, Our Lady of the Lake University (2012)

Johnson, Allison, BA, Communications, University of North Florida (1989); MS, Technical Communication, Mercer University (1998)

Johnson, Hurel, MPM, Project Management, DeVry University (2006); MBA, Business Administration, Webster University (2007); DBA, Business Administration International Business, Argosy University (2012)

Jones, Angela, BS, Accounting, Liberty University (2003), MBA, Webster University (2004), DBA, Argosy University (2013)

Joseph, Jennifer, PhD, Education, Walden University (2014)

Kjellerson, Mark, AAS, Electronics, ND State College of Science (1982); BA, Business Administration, Minot State University (1991); MSA, General Administration, Central Michigan University (1995); EdD, Educational Administration, The University of South Dakota (2009)

Lay, Peggy, BA, Political Science, St. Ambrose University (1985); JD, Law, University of Iowa (1990)

List, Jill, BS, Clothing Textiles and Related Art, Virginia Tech (1980); MBA, Business Administration, Virginia Tech (1983); PhD, Educational Research and Evaluation, Virginia Tech (1995)

Martin, April, BSN, University of Cincinnati (1978); MSN, University of Cincinnati (1982); PhD, Education, Capella University (2013)

McCaffery, Jack, JD, Law, Barry University School of Law (2004); DBA, Business Administration, Argosy University (2008); Certificate, Advanced Professional Graduate Business, Argosy University (2008); Certificate, International Economics, Nova Southeastern University (2016)

McKinley, Kimberly, AND, University of Toledo (1980); BSN University of Phoenix (1996); MSN, Kaplan University (2013); Juris Doctor, Thomas Jefferson School of Law (2013)

McKnight, Mark, BA, English, Virginia Tech (1997); MS, Corporate and Professional Communications, Radford University (2001); PhD, Workforce Education, Southern Illinois University (2005); MS, Accounting, Indiana Wesleyan University (2015); CERT, Post Doctoral Certification, Finance and Accounting, University of Florida (2016)

McNeil, Willie, BA, Psychology, San Francisco State University (1986); JD, New College of California School of Law (1995)

Mitchell, David, BS, Economics, Truman State University (1994); MA, Economics, Central Missouri State University (1996); PhD, Economics, Oklahoma State University (2001)

Mwangi, George, DBA, Business Administration, Walden University, (2016); MBA, Business Administration, Seton Hill University, (2006)

Olivera, Daisy, BBA, Management, Texas Tech University, (1995); MBA, Business Administration, Texas State University, (1999)

Padilla, Jeanette, BA, Business, Santa Fe University of Art and Design (1997); MA, Human Resource Development, Webster University (2005)

Paluch, Edward, BA, Biology, New York University (1974); MA, Pathology, Columbia University (1976); PhD, Pathology, Columbia University (1978)

Parker, Marvin, AAS, Transportation, Air University (2003); AAS, Human Resource Management, Air University (2006); BS, Logistics Management, Bellevue University (2008); MA, Leadership, Bellevue University (2009); Cert, Professional Manager Certification (PMC), Air University (2011); DBA, Business Administration, Capella University (2014)

Proehl, Carl BA, History, Florida State University (1969); MPA, Public Administration, The University of West Florida (1975); PhD, Political Science, The University of Georgia (1980)

Roeder, Travis, BS, Psychology, University of Nebraska – Omaha (2007); MBA, Strategic Leadership, Trident University International (2014)

Rose, Charmaine, BS, Business Management, Altierus Career College (2000); MBA, Business Administration, Altierus Career College (2002); PhD, Organization and Management, Capella University, (2008)

Sow, Mouhamadou, BS, Accounting and Information Management, The University of Texas at Dallas (2006); Certificate in Project Management from Amberton University (2008); MBA, Strategic Leadership, Amberton University (2009); DBA, Business Administration, Walden University (2015); MS, Information Security, City University of Seattle (2018)

Straight, Benjamin, BA, Spanish, Radford University (2001); MA, Sociology, University of South Florida (2003); JD, Law, University of Florida (2008)

Sullivan, Adam, BA, Business and Finance, Liberty University (2003), MS, Business Administration, Liberty University (2004), MS, Accounting, Strayer University (2006), PhD, Philosophy in Applied Management and Decision Sciences, Walden University (2007)

Swinehart, Robyn, BAS, Accounting, Mount Mercy University (1984), MBA, Nova Southeastern University (1987), PhD, Management, Colorado Technical University (2014)

Thomas, Jason, BS, Business/Information Systems, University of Phoenix (1999); MBA, Business Administration, University of Phoenix (2001); PhD, Business Administration - Marketing, Northcentral University (2016) ;Cert, Information Systems Security, American Military University (2017); Cert, Homeland Security, Texas A&M University (2018); MS, Information Technology, American Military University (2018)

Utter, Jennifer, BS, Business Administration, Augustana College (1986); JD, Law, University of Minnesota Law School (1991)

Wendt, Jeffrey, BBS, Finance, Dallas Baptist University, (2006); MBA, Business Administration, University of Dallas (2008); MML, Transportation and Logistics, North Dakota State University (2016)

White, Gary, BA, Environmental Sciences, LaSalle College (1977); MS, Organizational Dynamics, University of Pennsylvania (1992); PhD, Educational Leadership, Union Institute and University (2009)

Williams, Dominique, BS, Mathematics, Prairie View A&M University (2002); MBA, Business Administration, American InterContinental University, (2007); MS, Mathematics, Prairie View A&M University (2004); PhD, Organization and Management, Capella University (2015)

Winegar, Rhonda, AAS, Nursing, Redlands Community College (1991); BS, Nursing, Northwestern Oklahoma State University (1994); MSN, Nursing Family Nurse Practitioner, Texas A&M University (2000); DNP, Nursing Practice, Saint Louis University (2014)

# HENLEY-PUTNAM SCHOOL OF STRATEGIC SECURITY

National American University recognizes the many sacrifices, challenges, and demands placed upon service members and their families, including extended deployments, temporary duty assignments, and frequent permanent change of stations.

To better serve military students and their dependents, NAU maintains a full division dedicated to the service of active duty and retired military personnel and their dependents. NAU is committed to assisting military students to achieve their educational goals by providing quality education and exceptional student support services focused on the specific needs of veterans, active military, dependents, and retirees.

The Henley-Putnam School of Strategic Security (H-PSSS) serves both military and civilian students. The school offers both undergraduate and graduate degrees.

NAU provides services specifically designed to meet military personnel and their dependents needs. Through National American University, the Henley-Putnam School of Strategic Security:

- offers over 10 degree programs and 40+ certificates online;
- is authorized to receive tuition assistance payments through the DoD Voluntary Education Partnership MOU for all service branches;
- participates in the VA education benefit programs;
- is a Yellow Ribbon school;
- supports the My Career Advancement Account (MyCAA) Scholarship Program;
- participates in the President's Principles of Excellence Program;
- supports the 8 Keys to Veterans' Success;
- follows the American Council on Education (ACE) recommendations to grant credit to students for learning acquired from approved organizations;
- accepts JST, CCAF, CLEP, and DSST.

## GENERAL INFORMATION

In March 2018, Henley-Putnam University became the Henley-Putnam School of Strategic Security at National American University. Prior to integrating with NAU, Henley-Putnam University was founded after ten years of arduous planning and research, and before the tragic events of September 11th, 2001, to contribute to the professional development of military, government, law enforcement and national security professionals. In the post-9/11 era, security and protection concerns have risen to unprecedented levels. The military, corporations and governments have increased focus on physical security and intelligence gathering on a local, state and national level in order to secure and protect personnel, data and facilities from terrorist attacks, workplace violence and other security threats. This trend has greatly increased the demand for intelligence, counterterrorism, and protection personnel in both the public and private sectors. Further, it has never been more important that those professionals have the very best training available.

The original founders of Henley-Putnam University possessed extensive backgrounds in strategic security including the intelligence, counterterrorism and protection communities and anticipated the need for improved professional training in the field of strategic security. The defined strategic security is the study of the interaction of application of tradecrafts and ongoing behaviors designed to forestall reasonable or probable threats. Unlike the traditional security studies or strategic studies programs, strategic security studies are a step back from the study of political and military strategies to influence the spectrum of peace and conflict. Rather, strategic security is the application of objective information on the personal, local, and corporate developments that can deter and prevent conflict. To this end, they educated and trained with a focus on deterrence and prevention while continuing to incorporate the teaching of practical tradecraft. Henley-Putnam built a comprehensive, strategic security curriculum, supported by over 100 adjunct faculty members (many with top-secret security clearance) with extensive experience within the security industry. Faculty members have served in senior positions in the CIA, U.S. Secret Service, NSA, U.S. Navy Seals, Federal Bureau of Investigation, Defense Intelligence Agency, British Intelligence, U.S. Army Delta Force, as well as all branches of the U.S. Armed Services. These experts who have studied terrorism and worked in various capacities in the strategic security field can give hands-on, real life

experiences to help students reach a confident level of capability.

As originally founded, H-PSSS is designed to contribute to the establishment of higher education standards in the areas of strategic security, intelligence and counter-terrorism. The H-PSSS focus is on delivering user-friendly, high-quality, online programs with an emphasis on furthering knowledge in deterrence and prevention over the instruction of reaction and response concepts.

H-PSSS programs foster effective habits of study and the discipline of conceptual and practical work to help prepare those choosing to protect others and the nations of the world. It is evident that the need for such training and education grows ever more rapidly during these tumultuous times, especially with numerous shifts in geopolitics.

H-PSSS at NAU continues the commitment to the founders' vision. All of the instructors are available to assist students with their coursework. H-PSSS mentors discuss student aspirations or goals from their unique backgrounds and experiences. Together, H-PSSS offers a tremendous network that will be the students' to use across their career. Welcome to the Henley-Putnam School of Strategic Security – the faculty and staff are here for students today and in the future.

# ACADEMICS

## DUAL USE OF CREDIT

### Bachelor's and Master's Program Degrees (4+1)

**Accelerated BS-MS Track**

The accelerated BS-MS track provides high achieving students the opportunity to complete a bachelor's and master's degree in a reduced amount of time while maintaining the integrity, objectives, and standards of both degrees.

In the accelerated BS-MS track, the bachelor's elective courses are reduced from nine courses to five courses, and four of the master's required courses count both toward the bachelor's and master's degrees.

This accelerated track maintains the integrity, scope, and objectives of the MS program by retaining its original requirements and incorporating those of the BS program, with which it aligns.

**Program Admission Requirements**
To apply for acceptance to the accelerated BS-MS program, students must be currently enrolled in a BS program and meet the following criteria:

- Earned 120 quarter unit credits toward their bachelor's degree (admitted upon completion of 162 quarter unit credits towards the bachelor's degree)
- Earned a cumulative GPA of 3.25 or higher

**Graduation Requirements**

Prior to graduation, students of the accelerated bachelor's degree and master's degree programs will have successfully completed both the BS and MS program requirements:

**Bachelor's Science (4+1)**
The student must have successfully completed all requirements for the bachelor's degree:

- A minimum of 180 quarter credits (or the equivalent)
- A minimum of 72 quarter credits (16 courses) in their bachelor's program of study
- A minimum of 18 quarter credits (4 courses) in their master's program of study
- The four (4) MS level courses will also count in the master's program
- A minimum CGPA 2.0/4.0 scale in courses completed from this university prior to acceptance into the accelerated master's program
- A CGPA of 2.0 and the equivalent of 68 quarter (45 semester) credits in general education to include the following units:
  - Written and/or Oral Communication, 9 quarter (6 semester) credits
  - Critical Thinking, 4.5 quarter credits (3 semester) credits
  - Physical Science, Life Science, 4.5 quarter (3 semester) credits
  - Math, 4.5 quarter (3 semester) credits
  - Arts & Humanities, 4.5 quarter (3 semester) credits
  - History/Social Science, 13.5 quarter (9 semester) credits
- A minimum CGPA 3.0/4.0 scale (grade of B) for all courses completed from the university taken after application to an accelerated master's program

**Master's Science (4+1)**

Prior to graduation, the student must have successfully completed all requirements for the master's degree:

- A minimum of 54 quarter credits (12 courses) in university courses.
- Completion of all work products and assignments.
- Completion of an e-Portfolio Applied Capstone Project
- A minimum CGPA 3.0/4.0 scale completed from the university in all graduate coursework taken while in accelerated status.
- Payment of all financial obligations to the school.

Students are strongly encouraged to pursue their master's degree immediately following bachelor's degree conferral.

**e-Portfolio Applied Capstone Project**
Master's students will complete the electronic portfolio (e-Portfolio) Applied Capstone Project to complete their program of study. The e-Portfolio is a culminating analytical research project in which the learning of the program is integrated and focused on the demonstrating the program learning outcomes (PLOs). The e-Portfolio offers a practical solution to demonstrating mastery of strategic security management challenges, policy problem, or applied academic research questions of contemporary importance and relevance to the work or career goals of the student. Students will demonstrate in-depth critical

thinking, analysis, and effective writing while adhering to the APA citation methodology.

**Accelerated BS-MS Track Length**
Students taking three courses at a time while in the BS portion and taking two courses at a time during the MS portion are considered to be full-time. Part-time study during the BS portion is two courses and during the MS portion it is one course. The average completion rate is seven years. Students may take up to ten years to complete the program. Students who take longer than ten years may be required to go through the enrollment process and complete another background check.

**Maximum Full-Time Student Load**
Students enrolled in the bachelor's degree programs may not take more than 18 units per ten-week period without prior approval from the dean of academic affairs. Students enrolled in the master's degree programs may not take more than nine units per ten-week period without prior approval from the dean.

The average full-time completion rate is 4.5 years. Students may take up to seven years to complete the program. Students who take longer than seven years may be required to go through the enrollment process and complete another background check.

**Degree Awarded**
At the completion of all of the degree requirements as evidenced by the student services department issuing a request for degree, and by enrollment advisors issuing a release stating that the student has met any financial obligations to the university, both a Bachelor of Science and a Master of Science degrees will be awarded to the student.

# MASTER OF SCIENCE IN INTELLIGENCE MANAGEMENT

54 Credits

The Master of Science Degree in Intelligence Management is earned by satisfactory completion of an online program equivalent to a year and a half of full time post-graduate study. This program emphasizes professionalism, proactive strategies, and a thorough understanding of the dynamics of the broad field of intelligence. It provides for high-level development of skills in intelligence analysis, counterintelligence, collection management, and intelligence operations. All courses are 4.5 quarter units unless otherwise noted.

All students must register for at least one required course per term, following the sequence of the first four courses; students may register for an elective at any time. Students with limited subject matter experience are strongly encouraged to enroll in INT595 and INT596 as their two electives.

**Program Learning Outcomes**

Graduates of the three master's degree programs will be able to do the following:

- IM-PLO B1: Identify, describe and critically evaluate information sources and applicable intelligence technologies
- IM-PLO B2: Appraise contemporary and emergent threats, challenges and issues within a sphere of the security industry such as business, law enforcement, homeland security, national security or regional studies.
- IM-PLO B3: Analyze intelligence issues or challenges
- IM-PLO B4: Demonstrate the ability to work collaboratively in diverse groups and to identify and apply professional ethics to the intelligence field.
- IM-PLO B5: Develop general professional written and oral reports and presentations that are relevant to security industry decision-makers.

## Degree Requirements

**Intelligence Management Major Core (27)**

Students must take at least one of the first four required courses per term, but may also take an elective at any time.

| | | |
|---|---|---|
| FRPC697 | Master's Alternative Capstone | 4.5 |
| FRPP697 | Master's ePortfolio | 4.5 |
| INT511 | Advanced Analytical Methods | 4.5 |
| INT535 | Cover | 4.5 |
| INT551 | Double Agents, Denial and Deception | 4.5 |
| RES500 | Academic Writing and Research | 4.5 |
| SEC522 | Advanced Surveillance and Countersurveillance | 4.5 |

(all courses must be completed with a grade of "C" or better)

**Support Core (9)**

Choose any two courses

| | | |
|---|---|---|
| INT502 | Vetting | 4.5 |
| INT521 | Advanced Intelligence Collection | 4.5 |
| INT550 | Advanced Open Source Intelligence | 4.5 |
| INT552 | Counterespionage | 4.5 |
| INT553 | Recruitment Cycle | 4.5 |
| INT560 | Strategic Intelligence | 4.5 |
| INT570 | All Source Intelligence | 4.5 |
| INT575 | Intelligence Policy and Reform | 4.5 |
| INT580 | Leadership Analysis | 4.5 |
| INT581 | Political Analysis | 4.5 |
| INT595 | Advanced Intelligence Operations | 4.5 |
| INT596 | Advanced Intelligence Practicum | 4.5 |
| INT609 | Case Studies in Covert Operations | 4.5 |
| INT680 | Operational Concepts and Planning (Targeting) | 4.5 |
| MGT551 | Intelligence Team Management | 4.5 |

**Open Electives (18)**

Choose any four courses.

Students should consider the courses from program electives above if not previously taken as a program elective.

| | | |
|---|---|---|
| HIST508 | Extremist Organizations | 4.5 |
| INT525 | Advanced Counterterrorism Analysis | 4.5 |
| INT617 | Cyberterrorism, Cyberwarfare, Cybercrime | 4.5 |
| MGT605 | Advanced Consequence Management and Incident Command System | 4.5 |
| PRO500 | Advanced Executive Protection | 4.5 |
| PRO520 | Stalking and Workplace Violence | 4.5 |
| PRO521 | Building and Perimeter Security | 4.5 |
| PRO535 | Advanced Vehicular Security | 4.5 |
| PRO540 | Topics in Advance Work | 4.5 |
| PRO595 | Advanced Protection Operations | 4.5 |
| PRO596 | Advanced Protective Intelligence | 4.5 |
| PRO660 | Explosives and Arson Security | 4.5 |
| PRO679 | Kidnapping Strategies | 4.5 |
| PRO690 | Advanced Threat Assessment | 4.5 |
| PSY576 | Analyzing the Terrorist Mind | 4.5 |
| SEC505 | Advanced Strategies / Crisis Preparedness | 4.5 |
| SEC530 | Evidence and Crime Scene Management | 4.5 |

| | | |
|---|---|---|
| SEC537 | Hostage Negotiation, Hostage Survival | 4.5 |
| SEC611 | White-Collar Crime | 4.5 |
| SEC621 | Background Investigations | 4.5 |
| SEC665 | Cyber Security | 4.5 |
| SOC510 | Terrorist Group Dynamics | 4.5 |
| SOC570 | Cults and Charismatic Leaders | 4.5 |
| SOC571 | Secret Societies | 4.5 |
| SOC640 | Advanced Islamism and Terrorism | 4.5 |
| TCT517 | WMD Terrorism | 4.5 |
| TCT590 | Influence Warfare | 4.5 |
| TCT595 | Advanced Counterterrorism Operations | 4.5 |
| TCT596 | Advanced Terrorism Studies | 4.5 |
| TCT600 | Advanced Counterterrorism | 4.5 |
| TCT620 | Advanced Domestic Terrorism | 4.5 |
| TCT637 | Terrorism and Society | 4.5 |

**Embedded Certificates**

To obtain the following embedded certificates, the major support core or open electives must include the courses in parenthesis.

**Intelligence Management Focused Certificates**

Mid-level Certificate in Intelligence Analysis (INT525, INT550, INT595, INT596)

Certificate in Strategic Intelligence (INT560, INT570, MGT551, INT680)

Certificate in Strategic Security Management (COM750, SEC740, MGT800)

**Other Certificates Embedded Within the Program:**

Certificate in Intelligence and Terrorism Profiling (INT502, PSY576, SOC510, SOC570)

Certificate in Cybersecurity (INT617, MGT360, SEC665)

Certificate in Homeland Security (SEC505, MGT605, TCT517)

Mid-Level Certificate in Counterterrorism (TCT595, TCT596, INT525, SOC510)

Senior-Level Certificate in Counterterrorism (TCT600, SOC640, TCT517)

*A minimum 3.0 GPA is required overall.*

Upon completion of a full evaluation of all previous courses and credits, students will receive a customized degree plan detailing the specific courses they will need to take.

# MASTER OF SCIENCE IN STRATEGIC SECURITY AND PROTECTION MANAGEMENT

54 Credits

The Master of Science Degree in Strategic Security and Protection Management is earned by satisfactory completion of an online program equivalent to a 1.5 years of full-time post-graduate study. This program emphasizes professionalism, proactive strategies, and the benefits of lifetime learning, safety and preparedness. It unites proven successful management practices with proven methods for meeting a wide variety of security and protective services to individuals and businesses. All courses are 4.5 quarter units unless otherwise noted.

All students must register for at least one required course per term, following the sequence of the first four courses; students may register for an elective at any time. Students with limited subject matter experience are strongly encouraged to enroll in PRO595 and PRO596 as their two electives.

**Program Learning Outcomes**

Graduates of the three master's degree programs will be able to do the following:

- SSPM -PLO M1: Evaluate, prioritize, and manage various information sources in strategic security in order to develop courses of action.
- SSPM -PLO M2: Perform sophisticated threat analysis through demonstrated technical approaches and through application of conceptual skills.
- SSPM -PLO M3: Appraise and apply policies, reforms, and ethics through integrating information literacy competencies.
- SSPM -PLO M4: Synthesize strategic leadership competencies through understandings of complex cases in the current security environment.
- SSPM -PLO M5: Demonstrate the ability to communicate effectively in a variety of mediums to key stakeholders.

## Degree Requirements

**Strategic Security and Protection Management Major Core (27)**

Students must take at least one of the first four required courses per term, but may also take an elective at any time.

| | | |
|---|---|---|
| FRPC697 | Master's Alternative Capstone | 4.5 |
| | OR | |
| FRPP697 | Master's ePortfolio | 4.5 |
| PRO500 | Advanced Executive Protection | 4.5 |
| PRO595 | Advanced Protection Operations | 4.5 |
| PRO690 | Advanced Threat Assessment | 4.5 |
| RES500 | Academic Writing and Research | 4.5 |
| SEC665 | Cyber Security | 4.5 |

(all courses must be completed with a grade of "C" or better)

**Support Core (9)**

Choose any two courses

| | | |
|---|---|---|
| MGT605 | Advanced Consequence Management and Incident Command System | 4.5 |
| PRO520 | Stalking and Workplace Violence | 4.5 |
| PRO521 | Building and Perimeter Security | 4.5 |
| PRO535 | Advanced Vehicular Security | 4.5 |
| PRO540 | Topics in Advance Work | 4.5 |
| PRO596 | Advanced Protective Intelligence | 4.5 |
| PRO660 | Explosives and Arson Security | 4.5 |
| PRO679 | Kidnapping Strategies | 4.5 |
| SEC505 | Advanced Strategies / Crisis Preparedness | 4.5 |
| SEC522 | Advanced Surveillance and Countersurveillance | 4.5 |
| SEC530 | Evidence and Crime Scene Management | 4.5 |
| SEC537 | Hostage Negotiation, Hostage Survival | 4.5 |
| SEC611 | White-Collar Crime | 4.5 |
| SEC621 | Background Investigations | 4.5 |

**Open Electives (18)**

Choose any four courses.

Students should consider the courses from program electives above if not previously taken as a program elective.

| | | |
|---|---|---|
| HIST508 | Extremist Organizations | 4.5 |
| INT502 | Vetting | 4.5 |
| INT511 | Advanced Analytical Methods | 4.5 |
| INT521 | Advanced Intelligence Collection | 4.5 |
| INT525 | Advanced Counterterrorism Analysis | 4.5 |
| INT535 | Cover | 4.5 |
| INT550 | Advanced Open Source Intelligence | 4.5 |
| INT551 | Double Agents, Denial and Deception | 4.5 |
| INT552 | Counterespionage | 4.5 |

| | | |
|---|---|---|
| INT553 | Recruitment Cycle | 4.5 |
| INT560 | Strategic Intelligence | 4.5 |
| INT570 | All Source Intelligence | 4.5 |
| INT575 | Intelligence Policy and Reform | 4.5 |
| INT580 | Leadership Analysis | 4.5 |
| INT581 | Political Analysis | 4.5 |
| INT595 | Advanced Intelligence Operations | 4.5 |
| INT596 | Advanced Intelligence Practicum | 4.5 |
| INT609 | Case Studies in Covert Operations | 4.5 |
| INT617 | Cyberterrorism, Cyberwarfare, Cybercrime | 4.5 |
| INT680 | Operational Concepts and Planning (Targeting) | 4.5 |
| MGT551 | Intelligence Team Management | 4.5 |
| PSY576 | Analyzing the Terrorist Mind | 4.5 |
| SOC510 | Terrorist Group Dynamics | 4.5 |
| SOC570 | Cults and Charismatic Leaders | 4.5 |
| SOC571 | Secret Societies | 4.5 |
| SOC640 | Advanced Islamism and Terrorism | 4.5 |
| TCT590 | Influence Warfare | 4.5 |
| TCT595 | Advanced Counterterrorism Operations | 4.5 |
| TCT596 | Advanced Terrorism Studies | 4.5 |
| TCT600 | Advanced Counterterrorism | 4.5 |
| TCT620 | Advanced Domestic Terrorism | 4.5 |
| TCT637 | Terrorism and Society | 4.5 |

**Embedded Certificates**

To obtain the following embedded certificates, the major support core or open electives must include the courses in parenthesis.

**Strategic Security Protection Management Focused Certificates**

Mid-level Certificate in Executive Protection (PRO595, PRO596, SEC505, SEC52

Senior-Level Certificate in Executive Protection (INT584, MGT605, PRO500, SOC510)

Certificate in Advanced Physical Security and Risk Assessment (PRO520, PRO521, PRO690)

Advanced Certificate in Security Management (MGT605, SEC505, SEC530)

**Other Certificates Embedded Within the Program:**

Advanced Certificate in Incident and Consequence Management Incidents (CJ6250, MGT605, SEC537)

Advanced Certificate in Intelligence Collection and Analysis (INT511, INT521, INT550)

Certificate in Aviation and Airport Security (AM6010, PRO521, PRO535)

Mid-Level Certificate in Counterterrorism (TCT595, TCT596, INT525, SOC510)

Senior-Level Certificate in Counterterrorism (TCT600, SOC640, TCT517)

Certificate in Cybersecurity (INT617, MGT360, SEC665)

Advanced Certificate in Cyber and Network Security (SEC665 and 3X CI6400, CI6600, CI6605, CI6610, CI6615, CI6620, CI6650, CI6625, HA6550)

Certificate in Homeland Security (SEC505, MGT605, TCT517)

Certificate in Mid-Level Intelligence Analysis (INT525, INT550, INT595, INT596)

Senior-Level Certificate in Intelligence Analysis (INT511, INT584, INT580, INT581)

Certificate in Intelligence and Terrorism Profiling (INT502, PSY576, SOC510, SOC570)

Certificate in Strategic Intelligence (INT560, INT570, MGT551, INT680)

*A minimum 3.0 GPA is required overall.*

Upon completion of a full evaluation of all previous courses and credits, students will receive a customized degree plan detailing the specific courses they will need to take.

# MASTER OF SCIENCE IN TERRORISM AND COUNTERTERRORISM STUDIES

54 Credits

The Master of Science Degree in Terrorism and Counterterrorism is earned by satisfactory completion of an online program equivalent to 1.5 years of full-time post-graduate study. Instructors emphasize professionalism, proactive strategies, and a thorough understanding of terrorist dynamics. It also provides for the advanced knowledge of how to deal effectively with terrorism to adequately protect life and property. All courses are 4.5 quarter units unless otherwise noted.

All students must register for at least one required course per term, following the sequence of the first four courses; students may register for an elective at any time.

**Program Learning Outcomes**

Graduates of the three master's degree programs will be able to do the following:

- TCT-PLO M1: Evaluate and manage various information sources and their relevance to countering terrorism as well as strategic security and translate that information into actionable outcomes.
- TCT-PLO M2: Perform sophisticated analysis and evaluations of possible terrorist threats through demonstrated technical expertise and application of conceptual counterterrorism skills.
- TCT-PLO M3: Appraise and apply issues of security, national policy, business, reform, and ethics, integrating information from the counterterrorism, intelligence and security literature.
- TCT-PLO M4: Synthesize strategic leadership competencies specific to terrorism and counterterrorism, as well as strategic security.
- TCT-PLO M5: Operate and communicate effectively in all mediums, with the ability to work with stakeholders at the highest levels in the counterterrorism field.

## Degree Requirements

**Terrorism and Counterterrorism Studies Major Core (27)**

Students must take at least one of the first four required courses per term, but may also take an elective at any time.

| | | |
|---|---|---|
| FRPC697 | Master's Alternative Capstone | 4.5 |
| FRPP697 | Master's ePortfolio | 4.5 |
| INT525 | Advanced Counterterrorism Analysis | 4.5 |
| RES500 | Academic Writing and Research | 4.5 |
| TCT595 | Advanced Counterterrorism Operations | 4.5 |
| TCT596 | Advanced Terrorism Studies | 4.5 |
| TCT600 | Advanced Counterterrorism | 4.5 |

(all courses must be completed with a grade of "C" or better)

**Support Core (9)**

Choose any two courses

| | | |
|---|---|---|
| HIST508 | Extremist Organizations | 4.5 |
| INT617 | Cyberterrorism, Cyberwarfare, Cybercrime | 4.5 |
| PSY576 | Analyzing the Terrorist Mind | 4.5 |
| SOC510 | Terrorist Group Dynamics | 4.5 |
| SOC570 | Cults and Charismatic Leaders | 4.5 |
| SOC571 | Secret Societies | 4.5 |
| SOC640 | Advanced Islamism and Terrorism | 4.5 |
| TCT517 | WMD Terrorism | 4.5 |
| TCT590 | Influence Warfare | 4.5 |
| TCT620 | Advanced Domestic Terrorism | 4.5 |
| TCT637 | Terrorism and Society | 4.5 |

**Open Electives (18)**

Choose any four courses.

Students should consider the courses from program electives above if not previously taken as a program elective.

| | | |
|---|---|---|
| INT502 | Vetting | 4.5 |
| INT511 | Advanced Analytical Methods | 4.5 |
| INT521 | Advanced Intelligence Collection | 4.5 |
| INT535 | Cover | 4.5 |
| INT550 | Advanced Open Source Intelligence | 4.5 |
| INT551 | Double Agents, Denial and Deception | 4.5 |
| INT552 | Counterespionage | 4.5 |
| INT553 | Recruitment Cycle | 4.5 |
| INT560 | Strategic Intelligence | 4.5 |
| INT570 | All Source Intelligence | 4.5 |
| INT575 | Intelligence Policy and Reform | 4.5 |
| INT580 | Leadership Analysis | 4.5 |
| INT581 | Political Analysis | 4.5 |
| INT595 | Advanced Intelligence Operations | 4.5 |
| INT596 | Advanced Intelligence Practicum | 4.5 |
| INT609 | Case Studies in Covert Operations | 4.5 |
| INT680 | Operational Concepts and Planning (Targeting) | 4.5 |

| | | |
|---|---|---|
| MGT551 | Intelligence Team Management | 4.5 |
| MGT605 | Advanced Consequence Management and Incident Command System | 4.5 |
| PRO500 | Advanced Executive Protection | 4.5 |
| PRO520 | Stalking and Workplace Violence | 4.5 |
| PRO521 | Building and Perimeter Security | 4.5 |
| PRO535 | Advanced Vehicular Security | 4.5 |
| PRO540 | Topics in Advance Work | 4.5 |
| PRO595 | Advanced Protection Operations | 4.5 |
| PRO596 | Advanced Protective Intelligence | 4.5 |
| PRO660 | Explosives and Arson Security | 4.5 |
| PRO679 | Kidnapping Strategies | 4.5 |
| PRO690 | Advanced Threat Assessment | 4.5 |
| SEC505 | Advanced Strategies / Crisis Preparedness | 4.5 |
| SEC522 | Advanced Surveillance and Countersurveillance | 4.5 |
| SEC530 | Evidence and Crime Scene Management | 4.5 |
| SEC537 | Hostage Negotiation, Hostage Survival | 4.5 |
| SEC611 | White-Collar Crime | 4.5 |
| SEC621 | Background Investigations | 4.5 |
| SEC665 | Cyber Security | 4.5 |

**Embedded Certificates**

**To obtain the following embedded certificates, the major support core or open electives must include the courses in parenthesis.**

**Terrorism and Counterterrorism Studies Focused Certificates**

Mid-Level Certificate in Counterterrorism (TCT595, TCT596, INT525, SOC510)

Senior-Level Certificate in Counterterrorism (TCT600, SOC640, TCT517)

Advanced Certificate in Cybercrime/Terrorism and Network Security (INT617 and 3X CI6400, CI6600, CI6605, CI6610, CI6615, CI6621, CI6650, CI6625, HA6550)

Certificate in Intelligence and Terrorism Profiling (INT502, PSY576, SOC510, SOC570)

**Other Certificates Embedded Within the Program:**

Certificate in Homeland Security (SEC505, MGT605, TCT517)

Certificate in Mid-Level Intelligence Analysis (INT525, INT550, INT595, INT596)

Senior-Level Certificate in Intelligence Analysis (INT511, INT584, INT580, INT581)

Certificate in Strategic Intelligence (INT560, INT570, MGT551, INT680)

Certificate in Strategic Security Management (COM750, SEC740, MGT800)

*A minimum 3.0 GPA is required overall.*

Upon completion of a full evaluation of all previous courses and credits, students will receive a customized degree plan detailing the specific courses they will need to take.

# HENLEY-PUTNAM CERTIFICATES

## Admission Requirements

*See Admissions Section*

## Program Requirements

The university offers the credit bearing certificate programs described below. The university requires an official high school transcript or official transcript from highest degree prior to starting classes.

### Mid-Level and Advanced Certificates

Mid-level certificate applicants are required to have successfully completed the entry-level certificate program and have completed a bachelor's degree from an institution accredited by an agency recognized by the U.S. Secretary of Education and/or the Council for Higher Education Accreditation.

- Advanced Certificate in Physical Security and Risk Assessment
- Certificate in Aviation and Airport Security*
- Mid-Level Certificate in Counterterrorism
- Certificate in Cybersecurity
- Advanced Certificate in Cyber and Network Security*
- Advanced Certificate in Cybercrime/Terrorism and Network Security*
- Mid-Level Certificate in Executive Protection
- Certificate in Homeland Security
- Advanced Certificate in Incident and Consequence Management*
- Mid-Level Certificate in Intelligence Analysis
- Advanced Certificate in Intelligence Collection and Analysis
- Advanced Certificate in Security Management

*These stand-alone certificates are not eligible for Title IV funding when taken outside of a full degree program.

### Senior-Level Certificates

Senior-level certificate applicants will have successfully completed the entry-level and mid-level certificate programs and have a bachelor's degree from an institution accredited by an agency recognized by the U.S. Secretary of Education and/or the Council for Higher Education Accreditation. If the applicant has not taken the mid-level certificate, but has a bachelor's degree, they must demonstrate at least one year of related experience in a specific area of relevant security and intelligence studies, among related disciplines.

- Senior-Level Certificate in Counterterrorism
- Senior-Level Certificate in Executive Protection
- Senior-Level Certificate in Intelligence Analysis
- Certificate in Strategic Security Management
- Certificate in Intelligence and Terrorism Profiling
- Certificate in Strategic Intelligence

## Graduation Requirements

Successful completion of all certificate courses.

A minimum CGPA 3.0/4.0 scale in 500-and 600-level courses completed from the university. Payment of all financial obligations to the school.

## Program Length 500- and 600-Level Courses

Students taking two courses at a time are considered to be full-time. The average completion rate is one year. Students have a maximum of two years to complete each certificate program.

## Certificate Awarded

At the completion of all of the certificate courses a certificate of completion will be awarded to the student. Students may also request a transcript of their work.

# COUNTERTERRORISM

## MID-LEVEL CERTIFICATE IN COUNTERTERRORISM

This mid-level certificate is designed for the professional who already has some experience in the counterterrorism field or the student who has taken the entry level certificate to further understand the strategies and tactics terrorist groups employ to achieve their aims as well as the role of the international community in defining terrorism, controlling the supply of money and weapons and developing and implementing an active international counterterrorism policy. Students will learn about the diversity of identities and motivations credited with sponsoring or conducting terrorism. Students will discuss current issues surrounding reliability of CT information and dissemination thresholds, and analytical implications of alleged detainee abuse and disinformation campaigns by insurgents. And finally, students in this program will acquire the tools necessary to identify and evaluate the variety of structures of terrorist organizations, from strict hierarchy to diffuse networks, as well as the implications of structure and internal dynamics on terrorist actions and capabilities.

**Outcomes:**

Upon completion of this certificate, students will be able to do the following:

- Define terrorism and its genesis, stages and characteristic features.
- Identify and explain the aims and characteristics of various types of terrorism.
- Distinguish the different types of terrorist motivations including left-wing, right-wing, ethno-nationalist, and religious.
- Assess and explain the threat from specific types of terrorism including state-sponsored, suicide, and CBRN.
- Apply the analytical tools used most often in counter-terrorism analysis.
- Build and manipulate a matrix to show connections and perform link analysis.
- Analyze the workings of a domestic (United States) terrorist group in order to classify and distinguish the different dynamics at work in these types of groups.
- Identify and explain the psychology, motivation, and behavioral traits that distinguish a terrorist group.

**Mid-Level Certificate (18 Credit Hours)**

**Required Courses**

| | | |
|---|---|---|
| INT525 | Advanced Counterterrorism Analysis | 4.5 |
| SOC510 | Terrorist Group Dynamics | 4.5 |
| TCT595 | Advanced Counterterrorism Operations | 4.5 |
| TCT596 | Advanced Terrorism Studies | 4.5 |

## SENIOR-LEVEL CERTIFICATE IN COUNTERTERRORISM

This senior-level certificate is designed for the intelligence analyst professional who wants to learn to identify known terrorist's organizations, their perceived structure, goals and degree of operational capacity. It will familiarize the students with critical issues being debated about the WMD terrorist threat and place that threat into broader political and strategic context. The course will also discuss various measures for coping with (preventing or responding to) terrorist attacks using WMD. And finally, students will be able to explain and discuss the history, philosophy, political and theological tenets across the modern Islamist movement, with special focus on those segments who have embraced violence.

**Outcomes:**

Upon completion of this certificate, students will be able to do the following:

- Classify various psychological traits and ideologies into current accepted terrorist classifications illustrating their comprehension of this subject.
- Synthesize a plan of action either locally, statewide or nationally to increase security against a known or perceived terrorist threat.
- Discuss and analyze key concepts and issues integral to the WMD terrorist threat including terrorist capabilities and motivations.
- Assess and discuss new ways to think about and analyze WMD terrorism.
- Evaluate religion's role in domestic terror.
- Assess emerging Eco-"terrorist" groups that prior to 9/11, were considered the most significant terrorism threats the country faced.
- Identify key philosophical approaches to Islamic modernism and Islamic fundamentalism.
- Explain the reasoning behind fundamentalist's rejection of western frameworks to philosophy and governance.
- Identify how radical Islamist movements justify killing civilians to include other Muslims.

**Senior-Level Certificate (18 Credit Hours)**

**Required Courses**

| | | |
|---|---|---|
| SOC640 | Advanced Islamism and Terrorism | 4.5 |
| TCT517 | WMD Terrorism | 4.5 |
| TCT600 | Advanced Counterterrorism | 4.5 |
| TCT620 | Advanced Domestic Terrorism | 4.5 |

## ADVANCED CERTIFICATE IN CYBERCRIME/TERRORISM AND NETWORK SECURITY*

*This stand-alone certificate is not eligible for Title IV funding when taken outside of a full degree program.

This advanced multi-disciplinary certificate focuses on ways that computers can by used by terrorists and criminals and combines this with various network security courses. Students may tailor the certificate's academic focus by pairing any three courses. This may be repeated to receive additional certificates by pairing three different courses.

**Outcomes:**

The learning outcomes will vary depending on the courses chosen but would include

- Demonstrate the ability to employ various information sources and technology to research how the Internet can be used as a weapon.
- Identify and discuss theories and threats that computers and the Internet provide to terrorists and criminals.

**The learning outcomes could also include**

- Outline the role of information systems, strategic advantage, ethics and privacy issues in information systems.
- Appraise common threats to and attacks against organization assets.
- Prepare for a security vulnerability assessment.
- Assess the strengths and weaknesses of the National Infrastructure Protection Plan (NIPP) in relation to critical infrastructure threats.
- Prepare for evidence submission while adhering to reasonable practices of Handling, Chain of custody, Collection, Identification, Transportation, Storage, and Documentation of the investigation.
- Create a security policy to promote secure cyber activities in an organization.
- Create a defense in depth security to protect network assets.
- Create a secure enterprise network for an organization.
- Develop a Business Continuity (BC) and Disaster Recovery (DR) plan.

**Advanced Certificate (18 Credit Hours)**

**Required Course**

| | | |
|---|---|---|
| INT617 | Cyberterrorism, Cyberwarfare, Cybercrime | 4.5 |

**Elective Options - Students complete 3 courses from the list below.**

| | | |
|---|---|---|
| CI6400 | Information Systems for Strategic Advantage | 4.5 |
| CI6600 | Computer Security | 4.5 |
| CI6605 | Risk Assessment and Analysis | 4.5 |
| CI6610 | Critical Infrastructure Control System Security | 4.5 |
| CI6615 | Computer Forensics and Incident Handling | 4.5 |
| CI6620 | Foundations of Security (Security+) (E) | 4.5 |
| CI6650 | Advanced Security Practices and Risk Management (CISSP) (E) | 4.5 |
| CI6625 | Network Security Protection and Attack Analysis (SSCP) | 4.5 |
| HA6550 | Healthcare Information Management | 4.5 |

## CERTIFICATE IN INTELLIGENCE AND TERRORISM PROFILING

This certificate is designed for the student who wants to be able to describe and explain terrorism and terrorism dynamics in order to provide better counterterrorism techniques and prevention strategies. This certificate will explore and assess various characteristics, some of them mental that may explain this behavior as well as delve into de-humanization factors that affect these individuals. This program will also address behavior and verbal signs the student can learn to assist in predicting dangerousness. Students taking this certificate will be able to explain and discuss the nature of charismatic leadership. Students will acquire the tools necessary to identify and evaluate the variety of structures of terrorist organizations, from strict hierarchy to diffuse networks, as well as the implications of structure and internal dynamics on terrorist actions and capabilities. And finally, this program teaches how vetting is conducted, and how the reliability of a source is established, quantified, reported, and verified.

**Outcomes:**

Upon completion of this certificate, students will be able to do the following:

- Identify psychological and sociological characteristics of terrorists.
- List the triggering mechanisms that can incite a cultic community to turn to violence.
- List the different personality types of people who join cults and the differing methods used to attract them.

- Analyze the workings of a domestic (United States) terrorist group in order to classify and distinguish the different dynamics at work in these types of groups.
- Recognize the various behaviors inherent to terrorist groups and describe the ways the associated behaviors affect the workings of a terrorist group.
- Assess the core principles involved in vetting HUMINT sources for exploitation.
- Demonstrate the process needed to conduct a sound vetting plan through consequence and risk management analysis.
- Differentiate between the subjectivity of human bias (the “Art”) and the objectivity of psychology and precedence (the “Science”) of vetting methodologies.

**Certificate (18 Credit Hours)**

**Required Courses**

| | | |
|---|---|---|
| INT502 | Vetting | 4.5 |
| PSY576 | Analyzing the Terrorist Mind | 4.5 |
| SOC510 | Terrorist Group Dynamics | 4.5 |
| SOC570 | Cults and Charismatic Leaders | 4.5 |

# Intelligence

## MID-LEVEL CERTIFICATE IN INTELLIGENCE ANALYSIS

This mid-level certificate is designed for the professional who already has some experience in the intelligence analysis field or the student who has taken the entry level certificate to further learn about the intelligence cycle, how intelligence is prepared, and how it is used to inform decision and policy makers. This program will cover matters of intelligence ethics, privacy issues, and changes in the intelligence community in the post-9/11 environment. In this program the student will take the role of terrorist and pick a target for a future terrorist attack and then collect intelligence about that target. And finally, this course will distinguish counter-terrorism (CT) from anti-terrorism (AT)/Force Protection (FP) intelligence, strategic CT intelligence from tactical CT intelligence, and introduce analytical constructs for the field operator and reporter.

**Outcomes:**

Upon completion of this certificate, students will be able to do the following:

- Compare and contrast intelligence disciplines and illustrate the tradecraft used for each within intelligence operations.
- Describe and contrast analytical products and their value to policy makers in public and private sectors.
- Recognize basic methodologies utilized in intelligence analysis, and cite examples of when each model, linking analysis or presentation style would be most appropriate in product development.
- Explain the basic psychology of intelligence analysts, and potential cognitive biases.
- Use elicitation techniques to gather information.
- Describe and use all-source intelligence analysis.
- Apply the analytical tools used most often in counterterrorism analysis.
- Build and manipulate a matrix to show connections and perform link analysis.

**Mid-Level Certificate (18 Credits)**

**Required Courses**

| | | |
|---|---|---|
| INT525 | Advanced Counterterrorism Analysis | 4.5 |
| INT550 | Advanced Open Source Intelligence | 4.5 |
| INT595 | Advanced Intelligence Operations | 4.5 |
| INT596 | Advanced Intelligence Practicum | 4.5 |

## SENIOR-LEVEL CERTIFICATE IN INTELLIGENCE ANALYSIS

This senior-level certificate is designed for the intelligence analyst professional who wants to better understand the finer points of advanced analysis, including how to present briefings geared to the context of the intelligence customer. The student will learn to codify and unify relevant information into a comprehensive study that will present an accurate and up to date picture of the target region’s cultural, political, economic, social, military, geographic, climate, demographic, hydrographic, and historical data that will support strategic, intelligence, and tactical operations by the end user. Further, this program teaches the craft of analyzing leaders, how to review available biographical information in an effort to discern the leader's personality traits and skills, and any available information on the leader's professional record in dealing with a variety of issues. And finally, students will learn how to weigh a variety of factors influencing how a political situation is likely to develop.

**Outcomes:**

Upon completion of this certificate, students will be able to do the following:

- Apply the analytical tools used to penetrate deception and denial (D&D) operations.
- Analyze propaganda for intelligence content.
- Compare and contrast data to arrive at an accurate assessment of a geographical area’s capacity to affect an area team’s operational capability.
- Define the leadership factors.

- Describe the impact of the leadership factors, principles, and competencies on organizational behavior.
- Use open source intelligence in leadership analysis.
- Define remote profiling and describe its implementation through HUMINT operations.
- Describe the different points of view in political science: rational choice theory, behaviorism, and the new institutionalism.
- Recognize the different analytical paradigms in modern political science.

**Senior-Level Certificate (18 Credits)**

**Required Courses**

| | | |
|---|---|---|
| INT511 | Advanced Analytical Methods | 4.5 |
| INT584 | Area Studies Analysis | 4.5 |
| INT580 | Leadership Analysis | 4.5 |
| INT581 | Political Analysis | 4.5 |

## ADVANCED CERTIFICATE IN INTELLIGENCE COLLECTION AND ANALYSIS

This certificate is designed to give the professional in the intelligence collection field or the student who is considering getting into the corporate, government or law enforcement security field, advanced knowledge of the processes for intelligence collection including how to distinguish between credible and not credible intelligence sources. This certificate provides the student with an opportunity to refine higher order analysis skills of available information. Students will also learn to critically reflect on intelligence issues and challenges to make effective recommendations for improvements in the field.

**Outcomes:**

Upon completion of this certificate, students will be able to do the following:

- Evaluate various information sources to identify various analytical methods and distinguish between valid and flawed products.
- Evaluate contemporary and emergent threats by performing future analysis.
- Identify issues of bias, propaganda, or flawed analytical methods that lead to analysis failures and formulate written recommendations to avoid such practices.
- Evaluate intelligence issues or challenges using open sources to apply all source intelligence analysis.
- Identify issues with current security practices and make effective written recommendations for improvements.
- Assess the potential performance of new collection assets against classes of intelligence problems.
- Create performance criteria for collection assets that conform to issues of policy, reform and ethics.

**Certificate (13.5 Credits)**

**Required Courses**

| | | |
|---|---|---|
| INT511 | Advanced Analytical Methods | 4.5 |
| INT521 | Advanced Intelligence Collection | 4.5 |
| INT550 | Advanced Open Source Intelligence | 4.5 |

## CERTIFICATE IN STRATEGIC INTELLIGENCE

This certificate is designed for the student who wants to be able to describe and explain the role strategic intelligence plays in United States foreign policy from both a historical and contemporary perspective. In this program, the student will look at several means of collecting and analyzing multi-discipline information, but remain focused on the need and ability to synthesize all of this data, however collected, into objective and cohesive All Source products. Students will learn how to maintain group productivity and cohesion in situations where different people or groups must be able to keep information (or perhaps even their existence) secret from each other ("compartmentalization"). And finally, this program will teach students how to prepare target packages on personnel and inanimate targets for use in military, national, and competitive intelligence sectors, to evaluate target packages to predict future threat activities, and to provide cogent recommendations to decision makers based on target packages.

**Outcomes:**

Upon completion of this certificate, students will be able to do the following:

- Differentiate between strategic, operational, and tactical intelligence.
- Identify the advantages and pitfalls of various predictive analysis techniques.
- Demonstrate knowledge of the challenges which multi-generational analysts who support counter terrorism collection and law enforcement units might pose for their management.
- Prepare target packets for personnel and inanimate targets for use in military, national, and competitive intelligence sectors.
- Assess the legal and cultural challenges to information sharing between these by identifying legal constraints and historical miscues.
- Identify the advantages and pitfalls of various predictive analysis techniques.

- On a micro level, discuss confidently the challenges facing team supervisors within the intelligence community and corporate intelligence units today.
- Compare or contrast the role of Intel manager in the public and private sectors.

**Certificate (18 Credits)**

**Required Courses**

| | | |
|---|---|---|
| INT560 | Strategic Intelligence | 4.5 |
| INT570 | All Source Intelligence | 4.5 |
| INT680 | Operational Concepts and Planning (Targeting) | 4.5 |
| MGT551 | Intelligence Team Management | 4.5 |

## Security

### CERTIFICATE IN AVIATION AND AIRPORT SECURITY*

*This stand-alone certificate is not eligible for Title IV funding when taken outside of a full degree program.

This multi-disciplinary certificate examines all aspects of aviation security and then supplements that with an additional focus on building and perimeter security and vehicle security – all components of aviation security. For example, upon completion of PRO521, the student will be able to apply advanced concepts of perimeter and building security to conduct a systematic security and safety evaluation, taking into account the function of the building such as an airport or other aviation structures. The principles learned about vehicle security could be applied to aviation assets.

**Outcomes:**

- Evaluate the aviation security threats
- Analyze needs of airport security
- Evaluate airport security precautions
- Assess security threats facing aviation
- Determine security requirements related to commercial aviation
- Prepare a vulnerability assessment on a given location and be familiar with the many facets and tools used in perimeter security.
- Describe advance work, including route analysis and surveys, and its importance to protective security drivers.

**Certificate (13.5 Credit Hours)**

**Required Courses**

| | | |
|---|---|---|
| AM6010 | Aviation and Airport Security | 4.5 |
| PRO521 | Building and Perimeter Security | 4.5 |
| PRO535 | Advanced Vehicular Security | 4.5 |

### ADVANCED CERTIFICATE IN CYBER AND NETWORK SECURITY*

*This stand-alone certificate is not eligible for Title IV funding when taken outside of a full degree program.

This advanced multi-disciplinary certificate combines cybersecurity and its impact on business and government with various network security courses. Students may tailor the certificate's academic focus by pairing any three courses. This may be repeated to receive additional certificates by pairing three different courses.

**Outcomes:**

The learning outcomes will vary depending on the courses chosen but would include

- Define Cybercrime
- Define hacking and identify behaviors
- Identify and prioritize assets for protection
- Identify social and economic impacts of cybercrime
- Identify different behaviors for computer abusers, attackers, and criminals
- Discuss core components of cyber laws and their issues

**The learning outcomes could also include:**

- Outline the role of information systems, strategic advantage, ethics and privacy issues in information systems.
- Appraise common threats to and attacks against organization assets.
- Prepare for a security vulnerability assessment.
- Assess the strengths and weaknesses of the National Infrastructure Protection Plan (NIPP) in relation to critical infrastructure threats.
- Prepare for evidence submission while adhering to reasonable practices of Handling, Chain of custody, Collection, Identification, Transportation, Storage, and Documentation of the investigation.
- Create a security policy to promote secure cyber activities in an organization.
- Create a defense in depth security to protect network assets.
- Create a secure enterprise network for an organization.
- Develop a Business Continuity (BC) and Disaster Recovery (DR) plan.

**Advanced Certificate (18 Credit Hours)**

**Required Course**

| | | |
|---|---|---|
| SEC665 | Cyber Security | 4.5 |

**Elective Options - Students complete 3 courses from the**

**list below.**

| | | |
|---|---|---|
| CI6400 | Information Systems for Strategic Advantage | 4.5 |
| CI6600 | Computer Security | 4.5 |
| CI6605 | Risk Assessment and Analysis | 4.5 |
| CI6610 | Critical Infrastructure Control System Security | 4.5 |
| CI6615 | Computer Forensics and Incident Handling | 4.5 |
| CI6620 | Foundations of Security (Security+) (E) | 4.5 |
| CI6650 | Advanced Security Practices and Risk Management (CISSP) (E) | 4.5 |
| CI6625 | Network Security Protection and Attack Analysis (SSCP) | 4.5 |
| HA6550 | Healthcare Information Management | 4.5 |

## CERTIFICATE IN CYBERSECURITY

This certificate is designed for the student who wants to be able to describe and understand cyberterrorism, cyberwarfare, and cybercrime. In this program, the student will identify the behaviors and motivations of cyber criminals while developing understandings about how to protect computer systems from the criminals. Students will learn the fundamentals of cyber law and the issues around those laws. And finally, this program will teach students how the Internet is used as both a weapon and a resource.

**Outcomes:**

Upon completion of this certificate, students will be able to do the following:

- Demonstrate the ability to employ various information sources and technology to research how the Internet can be used as a weapon.
- Identify and discuss theories and threats that computers and the Internet provide to terrorists and criminals.
- Discuss the PDD-63 and describe the government's role in combating cyberterrorism.
- Discuss concepts, principles and standards for designing and implementing secure operating systems and networked systems.
- Discuss legal and ethical issues in computer security.
- Explain applications and systems security, including topics such as malicious code, buffer overflows, encryption at application level etc.
- Define cybercrime.
- Identify social and economic impacts of cybercrime.
- Identify different behaviors for computer abusers, attackers, and criminals.
- Discuss core components of cyber laws and their issues.

**Certificate (13.5 Credit Hours)**

**Required Courses**

| | | |
|---|---|---|
| INT617 | Cyberterrorism, Cyberwarfare, Cybercrime | 4.5 |
| MGT360 | Information Security | 4.5 |
| SEC665 | Cyber Security | 4.5 |

## MID-LEVEL CERTIFICATE IN EXECUTIVE PROTECTION

This mid-level certificate is designed to take the professional who already has some experience in the executive protection field to a level of competency expected by clients and employers. Building on the basics from the entry-level certificate and/or the student's current level of experience in this field, this certificate further explains the tools necessary to conduct successful protection operations, including intelligence techniques and crisis preparations germane to protection. Finally, it will give the student a better understanding of relationships and behaviors with clients and those around them.

**Outcomes:**

Upon completion of this certificate, students will be able to do the following:

- Describe what is meant by "assessing the threat" and the critical role it plays in protective operations.
- Discuss the key factors involved in developing an ethical relationship with the person being protected.
- Describe the levels of dangerousness presented by protective intelligence subjects after proper assessment and investigation has been completed.
- Explain rules of manners and etiquette, dress, protocol, and conduct for situations ranging from everyday business communications to highly formal occasions.
- Explain conventions of etiquette and protocol for diplomatic events.
- Demonstrate knowledge of protocol and etiquette among U.S. military services.
- Demonstrate the ability to successfully write a sound executable emergency management plan.
- Identify key personnel involved with creating an executable plan.
- Demonstrate how knowing the significance of the protective intelligence subject's background, behavior, and motivation plays in the appraisal of a subject, in order to conduct a proper protective intelligence investigation and provide an assessment of the subject's degree of dangerousness towards a client.

**Mid-Level Certificate (18 Credit Hours)**

**Required Courses**

| | | |
|---|---|---|
| PRO595 | Advanced Protection Operations | 4.5 |
| PRO596 | Advanced Protective Intelligence | 4.5 |
| SEC505 | Advanced Strategies / Crisis Preparedness | 4.5 |
| SEC522 | Advanced Surveillance and Countersurveillance | 4.5 |

## SENIOR-LEVEL CERTIFICATE IN EXECUTIVE PROTECTION

This senior-level certificate is designed for the executive protection professional who wants to better understand the skills necessary to develop a more complete and thorough protection package for their clients. The student will learn the value as well as the best techniques for developing information about specific areas or countries as well as get a better understanding of terrorism in today's world. Finally, the student will gain an understanding of the complexities and tasks associated with managing the consequences of terrorist incidents and natural disasters to be better prepared for their protection assignments.

**Outcomes:**

Upon completion of this certificate, students will be able to do the following:

- Develop a broader scope of executive protection responsibilities and be able to describe such responsibilities.
- Discuss weaponless defense tactics.
- Identify and list characteristics of the potentially violent individual.
- Conduct investigative research of open source information for completion of an area study analysis.
- Compare and contrast data to arrive at an accurate assessment of a geographical area's capacity to affect operational capability.
- Identify and explain the psychology, motivation, and behavioral traits that distinguish a foreign or domestic terrorist group.
- Recognize the various behaviors inherent to terrorist groups and describe the ways the associated behaviors affect the workings of a terrorist group.
- Describe the advantages of common communication and information management systems.
- Describe the key ideas and principles underlying National Incident Management System (NIMS).

**Senior-Level Certificate (18 Credit Hours)**

**Required Courses**

| | | |
|---|---|---|
| INT584 | Area Studies Analysis | 4.5 |
| MGT605 | Advanced Consequence Management and Incident Command System | 4.5 |
| PRO500 | Advanced Executive Protection | 4.5 |
| SOC510 | Terrorist Group Dynamics | 4.5 |

## ADVANCED CERTIFICATE IN INCIDENT AND CONSEQUENCE MANAGEMENT*

*This stand-alone certificate is not eligible for Title IV funding when taken outside of a full degree program.

This multi-disciplinary certificate provides the students with the opportunity to explore leadership and management challenges when dealing with emergency situations. Additionally, they will receive instruction in Incident Command Systems at all levels and review the National Incident Management System to deal with disasters. Lastly, while the focus in Crisis Negotiation is on hostage situations, the skills learned in negotiation in a crisis could apply to any crisis.

**Outcomes:**

- Evaluate issues that help managers of critical incidents utilize basic critical incident intervention skills.
- Develop a basic strategy of critical incidents that a manager in the field would implement.
- Demonstrate understanding and application of Incident Command System (ICS) and examine the relationship between NIMS and ICS.\
- Describe and effectively communicate the goals of the National Response Framework (NRF) and demonstrate understanding and application of ICS, NIMS, CI and NRF concepts by applying them to natural and man-made disasters well as the protection of critical assets.
- Describe and articulate the principles of effective communications and how communications are interactive in all modes including electronic, face-to-face, and written.
- Demonstrate understanding and application of the goals, ethical standards, and techniques of crisis negotiations.

**Advanced Certificate (13.5 Credit Hours)**

**Required Courses**

| | | |
|---|---|---|
| CJ6250 | Management of Critical Incidents | 4.5 |
| MGT605 | Advanced Consequence Management and Incident Command System | 4.5 |
| SEC537 | Hostage Negotiation, Hostage Survival | 4.5 |

## ADVANCED CERTIFICATE IN PHYSICAL SECURITY AND RISK ASSESSMENT

This certificate is designed to give the professional in the security field or the student who is considering getting into the corporate, government or law enforcement security field, advanced skills in the assessment of potential workplace, building, and perimeter threats. Students taking this certificate will learn how to detect the behavior traits associated with workplace violence. And, most importantly, students will learn how develop effective plans for preventing and deterring threats in specific strategic security contexts.

**Outcomes:**

Upon completion of this certificate, students will be able to do the following:

- Research and define the critical elements of a threat assessment program.
- Examine the aspects of the threat assessment as they relate to the work places and to schools.
- Research and analyze the critical issues involving stalking and workplace violence.
- Articulate the importance of addressing the root causes of stalking and workplace violence in well-written, effective documents and discussions.
- Explain the fundamentals of industrial security.
- Demonstrate effective written communication by creating an emergency management plan for a local event that details effective rapid deployment to a man-made WMD event.
- Develop assessments and plans for specific security contexts.

**Certificate (13.5 Credit Hours)**

**Required Courses**

| | | |
|---|---|---|
| PRO520 | Stalking and Workplace Violence | 4.5 |
| PRO521 | Building and Perimeter Security | 4.5 |
| PRO690 | Advanced Threat Assessment | 4.5 |

## CERTIFICATE IN HOMELAND SECURITY

This certificate is designed to give the professional in the security field or the student who is considering getting into the corporate, government or law enforcement security field, knowledge of crisis preparedness and consequence management in the context of homeland security. Students taking this certificate will learn the functions and goals of national response systems, and they will apply what they learn to actual events, including the use of weapons of mass destruction. And, most importantly, students will practice writing the relevant reports expected in such contexts.

**Outcomes:**

Upon completion of this certificate, students will be able to do the following:

- Define crisis preparedness.
- Demonstrate the ability to successfully write a sound executable emergency management plan.
- Demonstrate understanding and application of National Incident Management System (NIMS) and the Incident Command System (ICS).
- Describe the goals of the National Response Framework (NRF).
- Demonstrate understanding and application of ICS, NIMS, NRF concepts by applying to natural and man-made disasters.
- Discuss and analyze key concepts and issues integral to the WMD terrorist threat including terrorist capabilities and motivations.
- Prepare well-written reports for higher levels about WMD terrorism.

**Certificate (13.5 Credit Hours)**

**Required Courses**

| | | |
|---|---|---|
| MGT605 | Advanced Consequence Management and Incident Command System | 4.5 |
| SEC505 | Advanced Strategies / Crisis Preparedness | 4.5 |
| TCT517 | WMD Terrorism | 4.5 |

## ADVANCED CERTIFICATE IN SECURITY MANAGEMENT

This certificate is designed to give the professional in the security field or the student who is considering getting into the corporate, government or law enforcement security field, advanced knowledge of crisis preparedness and consequence management and the national systems that support the nation's ability to respond to crisis. Students will learn the functions and goals of national response systems as they apply the functions to natural and man-made disasters. Additionally, students taking this certificate will learn the principles of crime scene management.

**Outcomes:**

Upon completion of this certificate, students will be able to do the following:

- Demonstrate the ability to successfully write a sound executable emergency management plan.
- Demonstrate understanding and application of National Incident Management System (NIMS) and the Incident Command System (ICS).

- Describe the goals of the National Response Framework (NRF).
- Demonstrate understanding and application of ICS, NIMS, NRF concepts by applying to natural and man-made disasters.
- Research and utilize concepts in physical evidence examinations and crime scene processing.
- Demonstrate principles related to crime scene searches, scene photography, scene sketches and note taking.
- Define crisis preparedness.

**Certificate (13.5 Credit Hours)**

**Required Courses**

| | | |
|---|---|---|
| MGT605 | Advanced Consequence Management and Incident Command System | 4.5 |
| SEC505 | Advanced Strategies / Crisis Preparedness | 4.5 |
| SEC530 | Evidence and Crime Scene Management | 4.5 |

## CERTIFICATE IN STRATEGIC SECURITY MANAGEMENT

This certificate is designed to give the professional in the security field or the student who is considering getting into the corporate, government or law enforcement security field, a comprehensive understanding of the leadership and management of the security organization. Students will learn the nuances of strategic level leadership positions along with best practices in leadership and management. Students taking this certificate will practice the literacy skills needed in leadership positions. And, equally important, students will learn how to evaluate and write intelligence briefings and how to create effective intelligence-related presentations.

**Outcomes:**

Upon completion of this certificate, students will be able to do the following:

- Read and evaluate finished intelligence briefings for their formative characteristics and summative value.
- Understand the characteristics of effective presentations with respect to intelligence related material; evaluate oral presentations for effectiveness.
- Distinguish among the fundamental research domains of knowledge (critical thinking, open-minded inquiry, conceptual thinking, and inferences vs. assumptions) and how they apply to the field of strategic security.
- Compare strategies and pitfalls for evaluating the reliability, credibility, and validity of information.
- Analyze and assess strategic level leadership positions and current organizational and systemic programs within the national security structure.
- Evaluate organizational theory methodologies and systems to analyze the national security structure.
- Interpret a "common leadership vision" and demonstrate effective communication within the context of strategic security leadership to stakeholders at all levels.

**Certificate (13.5 Credit Hours)**

**Required Courses**

| | | |
|---|---|---|
| COM750DC | Briefings, De-briefings and Presentations | 4.5 |
| MGT800DC | Advanced Leadership and Management | 4.5 |
| SEC740DC | Strategic Security Information Literacy | 4.5 |

# H-PSSS COURSE DESCRIPTIONS

**Course Numbering**

500-600 Level. Graduate level courses for the master's degree programs. It is assumed that the student has already completed an undergraduate degree or equivalent, or has the experience, knowledge, and ability to work at the graduate level.

700-800 Level. Graduate level courses for the doctoral program. It is assumed that the student has already completed a master's degree.

## COM - COMMUNICATIONS

**COM510 - Advanced Protocol, Manners, Etiquette (4.5)**

This course teaches the rules of social interaction, protocol and etiquette for diplomatic and military occasions, with special emphasis on working with international guests and doing business overseas. This information will help the student learn to blend in and to do his or her work in such situations without inadvertently embarrassing themselves or the client.

**COM750DC - Briefings, De-briefings and Presentations (4.5)**

High-level strategic security requires particularly refined communications skills. This course covers advanced techniques of communication, with emphasis on skills germane to the strategic security environment. A major premise of this course is that effective written, visual, and oral communication requires an ability to read and evaluate written, visual, and oral communication. Students will study and apply principles of effective communication as used in preparing and conducting effective briefings. They will acquire and apply expertise in the technical and visual aspects of effective presentations. Students will also learn how to handle briefings and presentations for politically, intellectually, and culturally diverse audiences; how to work with an interpreter; and how to handle biased, indifferent, or hostile listeners. Finally, the course will outline effective methods for managing conflicting opinions and resolving differences while maintaining an open intellectual atmosphere.

Prerequisite: SEC700, SEC740, SEC760, TCT700.

## FRP - FINAL RESEARCH PROJECT

**FRPC697 - Master's Alternative Capstone (4.5)**

This course is designed to guide the graduate student through the process of writing a graduate project paper suitable for publication. The course assumes that the student has already selected and narrowed the topic, and created a working Applied Capstone Project (ACP) Proposal in the prerequisite course RES 500. Emphasis will be placed on sound academic writing habits, the avoidance of logical errors and inflated imprecise prose, proper attribution and correct use of information sources, and solid editing practices. In this course, the student will submit the paper for review by at least two other outside experts. He or she will further learn the process of submitting papers for publication, defending the conclusions, and the preparation of a camera-ready copy which will constitute the final form of the graduate project paper.

**FRPP697 - Master's ePortfolio (4.5)**

This course will guide the students through the process of writing a master's electronic portfolio. Emphasis will be placed on sound academic writing habits, avoidance of logical errors and inflated imprecise prose, proper attribution and correct use of information sources, and solid editing practices. This course, involves drafting, submitting, and revising the electronic portfolio for review by outside experts. The course further addresses the process of submitting papers for publication, defending conclusions, and preparing the final form of the graduate portfolio.

Prerequisite: RES500.

## HIST - HISTORY

**HIST508 - Extremist Organizations (4.5)**

Extremist organizations have grown in numbers and, due to modern communication and transportation systems, in influence. Such organizations espouse extreme economic, political, religious, and/or social ideologies. This course will examine these organizations, the individuals that join them, and the views they express.

# INT - INTELLIGENCE

**INT502 - Vetting (4.5)**

The word vetting is a technical term used in agent authentication. The vetting process is one of testing and examining agents to determine the degree of their reliability and truthfulness in reporting information. It is designed to weed out fabricators and double agents. The vetting process takes into consideration the possible willful dishonesty of agents/sources and their limitations in remembering and reporting information accurately. This course teaches how vetting is conducted, and how the reliability of a source is established, quantified, reported, and verified.

**INT511 - Advanced Analytical Methods (4.5)**

Advanced forms of analysis require the analyst to adroitly handle information from a variety of sources and disciplines, weighing each according to its inherent strengths and weaknesses. Analysts must also know how to generate alternate scenarios for analytical and preparation purposes. Advanced analysis is the distillation of the intelligence product into information that can prepare leaders and policy makers for otherwise unexpected contingencies. This course teaches the finer points of advanced analysis, including how to present briefings geared to the context of the intelligence customer.

**INT521 - Advanced Intelligence Collection (4.5)**

This course teaches all-source intelligence collection methodologies as they relate to satisfying national intelligence requirements. It explores in depth the major sources of finished intelligence and the methods for collecting that information. It examines the need for a collection priorities framework; the concept of an integrated collection strategy; and some of the more sophisticated techniques for collecting, processing and exploiting intelligence information. It discusses the value of synergy in collection and how synergy among collection assets is achieved. Students will learn operational tradecraft employed for each intelligence discipline, as well as how each discipline enables the others.

**INT525 - Advanced Counterterrorism Analysis (4.5)**

The task of counterterrorism is one that is particularly analysis-intensive. It requires its practitioners to employ a melded set of analytical tools and interoperable capabilities. This objective can be complicated by the fact that many counterterrorism operations might involve several entities, including both the intelligence community and unclassified counterterrorism efforts. This course will explore how to create a unified, integrated, and multi-disciplinary counterterrorism analysis program that makes the best use of all available resources.

Prerequisite: SEC522.

**INT535 - Cover (4.5)**

This course defines "Cover" as it is used in the arena of clandestine activity. It explores the different types of cover and their relative strengths and weaknesses. The course examines Cover for Action, Cover for Status, Official Cover, and Non-official Cover (including proprietary and front companies). The course will discuss use of aliases during operations, and problems that may be encountered with aliases. Students will examine the federal law and limits in protecting cover, as well as cover used in actual espionage cases.

Prerequisite: SEC522.

**INT550 - Advanced Open Source Intelligence (4.5)**

This course is an advanced open source intelligence research course. The student will demonstrate the ability to use advanced OSINT research methods, including but not limited to grey literature, elicitation, foreign language documents, and satellite imagery to develop and produce a research paper based on a current United States National Security issue.

**INT551 - Double Agents, Denial and Deception (4.5)**

This course defines double agents and illustrates their importance in counterintelligence operations. It examines historically significant double agent cases and deception operations, as well as, the underlying precepts and principles for deceptions to be effective. The course examines strategic Denial and Deception (D & D) as used by various countries. The student will participate in an interactive exercise to apply deception concepts and principles to a real world problem.Prerequisite: INT535.

**INT552 - Counterespionage (4.5)**

Counterespionage is that aspect of counterintelligence designed to detect, destroy, neutralize, exploit, or prevent espionage activities through identification, penetration, manipulation, deception, and repression of individuals, groups, or organizations conducting or suspected of conducting espionage activities. In recent US history a number of infamous spies have been uncovered through one method or another. The military, FBI, and CIA have all been affected. This course will look at counterespionage organizations and the spies that have been exposed.

**INT553 - Recruitment Cycle (4.5)**

It is one thing for an individual to commit acts which are in the service of one’s own country, but much more complicated when trying to convince a person with placement and access to spy upon or commit acts which are considered inimical to the person’s organization. This

course studies the world of clandestine intelligence collection, and the cycle for the recruitment of human intelligence (HUMINT) assets.

**INT560 - Strategic Intelligence (4.5)**

This course provides an examination of how the president of the United States and national policymakers use strategic intelligence in foreign policy. Upon completion of this course students will be able to describe and explain of the role strategic intelligence plays in United States foreign policy from both a historical and contemporary perspective.

**INT570 - All Source Intelligence (4.5)**

To provide the current and thorough Intelligence Analysis required today by Senior Policy Makers, Military Leadership, and Corporate America, All-Source Analysts utilize HUMINT, IMINT, SIGINT, ELINT, TELINT, COMINT,MASINT, OSINT, and even RUMINT. Professional analysts also use a variety of linking, modeling and data manipulation or artificial intelligence software packages. In this course, we will look at several means of collecting and analyzing multi-discipline information, but remain focused on the need and ability to SYNTHESIZE all of this data, however into objective and cohesive All Source products.

**INT575 - Intelligence Policy and Reform (4.5)**

This course examines and surveys United States intelligence policy and reform efforts, including the most recent intelligence reform proposals. In a world that has become increasingly aware of potential terrorist threats, the United States' activities and policies in the Intelligence Community (IC) have become considerably more open to the public and presumably have undergone major changes.

**INT580 - Leadership Analysis (4.5)**

Leadership analysis consists of examining leaders' personal and professional lives to identify their ability to address the problems and challenges of the leadership position. Some leaders just manage their jobs, while others truly lead. This course teaches the craft of analyzing leaders; how to review available biographical information in an effort to discern the leader's personality traits and skills, and analyzing available information on the leader's professional record in dealing with a variety of issues.

**INT581 - Political Analysis (4.5)**

This course covers the primary role and tools of the political analyst. Students will learn how to weigh a variety of factors influencing how a political situation is likely to develop. The class also covers how we identify probabilities for various situations. Additionally, we investigate how to handle low-probability, high-impact situations from an analytical standpoint.

**INT584 - Area Studies Analysis (4.5)**

This course presents the primary role of the political analyst and the tools used in analysis. Students will conduct research on intelligence related political issues and learn how to weigh a variety of factors influencing how a political situation is likely to develop. The student also considers how the analyst evaluates information and determines probabilities for various situations. Finally, the student investigates how to handle low-probability, high-impact situations from an analytical standpoint.

Prerequisite: SEC522.

**INT595 - Advanced Intelligence Operations (4.5)**

This course is designed to familiarize graduate students from diverse backgrounds with the principles, practices, and vernacular of intelligence operations in the U.S. government. Students will study the history and current make up of the U.S. Intelligence Community (IC). The course defines and distinguishes positive or foreign intelligence collection operations from paramilitary or covert operations and counterintelligence operations.

**INT596 - Advanced Intelligence Practicum (4.5)**

This course is a graduate-level introduction to the intelligence community for students with little or no prior experience in intelligence. This course concerns the directorate of intelligence, in other words, that side of the intelligence community concerned with intelligence collection, vetting, analysis, etc. Students will learn the different kinds of intelligence (i.e., HUMINT, ELINT, SIGINT, etc.), their respective uses, and how they are managed. The student will also learn about the intelligence cycle, how intelligence is prepared, and how it is used to inform decision and policy makers. Finally, the course will cover matters of intelligence ethics, privacy issues, and changes in the intelligence community in the post-9/11 environment.

**INT609 - Case Studies in Covert Operations (4.5)**

This course is a graduate-level seminar in which students study and evaluate various declassified covert operations in light of their goals, planning, execution, success or failure, and fallout that may have resulted. Students will use these case studies to gain a deeper understanding of how to plan, run, and terminate covert operations for maximum benefit and minimal negative fallout while maintaining the necessary degree of deniability.

**INT617 - Cyberterrorism, Cyberwarfare, Cybercrime (4.5)**

This course will teach the student to identify the ways that computers can be used by terrorists and criminals. Students completing this course will be able to appraise and assess the potential of different kinds of cyber

attacks. The course examines technological advancements on the horizon and the opportunities they may present for terrorists, as well as how one can devise plans, countermeasures, and contingencies against future attacks. Students will also learn how to determine the efficacy of current U.S. policy regarding critical infrastructure protection and future avenues for addressing the threat.

**INT680 - Operational Concepts and Planning (Targeting) (4.5)**

Intelligence target packages are centralized collections of research that provide information and analysis to support the monitoring, the acquisition, and/or the neutralization of a threat. This course will teach students how to prepare target packages on personnel and inanimate targets for use in military, national, and competitive intelligence sectors, to evaluate target packages to predict future threat activities, and to provide cogent recommendations to decision makers based on target packages.

# MGT - MANAGEMENT

**MGT551 - Intelligence Team Management (4.5)**

This course presents human resource management issues that can be encountered in an operational intelligence team. Students will learn how to maintain group productivity and cohesion by examining many different approaches, situations, and examples. Students will also demonstrate knowledge of management principles that are particularly appropriate for intelligence organizations and workforces.

**MGT605 - Advanced Consequence Management and Incident Command System (4.5)**

This course addresses issues relating to consequence management of natural disasters and acts of terrorism, including weapons of mass destruction (WMD) events. Students receive an introduction to the Incident Command System (ICS) at the local, state, and federal levels. Students gain a foundational knowledge of higher level ICS training. After completing the course, the student can describe and explain the history, features and principles, and organizational structure of the ICS. At the federal level, the student will review the National Incident Management System (NIMS), including the Unified Command System, to deal with disaster events over multi-jurisdictional areas (e.g., several governmental entities). Additionally, the student will be able to discuss the relationship between ICS and NIMS.

**MGT800DC - Advanced Leadership and Management (4.5)**

This course is designed to give students an advanced understanding of strategic management concepts, research, and theories as applied in a strategic security environment. Students completing this course will be able to identify central issues/problems in these cases and present well-supported recommendations for future actions in support of organizational objectives. They will be able to coordinate and manage projects drawing upon a wide range of agency and disciplinary cultures and outlooks, while providing senior decision- and policy- makers with objective, timely information as well as sound recommendations and options. Students will develop strategies to keep teams highly motivated, and enhance leadership skills through interpersonal communication and time management.

Prerequisite: SEC700, SEC740, SEC760, and TCT700.

# PRO - PROTECTION

**PRO500 - Advanced Executive Protection (4.5)**

The modern personal security specialist has evolved far beyond the dull, stereotypical "bodyguard" or "muscle men" whose primary approach is intimidation. Today's executive protection specialist is highly trained and sophisticated and protects clients by preventing trouble rather than relying on ad hoc responses during a crisis. Students who complete this course will learn more advanced methods and techniques for ensuring the safety of a client in more unstable and rapidly evolving situations. They will also learn to plan, conduct, and maintain protection operations as a team leader or manager.

**PRO520 - Stalking and Workplace Violence (4.5)**

This course focuses on the development and implementation of safe hiring methods, discipline and termination methods, the management of stalking threats, violent and potentially violent incidents, and the role of security directors and security personnel in efforts to protect employees. In addition to the above skills, students will learn the principles of evaluating possible threats in “stalking” situations, how to build a profile of a stalker, different strategies for securing the client, the role of law enforcement in stalking situations, and distinguishing the most effective means of intervening if necessary.

**PRO521 - Building and Perimeter Security (4.5)**

As part of the task of protecting people, the executive protection specialist must also protect property as part of their duties. Physical security concerns the protection of buildings and perimeters through the use of locks, fences, lighting, alarm systems, and other access control methods. Upon completion of this course, the student will be able to apply advanced concepts of perimeter and building security to conduct a systematic security and safety evaluation, taking into account the function of the

building being evaluated and the needs of its occupants. They will also be able to develop a plan for procedures and process that will make that property less vulnerable to security breaches. Students will also be able to distinguish the pros and cons of different options available to the security professional, including guards, card keys and alarm systems, fencing, and improved training of the people who work in or use the facility.

**PRO535 - Advanced Vehicular Security (4.5)**

This course equips the student to apply essential principles of executive/dignitary protection to the problem of conveying the client via motor vehicle. Students will be able to explain how to protect the client when entering and exiting a vehicle, planning and executing a motorcade. The class will discuss how to secure vehicles from threats, employ proper responses during an ambush, and use correct driving strategies.

**PRO540 - Topics in Advance Work (4.5)**

This course provides an examination of the security work necessary to prepare for a principle's arrival at a particular location or prior to the occurrence of a scheduled event. Students taking this course will learn to apply techniques of intelligence gathering, use of an assortment of checklists, how to set up security posts and surveillance posts, and plan and carry out an advance as the leader of an advance team for a client with particularly high security risk or other factors beyond those encountered in a typical advance.

**PRO595 - Advanced Protection Operations (4.5)**

Students will receive a broad understanding of executive protection and protective operations. They will explore the basic tenets and terminology used in protection of persons in both the public and private sectors. Students will learn about protective concepts including assessing the threat; working the principle; comprehensive security planning; developing a relationship with the person being protected; skills and resources needed.

**PRO596 - Advanced Protective Intelligence (4.5)**

This course will prepare the student to conduct a protective intelligence assessment of a client. Unlike threat assessments, which concentrate on the determination of the general level of danger faced by a particular client, protective intelligence concentrates on the investigation of historical background of a specific subject who shows an "unusual direction of interest" towards a client, the determination of the subject's threat to a client, and finally, the management of the subject's interest towards a client.

**PRO660 - Explosives and Arson Security (4.5)**

Explosives and Arson Security is based on a thorough understanding of safety conditions in and around organizations and companies. This course teaches the student how to apply standard methods to prevent security breaches that allow an attack on a client or the client's property using explosive devices. Students will learn such topics as risk identification, personal and property security, and protection of information. The student will also learn how to identify explosive devices, how to conduct searches, and how to respond in the event of a bomb threat.

**PRO679 - Kidnapping Strategies (4.5)**

Incidents of kidnapping have both contemporary and historical connections with criminal and terrorist activities. This criminal tactic has been used as a means of terrifying and exploiting groups of people throughout the world in pursuit of financial rewards and securing political and social dominance over others. Globalization, national instabilities, organized crime and the unequal distribution of wealth have all contributed to this phenomenon and created a lucrative underground for criminals and terrorists alike. This course will examine this global threat that the strategic security professional must acquaint themselves with. In the PRO595 Advanced Protective Operations course students explored the preventative strategies in addressing threats such as kidnapping. This course further advances this objective by developing a rich understanding of the methods and motives behind kidnapping incidents. Students will examine the scope of this global phenomenon and tactics related to negotiating for the release of these victims.

**PRO690 - Advanced Threat Assessment (4.5)**

The findings from threat assessments determine the type and level of protection required for a client and the level of resources that should be devoted to stopping a particular adversary. This course builds on the introductory course and provides more detailed methods for analyzing potential threats and types of targets, as well as possible defenses based on proper planning, training and observations. Case studies include profiles of threats from foreign countries, terrorists, fans of celebrities and stalkers.

# PSY - PSYCHOLOGY

**PSY576 - Analyzing the Terrorist Mind (4.5)**

Popular belief is that "normal" people do not kill civilians indiscriminately. Add to this the use of suicide as a terrorist tactic, and all acts of terrorism are viewed as irrational. Hence, the search is for some inner attributes to explain these acts as well as try to understand the basics of how terrorists think. This course will explore and assess various characteristics that may explain this behavior as well as delve into de-humanization factors that affect these individuals. This course will also address behavior and verbal signs the student can learn to assist in predicting the level of danger presented.

# RES - RESEARCH

**RES500 - Academic Writing and Research (4.5)**

This course is designed to be taken as the first course in all H-PSSS master's programs coursework. This is a research and writing course in which students will devote significant time to improving upon their research, writing, sourcing, and citing skills. Students will learn the importance of accuracy, brevity, and clarity in strategic security communications. Students will focus on academic essay organization including thesis statements, ethical use of source materials using scholarly methods.

# SEC - SECURITY

**SEC505 - Advanced Strategies / Crisis Preparedness (4.5)**

Experience has shown that the best way to deal with crises is to have a plan prepared in advance for coping with them. Planning for disasters and accidents is an important aspect of the security professional's job. This course teaches methods and techniques for developing and updating crisis preparedness procedures to anticipate and prepare for the consequences of a wide range of natural and man-made crises.

**SEC522 - Advanced Surveillance and Countersurveillance (4.5)**

Surveillance is the process by which intelligence information is acquired in the field for a public or private purpose. This acquisition can take many forms including human surveillance, which must be conducted in such a manner so that there is not violation of privacy rights of those under scrutiny. Such surveillance requires a careful technique and a dedicated patience necessary to gather essential information. This course is intended to provide an intelligently aggressive manner in which different types of surveillance will be discussed along with analysis of how equipment complements observation activities. The material presented in this course is applicable to professionals in the fields of intelligence, protection and counterterrorism.

Prerequisite: INT511, PRO500, or TCT517.

**SEC530 - Evidence and Crime Scene Management (4.5)**

This course examines crime scenes and evidence in general, helping the student develop a more thorough understanding of the meaning of "crime scene" and how to assess a situation in order to proceed in a manner that protects and preserves evidence for more practiced or jurisdictional investigators. This course also teaches the role of locating and interviewing witnesses at a crime scene and the concept of crime scene sketches for use as evidence. Students will participate in reading and writing assignments that will aid their development of analysis and evaluation skills in respect to the securing and processing of a crime scene.

**SEC537 - Hostage Negotiation, Hostage Survival (4.5)**

By the end of this course, students will be able to explain and discuss the history of hostage negotiation. They will be able to describe the psychological profiles of typical hostage takers and how to apply those profiles to various hostage negotiation scenarios. The class will also provide insights into hostage survival, explain the principles of hostage negotiation, and describe the role of local law enforcement personnel.

**SEC611 - White-Collar Crime (4.5)**

This course explores white-collar crime, including insider trading, stock manipulation, embezzling and other crimes, with a specific emphasis on corporate fraud and the prevalence of organizational crime in the workplace. Students will develop a foundational knowledge of the principles and theories of theft, internal controls and corporate crime. Students will also acquire an understanding of the role of private security and law enforcement in prevention, detection and response to occupational fraud with a view to analyzing specific situations and formulating appropriate responses.

**SEC621 - Background Investigations (4.5)**

Strategic security professionals must know as much as possible about the people with whom they must deal. This often requires at least a limited background check and sometimes a more detailed investigation. Students taking this course will learn how to plan and conduct efficient, thorough, and accurate background investigations and analysis while adhering to legal and ethical guidelines.

**SEC665 - Cyber Security (4.5)**

This course covers the development and effect on business and government of computer hacking, with special emphasis on methods, tools, and hacker culture. Students will learn to describe the specific tools of hackers and system administrators as well as the literature and subcultures of hackers and groups dedicated to malicious computer hacking. They will also be able to distinguish appropriate countermeasures to be applied to shore up specific vulnerabilities and to fend off specific types of intrusion attempts.

**SEC700DC - Advanced Strategic Security Analysis and Critique (4.5)**

This course is designed to introduce various advanced analytical social science methods and theories applicable to

the human intelligence field. It challenges the student to critique analyses by well-known scholars. A number of classic studies will be examined in detail with the intent of assisting the student in understanding the strengths and weaknesses of analytical methods used.

**SEC740DC - Strategic Security Information Literacy (4.5)**

This course provides instruction in the acquisition of accurate, relevant, and timely information. This course will equip the student to find, categorize, evaluate, and synthesize the kinds of information germane to strategic security, and to test information sources' reliability, credibility, and validity. Upon completion of the course, students will be able to use and manage standard open information sources, and implement sound strategies for dealing with information needs created by dynamic and rapidly evolving security situations.

Prerequisite: SEC700. SEC760DC - Applied Research Methodology (4.5)

This course is an introduction to applied research methods for conducting doctoral-level inquiry, with emphasis on methods for studying mass movements and social networks. It covers general qualitative and quantitative frameworks for research design, data collection, analysis, quality control, verification, and data presentation. The course focuses on classic research traditions such as biography, phenomenology, grounded theory, ethnography, and case study. In addition, it provides methodological frameworks for survey research, mathematical modeling, and social networks analysis.

Prerequisite: SEC740.

# SOC - SOCIOLOGY

**SOC510 - Terrorist Group Dynamics (4.5)**

Terrorist decision-making often depends just as much on the group's structure and internal power relations as on ideology and external circumstance. Students in this course will acquire the tools necessary to identify and evaluate the variety of structures of terrorist organizations, from strict hierarchy to diffuse networks, as well as the implications of structure and internal dynamics on terrorist actions and capabilities. They will demonstrate the ability to apply theories of organizations and networks, as well as how these concepts can be exploited to infiltrate and nullify terrorist groups.

**SOC570 - Cults and Charismatic Leaders (4.5)**

This course offers an introduction to thought reform techniques employed by various states and organizations that have exercised extraordinary degrees of social control over their members. Students taking this course will be able to describe the "brainwashing" methods used by the Chinese and North Korean communists and the social control mechanisms employed by religious cults and other highly authoritarian groups to recruit, control, and deploy their followers. They will be able to explain and discuss the nature of charismatic leadership. Among the groups covered as case studies in this course are the Manson Family, the Unification Church, the People's Temple, the Order of the Solar Temple, Aum Shinrikyo, and Heaven's Gate.

**SOC571 - Secret Societies (4.5)**

This course is designed to provide an understanding on secret societies and how they operate. Students will learn to distinguish between clandestine and semi-clandestine operations. It will address issues of membership and influence, operations, the underground economy, and how this relates to intelligence and counterterrorism.

**SOC640 - Advanced Islamism and Terrorism (4.5)**

By the end of this course, students will be able to explain and discuss the history, philosophy, political and theological tenets across the modern Islamist movement, with special focus on those segments that have embraced violence. The student will also select at least one major Islamist thinker or founding ideologist for whom they will be able to demonstrate specialized knowledge and describe in detail the influence of that person in the larger context of violent Islamism.

# TCT - TERRORISM AND COUNTERTERRORISM

**TCT517 - WMD Terrorism (4.5)**

This course reviews key elements of Weapons of Mass Destruction technology and introduces characteristics and motivations of terrorist groups that might acquire and use WMD. It will familiarize the students with critical issues being debated about the WMD terrorist threat and place that threat into a broader political and strategic context. The course will also discuss various measures for coping with (preventing or responding to) terrorist attacks using WMD. In addition, it will cover how to collect information about this topic, how to analyze it and how to prepare reports about this topic for government decision makers.

**TCT590 - Influence Warfare (4.5)**

This course introduces strategic communications principles for constructing highly developed and pervasive discourse used to influence individuals, groups, and societies. Topics such as propaganda, information warfare, psychological operations, political warfare and other forms of strategic communications are covered. Emphasis will

be placed on the organization and principles used by American and adversary forces to manage the political and psychological (non-kinetic) factors in conflict. It will use an interdisciplinary approach that integrates social science methodologies with theories on strategy and war and will examine the strategic and tactical methods used in this critical aspect of modern warfare.

**TCT595 - Advanced Counterterrorism Operations (4.5)**

This course provides an overview of the prevalent types of terrorism, their impact throughout the world, and its relative significance to the United States. The course will also look at the genesis of terrorist organizations and the moral, financial and logistical support they receive. By the end of this course, students will understand the strategies and tactics terrorist groups employ to achieve their aims as well as the role of the international community in defining terrorism, controlling the supply of money and weapons, and developing and implementing an active international counterterrorism policy.

**TCT596 - Advanced Terrorism Studies (4.5)**

This course provides an accelerated introduction to terrorism by exploring the circumstances that promote terrorism and terrorist activity. Special emphasis is given to social extremists, including efforts to manipulate such marginalized groups by sponsors of terrorism, and their rationalizations for terrorist behaviors. Case studies from throughout history are used to give students an exposure to the diversity of identities and motivations that give rise to terrorism. This course is designed for upper level students who need an expository class on terrorism and not those who have studied it at the undergraduate level.

**TCT600 - Advanced Counterterrorism (4.5)**

This course will focus on U.S. Domestic based terrorist organizations including those subscribed to by convicted Oklahoma City Bomber, Timothy McVeigh. The course will identify known organizations, their perceived structure, goals and degree of operational capacity. Further, this course will present historical perspectives on international terrorism, which through legal and illegal immigration and infiltration can now be considered “domestic” in nature.

Prerequisite: INT525 or INT584.

TCT620 - Advanced Domestic Terrorism (4.5)

This course will explore the phenomenon of domestic terrorism by directing the focus of the student on a single violent or potentially violent domestic extremist group, chosen by the student in consultation with the instructor. Students will develop a group history, create profiles of key members, identify allies and rivals of the group, pinpoint any relationships with foreign extremist groups or governments, and create a general threat assessment of the target organization’s potential for violence.

**TCT637 - Terrorism and Society (4.5)**

Terrorism does not emerge from, nor does it exist in, a vacuum. This course examines the various societal conflicts and dynamics that contribute to the rise, and continuing growth, of terrorism, as well as some of the psychological factors that may contribute to the development of individual terrorists. This course will further examine the effects that terrorism has on societies and how societies have learned to adapt to, and cope with, this ever-spreading form of political, religious, and social violence.

**TCT700DC - Advanced Counterterrorism Research Methods (4.5)**

This course provides a survey of the literature on terrorism and counterterrorism and develops the students’ ability to judge the value of written materials from books, journal articles, and official documents. It develops analytical and evaluation skills at different levels of abstraction as well as challenging the student to develop an expansive annotated bibliography on the topic.

Prerequisite: SEC700. Corequisite: SEC700.

# FACULTY - HENLEY-PUTNAM SCHOOL OF STRATEGIC SECURITY

Abhayayaratne, Praveen, BA, International Studies, Washington College (2001); Cert, Conflict Resolution, Middlebury Institute of International Studies (2003); Cert, Nonproliferation Studies, Middlebury Institute of International Studies (2003); MA, Monterey Institute of International Studies, International Policy Studies (2003)

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El-Nady, Mamdouh, MA, Education, Middlebury Institute of International Studies (1982); MS, International Management, Thunderbird School of Global Management (1983); Certificate, Teaching Foreign Language, Middlebury Institute of International Studies (1995); EdD University of San Francisco, International and Multicultural Education (2000).

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Lucas, Susan, BA, English, St. Catherine University (1988); MA, Teaching English as a Second Language, Saint Michael's College (1992); PhD, Instructional Leadership, University of Alabama (2005)

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Nimon, Harry, AAS, Criminal Justice Technology, University of Akron (1976); BS, Technical Education, University of Akron (1976); MA, Management and

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Nobles, Calvin, BS, Management, Park University (1998); MS, Aeronautical Science, Embry-Riddle Aeronautical University (2004); MBA, Management of Engineering and Technology, Northcentral University (2009); MMOAS, Operational Art and Science, Air University (2010); PhD, Business Administration - Management of Engineering and Technology, Northcentral University (2015).,

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Randall-Clausen, Anthony, BS, Liberal Arts, Excelsior College (2000); MS, American Military University, Strategic Intelligence (2010)

Riggs, Timothy, BA, Intelligence Studies, American Military University (2013); MA, Intelligence Studies, American Military University (2014)

Russo, Charles, Undergraduate Certificate in Intelligence Analysis, American Military University (2006); AAS, Criminal Justice, Ashworth College (2007); BA, Intelligence Studies, American Military University (2007); MA, Intelligence Studies, American Military University (2012); PhD, Capella University, Public Safety Leadership, (2018).

Savasta, Michael, BS, Criminal Justice Administration, Columbia Southern University (2006); MS, Columbia Southern University, Criminal Justice (2007)

Schillinger, Thomas, BS, Interdisciplinary Studies, SUNY Empire State College (2007); MJA, Justice Administration, Norwich University (2008); PhD, Walden University, Public Policy and Administration (2014)

Shah, Pranav, BS, Information Systems, Pace University (2004); MS, Information Systems, Pace University (2007).

Straight, Benjamin, BA, Spanish, Radford University (2001); MA, Sociology, University of South Florida (2003); JD, Law, University of Florida (2008); PhD, Criminal Justice, Nova Southeastern University (2019)

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Cheryl Bullinger

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