National American University

Harold D. Buckingham Graduate School
Roueche Graduate Center

Catalog
for
Doctoral Programs

2017-2018

Quality higher education in a caring and supportive learning environment

That's the American Way.

TABLE OF CONTENTS

GENERAL INFORMATION 3
HAROLD D. BUCKINGHAM GRADUATE SCHOOL 3
ROUECHE GRADUATE CENTER 3
MISSION STATEMENT 3
CORE VALUES 3
PURPOSES 3
ACCREDITATION AND AUTHORIZATIONS 4
EQUAL EDUCATIONAL OPPORTUNITY POLICY 4
THE CATALOG 4
NATIONAL AMERICAN UNIVERSITY LOCATIONS .. 5
DOCTORAL ACADEMIC CALENDARS 7
DOCTORAL ACADEMIC CALENDAR 2017-2018 7
DOCTORAL ACADEMIC CALENDAR 2018-2019 8
DOCTORAL ACADEMIC CALENDAR 2019-2020 9
INTRODUCTION 11
GRADUATE PROGRAM MISSION 11
GRADUATE PROGRAM GOALS 11
STUDENT CORE ABILITIES 11
ADMISSION 12
ADMISSION CRITERIA 12
ADMISSION PROCESS 12
ADMISSION REQUIREMENTS - ED.D. 12
INTERNATIONAL STUDENT ADMISSION REQUIREMENTS 12
NON-NATIVE ENGLISH SPEAKING STUDENTS 13
STATE ADMISSION REQUIREMENTS 14
STUDENTS ADMITTED ON A CONDITIONAL OR PROBATIONARY ADMISSION STATUS 14
CONVERSION OF STUDENTS ADMITTED ON A PROBATIONARY ADMISSION STATUS TO REGULAR ADMISSION STATUS 14
TRANSCRIPTS 14
ED.D. IN COMMUNITY COLLEGE LEADERSHIP ... 15
STUDENT LEARNER SERVICES 19
STUDENT WELFARE 19
COHORTS 19
ACADEMIC ADVISING AND NAVIGATING 19
HARASSMENT AND NON-DISCRIMINATORY POLICY ... 19
TITLE IX: SEX DISCRIMINATION AND SEXUAL MISCONDUCT 21
ORIENTATION AND TUTORIALS 21
TUTORING SERVICES 21
ONLINE LIBRARY 21
TECHNICAL SUPPORT 22
FINANCIAL AID AND SCHOLARSHIPS 22
HEALTH AND ACCIDENT INSURANCE 22
RIGHT TO PRIVACY - FERPA 22
ALUMNI 24
ACADEMICS 25
EDUCATIONAL PHILOSOPHY 25
ASSESSMENT PHILOSOPHY 25
EXPECTATIONS OF DOCTORAL STUDENTS 25
REGULAR AND SUBSTANTIVE INTERACTION LEARNER STATEMENT 26
CERTIFICATE OF AUTHORSHIP 26
COHORT PARTICIPATION 26
ATTENDANCE AND PARTICIPATION POLICY 26
CANCELLATION OF CLASSES 26
ENROLLMENT STATUS 26
STUDENT COURSE LOAD POLICY - DOCTORAL 26
DOCTORAL TRANSFER COURSES 26
GRADING GUIDELINES 27
GRADING STANDARDS - DOCTORAL 27
INCOMPLETE POLICY - DOCTORAL 27
CHANGE OF GRADES 28
REPEATING COURSES - DOCTORAL 28
STUDENT REENTRY - DOCTORAL 28
TIME LIMITATIONS AND TERMINATION FROM THE PROGRAM 28
GRADUATION REQUIREMENTS - ED.D. 29
COMMENCEMENT EXERCISES 29
TUITION AND FEES 30
FEES 30
REGISTRATION 30
REFUND POLICY: ON-CAMPUS, BLENDED, AND ONLINE STUDENTS 30
ADD/DROP PERIOD 30
WITHDRAWALS AND REFUNDS - DOCTORAL 30
FINANCIAL AID AND SCHOLARSHIP INFORMATION 32
VETERAN FINANCIAL ASSISTANCE 32
OTHER LOCAL, STATE, AND FEDERAL PROGRAMS 32
FEDERAL DIRECT LOANS 32
RECOGNITION AND SCHOLARSHIPS 32
NAU FOUNDATION ACADEMIC EXCELLENCE AWARD 32
NAU FOUNDATION COMMUNITY COLLEGE LEADERSHIP PROGRAM DOCTORAL SCHOLARSHIP 33
SCHOLARSHIP RESOURCES 33
SATISFACTORY ACADEMIC PROGRESS POLICY . 34
GENERAL 34
SATISFACTORY ACADEMIC PROGRESS STATUS OF DOCTORAL (ED.D.) DEGREE SEEKING STUDENTS .. 34
COMPLETION RATE 34
MAXIMUM TIME FRAME 34
SATISFACTORY ACADEMIC PROGRESS STATUS 34
GOOD STANDING 34
WARNING 34
SUSPENSION 35
PROBATION 35
NOTIFICATION OF A CHANGE IN STATUS 35
REINSTATEMENT OF FINANCIAL AID ELIGIBILITY 35
UNIVERSITY POLICIES AND PROCEDURES 36
ACADEMIC INTEGRITY 36
ACADEMIC RELIEF FOR U.S. MILITARY SERVICE/ABSENCE 36

AMERICANS WITH DISABILITIES ACT POLICY - DOCTORAL....38
CONDUCT....39
DRUG AND ALCOHOL POLICY....39
FALSIFICATION OF EDUCATIONAL RECORDS....39
INTERNET POLICY....39
STUDENT CONCERNS....40
COURSES....45
ED - COMMUNITY COLLEGE LEADERSHIP....45
DIRECTORY....48
BOARD OF GOVERNORS....48
OWNERSHIP....48
CENTRAL ADMINISTRATION....49
HAROLD D. BUCKINGHAM GRADUATE SCHOOL AT THE ROUECHE GRADUATE CENTER....50
ED.D. CURRICULUM, ASSESSMENT, AND PERSISTENCE COMMITTEE....50
GRADUATE COUNCIL....50
NATIONAL COMMUNITY COLLEGE ADVISORY BOARD....50
DOCTORAL FACULTY AND DISSERTATION MEMBERS, COMMUNITY COLLEGE LEADERSHIP PROGRAM....51
INDEX....54

Published October 2017
Revised December 5, 2017 (Pages 46, 47, 49)

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

ROUECHE GRADUATE CENTER

The Harold D. Buckingham Graduate School is housed in the Roueche Graduate Center (RGC) located at 6836 Austin Center Boulevard, Ste. 270, Austin, TX 78731. The center is named in honor of Dr. John E. Roueche, president of the center. Dr. Roueche is Director Emeritus of the Community College Leadership Program and Sid W. Richardson Chair Emeritus at The University of Texas at Austin. NAU's Ed.D. in Community College Leadership is offered through the RGC, with cohorts located throughout the United States.

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 AND AUTHORIZATIONS

National American University is accredited by the Higher Learning Commission, 230 South LaSalle Street, Suite 7-500, Chicago, IL, 60604, http://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/.

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 and Dean of the Faculty, 5301 Mount Rushmore Rd., Rapid City, SD 57701, email: mgomez@national.edu, or phone: (605) 721-5274.

THE CATALOG

This catalog reflects the policies, procedures, programs, and fees for National American University as of October 2017. National American University reserves the right to adopt, amend, and implement its policies and procedures as it deems appropriate and necessary. 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.

For the convenience of our university community, the undergraduate, master's and doctoral catalogs have been published online. Students may access the catalogs at www.national.edu or through the student portal. The most current versions of the catalogs are available online. The university reserves the right to correct clerical errors. Therefore, students should refer to the online version for updates, clerical corrections, and other changes.

The provisions of this catalog are not to be regarded as a contract between the student and NAU.

Prospective students should contact the admissions office for information regarding any such possible changes. Currently enrolled students should consult the campus executive officer or other appropriate administrators.

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)

Colorado Springs
1915 Jamboree Drive, Suite 185
Colorado Springs, CO 80920
(719) 590-8300
(719) 590-8305 (FAX)

Colorado Springs South
1079 Space Center Drive, Suite 140
Colorado Springs, CO 80915
(719) 208-3800
(719) 208-3805 (FAX)

INDIANA

Indianapolis
3600 Woodview Trace, Suite 200
Indianapolis, IN 46268
(317) 810-8100
(317) 810-8105 (FAX)

KANSAS

Garden City
801 Campus Drive
Garden City, KS 67846
(620) 805-3550

Overland Park
10310 Mastin
Overland Park, KS 66212-5451
(913) 981-8700
(913) 981-8705 (FAX)

Wichita
7309 E. 21st St. N., Suite G40
Wichita, KS 67206
(316) 448-5400
(316) 448-5405 (FAX)

Wichita West
8428 W. 13th St., Suite 110-120
Wichita, KS 67212
(316) 448-3150
(316) 448-3155 (FAX)

MINNESOTA

Bloomington
7801 Metro Parkway, Suite 200
Bloomington, MN 55425
(952) 356-3600
(952) 356-3605 (FAX)

Brooklyn Center
6200 Shingle Creek Parkway, Suite 130
Brooklyn Center, MN 55430
(763) 852-7500
(763) 852-7505 (FAX)

Burnsville
513 W. Travelers Trail
Burnsville, MN 55337
(952) 563-1250
(952) 563-1255 (FAX)

Rochester
3906 E. Frontage Road NW/Hwy 52
Rochester, MN 55901
(507) 286-1650
(507) 286-1655 (FAX)

Roseville
1550 W. Highway 36
Roseville, MN 55113-4035
(651) 855-6300
(651) 855-6305 (FAX)

MISSOURI

Independence
3620 Arrowhead Avenue
Independence, MO 64057
(816) 412-7700
(816) 412-7705 (FAX)

Lee's Summit
401 NW Murray Road
Lee's Summit, MO 64081
(816) 600-3900
(816) 600-3905 (FAX)

Zona Rosa
7490 NW 87th St.
Kansas City, MO 64153
(816) 412-5500
(816) 412-5505 (FAX)

NEBRASKA

Bellevue
3604 Summit Plaza Drive
Bellevue, NE 68123-1065

(402) 972-4250
(402) 972-4255 (FAX)

NEW MEXICO

Albuquerque
4775 Indian School Road NE, Suite 200
Albuquerque, NM 87110-3976
(505) 348-3700
(505) 348-3705 (FAX)

Albuquerque West
10131 Coors Blvd, Suite I-01
Albuquerque, NM 87114
(505) 348-3750
(505) 348-3755 (FAX)

OKLAHOMA

Tulsa
8040 S. Sheridan Road
Tulsa, OK 74133
(918) 879-8400
(918) 879-8405 (FAX)

SOUTH DAKOTA

Ellsworth Air Force Base
1000 Ellsworth St., Suite 2400-B
Ellsworth AFB, SD 57706
(605) 718-6550
(605) 718-6555 (FAX)

NAU Online
5301 Mount Rushmore Rd.
Rapid City, SD 57701
(605) 394-4953
(800) 770-2959 General Information
(800) 209-0182 Admissions
(605) 394-5082 (FAX)

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

Sioux Falls
5801 S. Corporate Place
Sioux Falls, SD 57108
(605) 336-4600
(605) 336-4605 (FAX)

Watertown
925 29th St. SE, Suite E.
Watertown, SD 57201
(605) 884-7200
(605) 884-7205 (FAX)

TEXAS

Austin
13801 Burnet Road, Suite 300
Austin, TX 78727
(512) 651-4700
(512) 651-4705 (FAX)

Georgetown
1015 W. University Avenue, Suite 700
Georgetown, TX 78628
(512) 942-6750
(512) 942-6755 (FAX)

Harold D. Buckingham Graduate School
Roueche Graduate Center
6836 Austin Center Blvd., Suite 270
Austin, TX 78731
(512) 813-2300
(512) 813-2305 (FAX)

Houston
11511 Katy Freeway, Suite 200
Houston, TX 77079
(832) 619-7300

Lewisville
475 State Highway 121-Bypass
Lewisville, TX 75067-8193
(972) 829-2150
(972) 829-2156 (FAX)

Mesquite
18600 LBJ Freeway
Mesquite, TX 75150-5628
(972) 773-8800
(972) 773-8805 (FAX)

Richardson
300 N. Coit Road, Suite 225
Richardson, TX 75080
(972) 773-8650
(972) 773-8655 (FAX)

DOCTORAL ACADEMIC CALENDARS

DOCTORAL ACADEMIC CALENDAR 2017-2018

Fall Trimester 2017	
August 28	Fall Course A begins
September 3	**Last day to add courses; last day to drop courses without incurring charges for tuition and fees. (Drop/add paperwork must be submitted by 6:00 pm, September 3)**
September 4	Labor Day - No classes
September 9	Make-up date for Labor Day
October 16-22	Fall Course A final exams/assessments
October 22	Fall Course A ends/Fall Course B begins
November 1	**Last day to drop courses and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid.**
November 23-24	Thanksgiving - No classes
December 2	Make-up date for Thanksgiving
December 11-15	Fall Course B final exams/assessments
December 15	Fall Trimester ends
December 16 - January 2	Winter Break

Spring Trimester 2018	
January 3	Spring Course A begins
January 9	**Last day to add courses; last day to drop courses without incurring charges for tuition and fees. (Drop/add paperwork must be submitted by 6:00 pm, January 9)**
January 15	Martin Luther King Jr. Day; No classes
January 20	Make-up date for Martin Luther King Jr. Day
February 19- 25	Spring Course A Final Exams.
February 25	Spring Course A ends/Spring Course B begins
March 7	**Last day to drop courses and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid.**
March 30	Good Friday; No classes
April 7	Make-up date for Good Friday
April 16-20	Spring Course B Final Exams
April 20	Spring Trimester ends
April 21-April 29	Spring Break

Summer Trimester 2018	
April 30	Summer Course A begins
May 6	**Last day to add courses; last day to drop courses without incurring charges for tuition and fees. (Drop/add paperwork must be submitted by 6:00 pm, May 6)**
May 28	Memorial Day; No classes
June 2	Make-up date for Memorial Day
June 18-24	Summer Course A Final Exams
June 24	Summer Course A ends/Summer Course B begins
July 4	Independence Day; No classes

July 4	**Last day to drop courses and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid.**
July 7	Make-up date for Independence Day
August 13-17	Summer Course B Final Exams
August 17	Summer Trimester ends
August 18-26	Summer Break

DOCTORAL ACADEMIC CALENDAR 2018-2019

Fall Trimester 2018	
August 27	Fall Course A begins
September 2	**Last day to add courses; last day to drop courses without incurring charges for tuition and fees. (Drop/add paperwork must be submitted by 6:00 pm, September 2)**
September 3	Labor Day - No classes
September 8	Make-up date for Labor Day
October 15-21	Fall Course A final exams/assessments
October 21	Fall Course A ends/Fall Course B begins
October 31	**Last day to drop courses and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid.**
November 22-23	Thanksgiving - No classes
December 1	Make-up date for Thanksgiving
December 11-14	Fall Course B final exams/assessments
December 14	Fall Trimester ends
December 15 - January 6	Winter Break

Spring Trimester 2019	
January 7	Spring Course A begins
January 13	**Last day to add courses; last day to drop courses without incurring charges for tuition and fees. (Drop/add paperwork must be submitted by 6:00 pm, January 13)**
January 21	Martin Luther King Jr. Day; No classes
January 26	Make-up date for Martin Luther King Jr. Day
February 25-March 3	Spring Course A Final Exams.
March 3	Spring Course A ends/Spring Course B begins
March 13	**Last day to drop courses and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid.**
April 13	Good Friday; No classes
April 19	Make-up date for Good Friday
April 22-26	Spring Course B Final Exams
April 26	Spring Trimester ends
April 27-May 5	Spring Break

Summer Trimester 2019	
May 6	Summer Course A begins
May 12	**Last day to add courses; last day to drop courses without incurring charges for tuition and fees. (Drop/add paperwork must be submitted by 6:00 pm, May 12)**
May 27	Memorial Day; No classes
June 1	Make-up date for Memorial Day

June 24-30	Summer Course A Final Exams
June 30	Summer Course A ends/Summer Course B begins
July 4	Independence Day; No classes
July 10	**Last day to drop courses and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid.**
July 13	Make-up date for Independence Day
August 19-23	Summer Course B Final Exams
August 23	Summer Trimester ends
August 24-September 2	Summer Break

DOCTORAL ACADEMIC CALENDAR 2019-2020

Fall Trimester 2019	
September 3	Fall Course A begins
September 9	**Last day to add courses; last day to drop courses without incurring charges for tuition and fees. (Drop/add paperwork must be submitted by 6:00 pm, September 9)**
October 14	Columbus Day - No classes
October 19	Make-up date for Columbus Day
October 21-27	Fall Course A final exams/assessments
October 27	Fall Course A ends/Fall Course B begins
November 6	**Last day to drop courses and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid.**
November 11	Veteran's Day - No classes
November 16	Make-up date for Veteran's Day
November 28-29	Thanksgiving - No classes
December 7	Make-up date for Thanksgiving
December 16-20	Fall Course B final exams/assessments
December 20	Fall Trimester ends
December 21 - January 5	Winter Break

Spring Trimester 2020	
January 6	Spring Course A begins
January 12	**Last day to add courses; last day to drop courses without incurring charges for tuition and fees. (Drop/add paperwork must be submitted by 6:00 pm, January 12)**
January 20	Martin Luther King Jr. Day; No classes
January 25	Make-up date for Martin Luther King Jr. Day
February 17	President's Day; No classes
February 22	Make-up date for President's Day
February 24-March 1	Spring Course A Final Exams.
March 1	Spring Course A ends/Spring Course B begins
March 11	**Last day to drop courses and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid.**
April 10	Good Friday; No classes
April 18	Make-up date for Good Friday
April 20-24	Spring Course B Final Exams
April 24	Spring Trimester ends
April 25-May 3	Spring Break

Summer Trimester 2020	
May 4	Summer Course A begins
May 10	**Last day to add courses; last day to drop courses without incurring charges for tuition and fees. (Drop/add paperwork must be submitted by 6:00 pm, May 10)**
May 25	Memorial Day; No classes
May 30	Make-up date for Memorial Day
June 22-28	Summer Course A Final Exams
June 28	Summer Course A ends/Summer Course B begins
July 3	Independence Day; No classes
July 8	**Last day to drop courses and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid.**
July 11	Make-up date for Independence Day
August 17-21	Summer Course B Final Exams
August 21	Summer Trimester ends
August 22-30	Summer Break

INTRODUCTION

GRADUATE PROGRAM MISSION

The mission of the practitioner-oriented graduate programs at National American University 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.

GRADUATE PROGRAM GOALS

The goals of the NAU graduate 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 graduate-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.

ADMISSION

ADMISSION CRITERIA

The ideal doctoral student is highly motivated, values lifelong learning opportunities, has the ability to perform academic work at the doctoral level, and is able to contribute to the learning environment of fellow doctoral students toward effective leadership in community and technical colleges. Admission requirements are designed to ensure that the students in the doctoral programs reflect these attributes.

ADMISSION PROCESS

The NAU doctoral program admission committee reviews applications and admits students each academic term. The review committee is comprised of the following members, located at the Roueche Graduate Center (RGC): the dean of graduate students and academic support, the vice president and dean of graduate faculty, and the senior vice president and dean of master's and doctoral programming. Once the required admission materials have been received and are deemed in order, the application process is considered to be complete.

Once evaluation of the application documents has been completed, the graduate school will notify the student in writing as to whether he or she is accepted into the Ed.D. Community College Leadership Program. The student will be placed in a cohort in regional proximity to his or her residence to reinforce the interactive-team environment of the CCLP cohort model. Based on availability, the student will have the option to join a cohort outside the geographic location, at the student's expense.

ADMISSION REQUIREMENTS - ED.D.

Admission to the Doctor of Education (Ed.D.) in Community College Leadership Program (CCLP) requires the following:

- A completed online application
- A master's degree or higher from a regionally accredited institution of higher education in the United States or, an international higher education institution recognized by the ministry of education or other appropriate government agency and a transcript evaluation from an organization approved by the National Association of Credential Evaluation Services (NACES).
- The NAU doctoral program admission committee will evaluate clearly documented academic work completed at the graduate level from accredited institutions for relevance to the CCLP doctoral program.
- A minimum cumulative grade point average of 3.00 (of a possible 4.00 GPA) achieved for all previous graduate coursework.
- Three years of related professional experience.
- Willingness to matriculate through the program of study as a member of a cohort (see Cohort Participation (p. 26)).

Applicants for admission to the Ed.D. CCLP must submit the following items:

- A completed online application
- Provide evidence of completion of a graduate degree in the form of official transcripts from (i) a regionally accredited institution of higher education in the United States; or, (ii) an international higher education institution recognized by the ministry of education or other appropriate government agency and a transcript evaluation from an organization approved by the National Association of Credential Evaluation Services (NACES).
- Current résumé demonstrating three years of related professional experience
- Personal and professional goal statement (up to 500 words)
- Three letters of recommendation from professionals who are familiar with the applicant's academic and leadership potential (NAU may contact these references)

To complete the online application, please go to: https://cclpapp.national.edu.

Note: GRE scores will not be required.

INTERNATIONAL STUDENT ADMISSION REQUIREMENTS

International doctoral student applicants who wish to study in the NAU doctoral program must satisfy all of the following criteria for admission:

1. Complete and submit a Graduate Student Application for Admission. Pay a one-time, non-refundable application fee of $45 U.S. at the time of application *(The fee requirement may be waived for students from organizations with which National American University has an affiliation agreement.).*
2. Provide evidence of completion of a graduate degree in the form of official transcripts from (i) a regionally accredited institution of higher education in the United States; or (ii) an international higher education institution recognized by the ministry of education or other appropriate government agency and a transcript

evaluation from an organization approved by the National Association of Credential Evaluation Services (NACES). Transcripts should show marks and credits earned for all post-secondary work. All records should be submitted in the native language, and credentials written in languages other than English must be accompanied by a certified English translation. Translations should be literal and not interpretive. A key to the marking system or grading scale should also be included if it is not indicated on the transcript. An official transcript should be sent directly from an approved agency to the graduate school.

3. Demonstrate proficiency in English through satisfaction of one of the following requirements:
   a. Provide an official Test of English as a Foreign Language (TOEFL) score report indicating a minimum score of 550 for a paper-based, 213 for a computer-based or 80 for an Internet-based exam (The TOEFL must have been taken within the past two calendar years. Official test scores must be sent from the testing agency to National American University. When ordering TOEFL test results, include the university's school code of 6464.).
   b. Provide an official International English Language Testing System (IELTS) score report with an overall minimum score of 6.0. (The IELTS must have been taken within the past two calendar years. Official test scores must be sent from the testing agency to National American University.)
   c. Provide evidence of completion of two trimesters (or equivalent) of college-level English (excluding ESL courses) with a grade of C or higher at a college or university whose language of instruction is English.
   d. Provide evidence of English language proficiency as deemed appropriate by National American University.
4. Complete and submit the International Financial Certification form and attach an original bank statement. International students are required, as part of the application process, to show evidence of sufficient funding during their studies. The amount and source of funds are also shown on the Certificate of Eligibility (I-20) needed to apply for an F-1 visa. In addition, students planning to bring a spouse and/or children are required to show additional funds for those individuals.

Students requesting the Certificate of Eligibility (Form I-20) to apply for an F-1 (student) visa to enter the U.S. to attend NAU must fulfill all listed international student admissions requirements. Upon acceptance by and approval from the university, Form I-20 will be issued to eligible students. Students with an F-1 visa may take on-ground campus classes at the Rapid City campus only. They are not eligible to enroll in classes online.

Transfer students will be additionally required to submit official transcripts from previously attended colleges and universities as well as information concerning proof of current status with the United States Citizenship and Immigration Services (USCIS) for the issuance of Form I-20.

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.

Financial Aid

Government-sponsored or subsidized programs are generally not available to international students. International students should consult their country's consul or ambassador for educational benefits sponsored by their home country, or obtain a private sponsor.

Non-Native English Speaking Students

In addition to the listed admission requirements, NAU requires all non-native English speaking students to demonstrate sufficient command of the English language necessary to succeed in doctoral-level classes taught in English. The English proficiency requirement can be satisfied through one of the following before attending any course at the university. Students must:

1. Provide an official Test of English as a Foreign Language (TOEFL) score report indicating a minimum score of 550 for a paper-based, 213 for a computer-based or 80 for the Internet-based exam. (The TOEFL must have been taken within the past two calendar years. Official test scores must be sent from the testing agency to National American University. When ordering TOEFL test results, include the university's school code of 6464.); or
2. Provide an official International English Language Testing System (IELTS) score report with an overall minimum score of 6.0 (The IELTS must have been taken within the past two calendar years. Official test scores must be sent from the testing agency to National American University.); or
3. Provide evidence of completion of two trimesters (or the equivalent) of college-level English (excluding ESL courses) with a grade of "C" or higher at a regionally accredited U.S. college or university whose language of instruction is English; or
4. Provide evidence of English language proficiency as deemed appropriate by National American University.

Additional documentation in support of an application under this provision may be requested 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.

State Admission Requirements

State specific immunization and health requirements are available from Dr. Sue Darby, System Vice President for Accreditation Services, 5301 Mount Rushmore Rd., Rapid City, SD 57701, email: sdarby@national.edu, or phone: (605) 721-5274. Students may be asked to provide immunization and health records for select states.

Students Admitted on a Conditional or Probationary Admission Status

Conditional admission acceptance into the doctoral program may be granted to students with unofficial transcripts that demonstrate evidence of completion of a graduate degree under the following provision; the official transcripts must be received prior to the end of the first trimester that a student is enrolled in order to continue in the program.

Probationary admission status may be granted to an applicant who has not yet completed a master's degree, but provides an acceptable plan for completion of the degree within three months of probationary admission to the doctoral program. Under special circumstances, probationary admission status may also be granted to an applicant who did not have a minimum cumulative grade point average of 3.0 achieved for previous graduate coursework, or to an applicant with fewer than three years of related professional experience. Students who are admitted in a probationary status must make satisfactory progress in doctoral courses and complete requirements as planned in order to continue in the program.

Conversion of Students Admitted on a Probationary Admission Status to Regular Admission Status

Students who have been admitted on a probationary basis will be converted to a regular admission status provided:

- A grade point average of 3.0 is achieved in the first two doctoral program courses taken at National American University; and,
- No more than one final grade of "C" and no grades lower than a "C", are recorded in the first two doctoral courses taken at National American University.
- A grade point average of 3.0 is achieved and maintained.

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/.

ED.D. IN COMMUNITY COLLEGE LEADERSHIP

National American University offers a Community College Leadership Program (CCLP), leading to a Doctor of Education (Ed.D.). The CCLP is designed for administrators and faculty who aspire to leadership positions in community and technical colleges.

Students enrolled in the CCLP engage with community college experts and national leaders to address emerging college, district, or system issues. The program prepares students to meet a wide variety of challenges in their careers as practitioner-scholars.

The program's National Community College Advisory Board reviews program requirements to ensure that curriculum content and learning outcomes correspond with the needs of the community and technical college field.

A cohort coordinator is on site at the cohort location to provide academic advising, mentoring, and support.

Program Format

Format and Credit Hours

The doctoral program is on a calendar schedule of trimesters (one of three equal-length semesters) in a calendar year.

The majority of courses are offered sequentially over two eight-week periods in a trimester so that doctoral students may focus on one course at a time. Core courses are structured with three credit hours, including 45 hours of instruction per course.

The instructional methods employed in the CCLP include a blended format that is comprised of face-to-face instructional sessions, supplemented by online discussions, case studies, written assignments, research papers, team assignments, and a variety of interactive learning strategies. There is flexibility in the combination of sessions to achieve maximum student-faculty engagement, combining face-to-face and technology-assisted instruction.

An example of a blended format for NAU's CCLP courses includes:

Three face-to-face sessions of 12 hours during a course
4 hours - Friday afternoon-evening
4 hours - Saturday morning
4 hours - Saturday afternoon

12 hours x 3 sessions = 36 face-to-face instructional hours /course

The additional nine hours of instruction may include a combination of:

- Supervised and/or structured college visits
- Zoom sessions
- Teleconference with local, state, and national leaders
- Interactive online using a variety of technologies
- Interactive team work and practical applications

In addition to 45 instructional hours, there are approximately two hours of student and group work for each one-hour of instruction assigned; or, 90 hours of out-of-class student work for a course. This commitment represents approximately 16-18 hours per week for each eight-week 3-credit-hour course.

Community College Leadership Certificate

Five doctoral courses in Community College Leadership are offered for postdoctoral students and other professionals who want to hone knowledge and skills about community college leadership. Students who select this option and successfully complete any five Community College Leadership courses (determined in consultation with CCLP advisors) will receive a Community College Leadership Certificate that may be applied toward the CCLP doctoral degree.

Community College Leadership Program Learning Outcomes

The CCLP learning outcomes include to:

- Demonstrate the ability to integrate knowledge of emerging issues, leadership, organizational development, and institutional transformation.
- Enhance understanding about developing a culture of evidence and inquiry; demonstrate the ability to analyze and synthesize institutional data; and, communicate about, interpret, and apply data for decision-making at the institution, program, and course levels.
- Enhance understanding of strategic and master planning, staff planning, facilities planning, funding issues, resource development and allocation, strategic partnerships and alliances that align with mission and goals.
- Gain knowledge about assessing institutional readiness, improving outcomes, cultivating public awareness and political commitment, and developing institutional capacity and commitment to introduce, foster, and

sustain a student learning, equity, success, and completion agenda.
- Demonstrate the professional oral, behavioral, written, and listening communication skills required of executive-level leaders operating in different religious, political, and legal systems.
- Demonstrate an understanding about involving key stakeholders in addressing ethical issues and creating policies, programs, and practices to enhance multicultural diversity in the faculty and in the student population.
- Demonstrate an understanding of board dynamics and board and CEO roles and responsibilities in analyzing and establishing policies, priorities, goals, and implementing effective governance and operational practices.
- Evaluate the effectiveness and progress of an institution operating in local, district, state, national, and global environments.
- Demonstrate the ability to plan, confer about, execute, and assess programs and major initiatives.
- Demonstrate the ability to utilize technology in multiple ways to achieve initiative and/or institutional goals.
- Demonstrate an understanding of team dynamics, how to build and develop effective leadership teams, and elicit stakeholder involvement.
- Demonstrate an understanding of human relations issues, including employment, goal-setting, evaluation, discipline, and professional development.
- Demonstrate the ability to communicate and advocate effectively with media and local, state, and federal policy makers.

Community College Leadership Program Requirements

The Ed.D. CCLP degree consists of the following academic requirements:

- Completion of 60 credit hours of doctoral studies comprised of:
  - 33 credit hours of core coursework
  - 12 credit hours of research and culminating capstone coursework
  - 9 credit hours of advanced doctoral practice (including a practicum and advanced leadership institute)
  - 6 credit hours of dissertation preparation
- Successful completion and defense of a dissertation

Students are expected to complete the doctoral degree within five years of beginning the CCLP doctoral program at NAU (refer to Time Limitations (p. 28)).

Community College Leadership Program Core Courses

Core courses are to be completed prior to taking the capstone course, the advanced doctoral practice courses (i.e., practicum and advanced leadership institute), or, defending the dissertation. The core CCLP courses include:

ED8000	Community College History, Mission, and Emerging Issues	3
ED8106	Leadership Development	6
ED8200	Managing Change - Leading Institutional Transformation	3
ED8300	Organization Design and Development	3
ED8400	Ethics and Values	3
ED8500	Governance and Administration	3
ED8600	Planning, Finance, and Resource Development	3
ED8700	Policy, Politics, and Public Affairs	3
ED8800	Education Analytics	3
ED8900	Understanding the Contemporary Community College Student	3

Community College Leadership Program Research and Culmination Courses

Research and culmination courses include:

ED9000	Introduction to Research Methodology	3
ED9020	Designing and Shaping the Dissertation	6
ED9043	Capstone	3

Advanced Doctoral Practice Courses

The advanced doctoral practice courses include:

ED9600	Practicum I	3
ED9601	Practicum II	3
ED9700	Advanced Leadership Institute	3

The Dissertation

The dissertation at NAU is a major applied research project that is the culmination of a rigorous program of study leading to the Ed.D. in Community College Leadership. It is "applied" meaning that it has practical use and value; it is "research" meaning that it is conducted in an established framework of scientific analysis.

Requirements List

ED9800	Dissertation Proposal	3
ED9801	Dissertation Proposal Extension	3
ED9802	Dissertation Proposal Extension	3
ED9900	Dissertation Completion	3
ED9901	Dissertation Completion Extension	3
ED9902	Dissertation Completion Extension	3

Dissertation Purpose

The Ed.D. degree is designed for those whose goal is to be a senior community college administrator or faculty leader. The focus of the Ed.D. dissertation is on problems and issues of practice as seen through the lens of a scholar-practitioner. Accordingly, it should address a specific problem, issue, or program in a particular context, such as

specific issues pertinent to a community or technical college, district or system. The purpose of the dissertation is for the student to produce a project or product, under the guidance of a highly qualified advisor, which contributes to the body of research in the community college field by providing a solution to a community college issue or by improving the overall quality of professional practice.

Dissertation Process

The dissertation is an essential component of the doctoral program and an opportunity for students to examine a topic, become subject matter experts, and contribute to scholarly and practitioner knowledge. The dissertation process includes:

1. Selecting a topic worthy of study for the dissertation proposal
2. Selecting a chair and a committee
3. Choosing an appropriate methodology
4. Obtaining proposal approval
5. Completing the Institutional Review Board process for approval of the research design
6. Completing the research and preparing the final dissertation
7. Obtaining dissertation committee approval
8. Submitting required dissertation and graduation documents.

Dissertation Requirements

If a student is unable to complete ED9800 or ED9900 within a trimester, the student may sign up for a Dissertation Proposal Extension (ED9801 or ED9802), or for a Dissertation Completion Extension (ED9901 or ED9902) course.

In order for students to fulfill dissertation requirements, students are to complete researching, writing, proposing, and defending the dissertation. Students are encouraged to complete dissertation work within two consecutive courses: ED9800 Dissertation Proposal and ED9900 Dissertation Completion. Students must stay continuously enrolled in ED9800, ED9801, or ED9802 (Dissertation Proposal); or, ED9900, ED9901, or ED9902 (Dissertation Completion) until completion of the proposal or the dissertation.

Students may register for the relevant dissertation course(s) after receiving a grade of “S” (Satisfactory) for a dissertation proposal or completion course. The dean of doctoral student services and academic support will advise students regarding available options (regarding corresponding dissertation completion courses (p. 47)) financial implications, or exigencies. The student must continue to be enrolled each trimester for dissertation credit until completion of the dissertation.

Institutional Review Board Policies

Students must comply with NAU's Institutional Review Board (IRB) policies. Students conducting research must complete the IRB process for approval of their research design prior to beginning the research.

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, NAU has established the 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. The IRB has the authority to approve, disapprove, or require modifications of the proposed research.

IRB Mission

The mission of the National American University Institutional Review Board 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 Institutional Review Board (IRB). Therefore, any research project involving human subjects which is conducted by National American University faculty, staff, students, or external persons (or that takes place on any National American University campus 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 ensure 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.

STUDENT LEARNER SERVICES

National American University desires to foster a supportive institutional climate and minimize the effects of conditions or situations that might reduce student achievement.

Student learner services at NAU are provided through personnel, programs, practices, and procedures offered to support a student's doctoral program experience.

STUDENT WELFARE

NAU enjoys and encourages the interaction of students, not only with each other, but with the members of the faculty and professional staff. The university promotes student and staff involvement in university and community affairs.

COHORTS

NAU's Ed.D. CCLP includes participating in a cohort as part of the program experience. The cohorts, comprised of a group of doctoral students from a particular region, are designed to engage students in fostering a doctoral culture, developing team interaction, and supporting each other as practitioner-scholars during the program. Cohort members are urged to foster ties with one another as well as with other CCLP cohorts to enhance networking and long-term connections with colleagues in the field.

ACADEMIC ADVISING AND NAVIGATING

CCLP doctoral students have access to local cohort coordinators who serve as academic coaches and work with professors to guide students on their academic journey. Cohort coordinators are in place to assist students with questions about navigating NAU and the doctoral program, serving as a liaison between the cohort and the RGC. Coordinators can assist students with identifying local and NAU-specific resources and are available to help cohort members form questions and develop proposals for dissertations and other academic inquiries.

Cohort coordinators can be reached through email or NAU's student portal once students have been admitted to the CCLP. The dean of graduate students and academic support is also on board to answer questions about the CCLP, guide students through NAU's student learner services, and assist with academic advising. The dean is located at the RGC and may be contacted by email at cclp@national.edu or by calling (512) 813-2300.

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 and Student Services Coordinator, Office of Student Concerns, 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 resources or campus executive officer.

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 campus director or 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.

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 and the campus executive officer.

Sexual Harassment and Discrimination Reporting

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

Karen Hoffman
Title IX and Student Services Coordinator
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/.

Counseling Services

Student Assistance Counseling Program
mycampus.national.edu.

Local Resources*

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

*Additional resources may be available in your local community. Please contact your campus executive officer or 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.

ORIENTATION AND TUTORIALS

The CCLP orientation introduces students to the CCLP program, support services, and Canvas, the software program used by NAU to distribute its doctoral blended and online courses. The orientation helps students become familiar with doctoral program expectations and processes. Students may contact the vice president and dean of graduate faculty to gain access to an online tutorial for Canvas. The dean is located at the RGC, and may be contacted by email at cclp@national.edu or by calling (512) 813-2300.

TUTORING SERVICES

Tutoring services for selected courses are available for students taking online and blended courses. The SmarThinking tutoring service is available in Canvas for each course. To request additional tutoring services (e.g., use of APA, improve research and writing skills) students should contact their cohort coordinator.

ONLINE LIBRARY

The online library (http://library.national.edu) is designed to assist and support doctoral students, faculty, and staff. The online library includes the NAU catalog, e-books, tutorials (http://library.national.edu/tutorials-faq/tutorials/), and a myriad of electronic searchable databases. The

Community College Virtual Library (http://library.national.edu/subject-guides/education/ education-doctoral-program/journal-articles/) is the gateway to accessing the library's education collection and includes access to ProQuest's Dissertation and Theses Full Text, Cabell's Directory of Publishing Opportunities, ProQuest's Education Journals database, ERIC, and other robust offerings from vendors like Ebsco and Ebrary.

In addition to electronically-available resources, the RGC library has hard copy academic support materials available including books, journals, magazines, newspapers and other publications that support academic programs. These items can be borrowed by contacting Sarah Stohr, the graduate support librarian, at sastohr@national.edu. Interlibrary loan services are also available for students needing access to items not in electronic or physical collections.

In addition, the online library offers student support seven days a week via an Ask-A-Librarian service. Doctoral students are also encouraged to set up research consultation appointments with the librarian to familiarize themselves with available library resources. Please see http://library.national.edu/ask-a-librarian/campus-library-info/graduate-student-support/ for office hour and contact information.

TECHNICAL SUPPORT

NAU's goal in providing learning management systems, internet services, and technical support 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.

Students are encouraged to contact the vice president and dean of graduate faculty, for questions about Canvas, the doctoral program learning management system.

Students experiencing technical problems may access NAU's OneStop website (OneStop@national.edu, launching fall, 2017) 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 7-days per week when classes are in session. If additional support is needed, students are asked to contact their cohort coordinator.

IT Support Hours
Monday thru Thursday - 7:00 am to 7:00 pm (MST)
Friday - 7:00 am to 5:00 pm (MST)
Saturday - 8:00 am to noon (MST)
Sunday - 4:00 pm to 8:00 pm (MST)

FINANCIAL AID AND SCHOLARSHIPS

NAU provides financial aid in the form of scholarships and low-interest loan programs through federal, state, and local sources. See the Financial Aid and Scholarship (p. 32) section for a detailed description of the supports available.

HEALTH AND ACCIDENT INSURANCE

NAU students may apply for individual health and accident insurance. The financial impact of illness or an accident on educational opportunities may be reduced by electing this optional coverage. Information regarding this option may be obtained from the student portal.

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 to the registrar or other appropriate official, a written request 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 or the campus administrative office 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))

ALUMNI

Graduates of NAU's CCLP become members of an extended learning community of community and technical college leaders. In addition, graduates of the university become members of the National American University Alumni Network.

The university maintains communication with graduates by way of *National News*, a quarterly print newsletter; The *Maverick Way Bulletin*, sent weekly by email; through social media; and through NAU Connect (nauconnect.com), a free online networking platform that connects alumni with one another and the university. The NAU Alumni office seeks regular input from recent graduates, obtained through biennial surveys, which helps the university evaluate its programs and personnel as well as other periodic program, initiative and needs assessment surveys.

Referral of prospective students to the university by alumni is welcomed by contacting the dean of graduate students and academic support, by email at cclp@national.edu or, by calling (512) 813-2300.

Alumni of NAU are also encouraged to assist the university with the placement responsibility by sharing information regarding employment opportunities. Job search assistance on a long-term basis is available by contacting NAU's career services department, the alumni office, or through NAU Connect.

Alumni may activate involvement, and begin to receive the *National News* quarterly newsletter, on the NAU website at www.national.edu/Alumni. To receive the weekly *Maverick Way Bulletin*, sign up 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 CCLP and the alumni offices informed of name, employment and directory data changes through the university website and alumni link.

ACADEMICS

EDUCATIONAL PHILOSOPHY

National American University 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 the 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, cohort coordinators, and doctoral cohort colleagues.

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.

EXPECTATIONS OF DOCTORAL STUDENTS

Students enrolled in blended and online courses will be expected to complete a significant portion of their course work independent of direct faculty supervision. Due to the nature of blended learning, the instructor's role will be that of a facilitator and guide. In that role, the instructor will provide the student with guidelines and learning activities, and will offer feedback and evaluation as the student proceeds with the course.

Success in a doctoral program depends upon the individual student's self-motivation, ability to manage time, prioritize requirements, and work in the cohort model. Experience shows that some students fail to realize the degree of effort and time that is required to complete doctoral courses successfully. Doctoral students are expected to commit to their responsibility as self-directed learners.

Doctoral studies require a high level of commitment and motivation from both faculty and students. Students are expected to hone leadership and team development skills, develop scholar-practitioner skills, and adhere to the following expectations to successfully complete the doctoral program:

- Attend and actively participate in all classes, team meetings, and on-line sessions.
- Meet electronically, in person, and outside regular class hours to prepare for team debates and to engage in threaded online discussions.
- Participate as contributing members of the cohort.
- Prepare and complete each learning plan.
- Post to the discussion board as outlined in the learning plans.
- Post and submit assignments that are original, substantive, follow the directions, and use proper grammar and APA conventions.
- Prepare for each live and online class session.
- Submit assignments on or before the designated dates and times.

- Submit documents that are the original work of the student.
- Prepare for, attend, and actively participate in two five-day residences.
- 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 professors, cohort coordinators, staff, fellow students, and as a representative of NAU.

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.

Certificate of Authorship

Part of the core values expected for the behavior of the doctoral students is their authentic authorship of written assignments. A certificate of authorship must be submitted as a one-time document signed by the student during matriculation that covers the student's tenure with NAU, and other major assignments as required by instructors. Additional documentation is required for verification of authenticity of the dissertation.

Cohort Participation

Students who are admitted into the CCLP will matriculate through the program of study and actively participate as a member of a cohort.

Those students who enter the program after the cohort has started will be required to complete missed courses prior to defending their dissertation. Students are to contact the dean of graduate students and academic support to determine options for completing missed courses. All expenses for completing missed courses are the responsibility of the student. Students may visit with their financial aid advisor to determine funding options that may be available to assist in covering these costs.

Attendance and Participation Policy

The rigor of doctoral studies includes substantive preparation and active participation in all face-to-face sessions, assigned site visits, team projects, and other course assignments. Absence from course sessions places a student at a considerable disadvantage in the learning and interaction with cohort members and faculty who are a significant part of the program. Absence from course sessions may result in grade adjustments for missed classes or administrative withdrawal. Each faculty member's requirements for make-up work are stated in the course syllabus.

Cancellation of Classes

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

Enrollment Status

The following definitions are applicable to students enrolled in the Ed.D. CCLP:

Full-time Student - A doctoral student who is enrolled in six or more doctoral-level hours of credit in a given trimester will be considered a full-time student.

Part-time Student - A doctoral student who is enrolled in less than six doctoral level hours of credit in a given trimester will be considered a part-time student.

Students who hold a doctoral degree may enroll in courses being offered at existing cohort locations.

Student Course Load Policy - Doctoral

Registration for course loads exceeding nine-trimester credit hours requires a minimum 3.0 cumulative grade point average (GPA) and approval as follows:

Credit Hours	Min. Cumulative GPA	Signature(s)
over 9	3.0	dean of graduate students and academic support

Doctoral Transfer Courses

A total of six trimester hours of doctoral transfer credits or American Council on Education (ACE)-approved military doctoral level credits are permitted to be included in a student's program of study. A transfer credit review committee will review transcripts received with doctoral applications and transfer credit requests received from students. The committee will be comprised of the dean of

graduate students and academic support, the vice president and dean of graduate faculty, and the senior vice president and dean of master's and doctoral programming, with consultation from the chair of the graduate faculty as needed. Additional credits may be awarded under exceptional circumstances. Exceptional circumstances will be based on clearly documented review by the relevant doctoral transfer credit review committee with subsequent review by subject matter expert faculty and/or the chair of graduate faculty as determined necessary by the review committee. Approved transfer credits will not be charged a tuition fee. The following conditions apply:

1. All such courses must have been completed at an accredited institution of higher education, or at an international institution of higher education that is approved by the appropriate national ministry of education or recognized country equivalent. Transcripts from other organizations may be reviewed on a case-by-case basis; and
2. All courses must be doctoral level and relevant to the student's area of study; and
3. Courses included in a program of study, which were taken more than five years prior to admission to the program must be repeated or validated as to currency by the candidate. Contact the dean of graduate students and academic support to obtain the validation procedures; and
4. Transferred courses that replace core courses must be academically comparable to the NAU courses they are 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.

Participants who complete relevant leadership institutes may apply for up to three credit hours, particularly toward the CCLP Practicum, after review and approval by the transfer credit review committee for relevance of competencies and rigor at the doctoral level.

GRADING GUIDELINES

Typical grading guidelines follow. Each course syllabus will specify the grading policy for that course.

- Class and site-visit attendance and engagement; substantive preparation and active participation
- Teamwork and/or group leadership
- Reflective papers, case studies, written and oral reports that include attention to analysis, problem solving, innovation, summation, and evaluation which provide opportunities for continuous student and faculty feedback, mid-term, and final assessments
- Threaded online discussion groups that draw upon knowledge of historic foundations, current and emerging issues
- Classroom debates which include understanding of assigned readings and alternative perspectives

GRADING STANDARDS - DOCTORAL

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

Grade designations for which grade points are not earned include:

S **Satisfactory**. Used for ED9800 Dissertation Proposal, or ED9900 Dissertation Completion upon successful defense of the dissertation proposal or defense.

NC **Not Complete**. Used for ED9800 Dissertation Proposal, ED9900 Dissertation Completion, and Dissertation extension courses if a student is unable to successfully complete the respective dissertation course during the trimester.

F **Failure**. The student failed to meet the minimum requirements of the course.

I **Incomplete**. The student did not complete all requirements of the course at the time of grading. Requirements must be completed within four (4) weeks of the end of the trimester.

U **Unsatisfactory.** The student did not complete all requirements of the dissertation proposal or completion course and must retake the last extension course, after consultation with the dissertation chair.

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 trimester (trimester 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.

INCOMPLETE POLICY - DOCTORAL

Students who do not complete all requirements of a course at the time of grading due to highly unusual circumstances may receive an incomplete grade for the course. Incomplete grades and arranging for the completion of course work must be approved by the instructor prior to the

end of the course. Incomplete grades will be given only when unusual circumstances beyond the student's control prevent completion of the work in a particular course. In the absence of unusual circumstances, remaining course work must be completed within four weeks after the end of the trimester.

Change of Grades

Grades submitted by faculty at the end of each course 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 professor. If the student is unable to resolve the grade issue with the instructor, the student must submit a grade appeal in writing to the dean of graduate students and academic support within 45 days of the grade being posted at the end of the course. If the grade is denied or dismissed by the dean of graduate students and academic support, the decision may be appealed to the senior vice president and dean of master's and doctoral programming who will convene a grade appeal committee comprised of the senior vice president and two independent administrators. The decision of the grade appeal committee is final.

Repeating Courses - Doctoral

Any course may be repeated a maximum of one time regardless of the letter grade earned, at the current cost per credit hour. 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 lower grade, while remaining on the transcript, will not be computed in the grade point average. Students who do not successfully complete a course after two attempts will be terminated from the doctoral program. Students may appeal to the Academic Progress Committee (APC) comprised of the dean of graduate students and academic support, the chair of graduate faculty, and the dean of graduate faculty. If unresolved in committee, review by the senior vice president, in consultation with the APC, provides a final step in the appeal process.

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

Student Reentry - Doctoral

Students who reenter the doctoral program after more than four consecutive terms will be required to enter the university under new program requirements, if any.

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 (also, refer to Cohort Participation (p. 26), regarding completing missed courses). 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 dean of graduate students and academic support and his/her re-enrollment is conditioned upon a successful appeal with the Academic Standards Committee comprised of the dean of graduate students and academic support and dean of graduate faculty.

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.

Time Limitations and Termination from the Program

For academic purposes, a student is expected to complete the doctoral degree within five years of beginning doctoral study at NAU.

Failure to complete the degree within the five-year time limit may require the student to take additional courses to complete the dissertation. This will be determined by a review committee comprised of the dean of graduate students and academic support, the chair of graduate faculty, and the dean of graduate faculty. The committee will determine if any courses need to be retaken for program relevance at the time of review. If the committee does not validate a course or courses, the student must retake the appropriate doctoral course(s) as part of his/her program of study to complete the degree. The student should contact financial aid to discuss financial aid restrictions regarding time limitations.

Students must complete the additional coursework indicated by the committee within a two-year period for the student not to be terminated from the program. The student's progress toward completing the program along with his/her grades will be considered in making a determination pertaining to continuation or termination from the doctoral program. To be considered for re-admission to the program, a student may submit a written request to the dean of graduate students and academic support, located at the Roueche Graduate Center. The request will be reviewed by a committee comprised of the dean of graduate students and academic support, the chair of graduate faculty, and the dean of graduate faculty; and, forwarded to the senior vice president for final review and decision after consultation with the committee. Students should contact the dean of graduate students and academic support for further information about termination and/or re-admission procedures and appeals.

GRADUATION REQUIREMENTS - ED.D.

The requirements for obtaining a doctoral degree are as follows:

- Completion of at least 60 trimester-credits comprised of 18 courses and the successful defense of the dissertation;
- Maintaining a minimum grade point average of 3.0; and,
- Receiving a grade of "C" in no more than two courses. Courses in which a "C" is received may be repeated a maximum of one time by the student at his/her discretion. However, no more than two courses in which a "C" is received as a final grade in a doctoral-level course will be approved for graduation.

The doctoral degree is granted from NAU upon completion of all academic requirements for the degree and recommendation of the dissertation chair to the doctoral graduation review committee. The committee is comprised of the dean of graduate students and academic support, the chair of the graduate faculty, and the dean of graduate faculty. The committee forwards the recommendation to the senior vice president for signature and recording of the degree, which is then awarded at graduation.

COMMENCEMENT EXERCISES

Students will be required to fulfill all degree completion requirements in order to participate in commencement exercises. Commencement exercises are conducted annually. Students are to check with the dean of graduate students and academic support for scheduled dates and locations.

TUITION AND FEES

NOTE: All tuition and fees are subject to change by notification from the university. Please contact the admissions office for current tuition and fees.

Tuition and fees are due on the first day of each trimester, unless advance arrangements are made. 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.

FEES

Application Fee: (applies up to one year from the original scheduled start date)*	$45.00
Matriculation Fee (paid once)	$75.00

A list of specialty course/program fees is available to all students and prospective students in the student account office. Tuition does not include the cost of books or 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.)

REGISTRATION

Any changes in a student's registration (including course sections and adding or dropping courses) must be approved by the dean of doctoral student services and academic support who will submit them to the registrar's office for processing.

REFUND POLICY: ON-CAMPUS, BLENDED, AND ONLINE STUDENTS

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 (p. 7).

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

Withdrawals and Refunds - Doctoral

Students should give written notice of withdrawal to the dean of graduate students and academic support to terminate their enrollment officially. 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.

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

The return of Title IV funds 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 at all campuses. The following refund policy does not apply to contract agreements or other arrangements where a separate refund policy is stated.

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.

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

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

State specific information about withdrawal and refund requirements are available from Mr. Michael Trump, Associate General Counsel, 5301 Mount Rushmore Rd., Rapid City, SD 57701, via email at mtrump@national.edu or phone at (605) 721-5309.

FINANCIAL AID AND SCHOLARSHIP INFORMATION

National American University recognizes that many students would be unable to pursue their educational goals without financial assistance. Financial aid and student participation in federal, state, local and private assistance programs are very important aspects of NAU's effort to assist students at all locations. Almost every NAU student at every location utilizes 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, grants, and loan programs. NAU provides financial aid in the form of scholarships and low-interest loan programs through federal, state, and local sources.

The CCLP is structured within 16-week trimesters comprised of two 8-week modules. If circumstances require enrollment in only an 8-week module during the 16-week trimester, students must confer with the financial services representative regarding financial aid cost implications.

A minimum of six credits each trimester is required to be considered as a full-time student in the doctoral program. Students interested in applying for federal financial aid should check with their financial aid representative to determine if they meet the federal requirements for full-time status. (Veterans, or dependents of veterans, please refer to "Veterans Financial Assistance (p. 32)".)

Students interested in applying for financial aid through the following programs are encouraged to contact the financial aid office, located at the Roueche Graduate Center, by email at cclp@national.edu, or by calling (512) 813-2300.

VETERAN FINANCIAL ASSISTANCE

Veterans and/or dependents of veterans 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. 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.

OTHER LOCAL, 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 military or federal tuition assistance programs. Students' employers may also offer tuition assistance or tuition reimbursement programs.

FEDERAL DIRECT LOANS

Federal Direct Loans are for undergraduate, graduate, and professional degree students. You must be attending as at least a half-time student 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
This includes amounts received during periods of undergraduate study.	

RECOGNITION AND SCHOLARSHIPS

NAU recognizes students for their academic achievements, leadership abilities, and community service. Information on merit and needs-based scholarship programs can be obtained by contacting the dean of graduate students and academic support at cclp@national.edu or calling (512) 813-2300.

NAU FOUNDATION ACADEMIC EXCELLENCE AWARD

Each NAU campus recognizes and rewards academic achievement through an annual NAU Foundation Academic Excellence Award Scholarship program. To be eligible to apply for an Academic Excellence Award Scholarship, the student must have attended half-time

(three or more trimester credit hours) at NAU in the doctoral program for both the summer and fall trimesters during the last calendar year. The minimum cumulative GPA requirement for consideration is 3.66.

Applications are available at the foundation's website at www.naufoundation.org/scholarships or at the Roueche Graduate Center. Letters of reference and a brief autobiography must be included with the application.

Recipients are selected on the basis of the following:

- Academic achievement at National American University;
- Participation in institutional activities or community involvement or service while an NAU student; and,
- Financial need.

NAU Foundation Community College Leadership Program Doctoral Scholarship

The NAU Foundation has established several scholarship funds for NAU doctoral students who are not receiving financial support (including tuition assistance or other forms of employer tuition reimbursement) from their home institutions. To be eligible to apply for a Community College Leadership Program (CCLP) Scholarship, the student must be enrolled or accepted at NAU pursuing an Ed.D in the Community College Leadership Program and have a minimum GPA of 3.3.

Applications are available at the foundation's website at www.naufoundation.org/scholarships or at the Roueche Graduate Center. A brief autobiography must be included with the application. CCLP scholarships are awarded each trimester.

Scholarship Resources

The following sites are examples of free scholarship searches:

www.fastweb.com
www.scholarships.com
www.petersons.com/finaid/file.asp?id=780
www.collegeboard.com/student/pay
www.scholarshipexperts.com
www.findtuition.com/scholarships

Further information regarding outside scholarships and how to apply for them is available from the financial services office.

SATISFACTORY ACADEMIC PROGRESS POLICY

GENERAL

To continue to attend National American University and qualify for Title IV federal financial aid or 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 (SAP) as required by federal law. 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.

SATISFACTORY ACADEMIC PROGRESS STATUS OF DOCTORAL (ED.D.) DEGREE SEEKING STUDENTS

Cumulative Grade Point Average (CGPA)

A student must maintain a minimum cumulative grade point average (CGPA) (see Grading Standards – Doctoral (p. 27)) as calculated in the Satisfactory Academic Progress Table in this policy.

Incomplete (I) and Withdrawal (W) grades are not used in calculating the CGPA. Credits earned by examination or transferred from another institution are also not used in calculating the CGPA.

When a student repeats an NAU course, the highest grade achieved in that course is used in calculating the CGPA.

Satisfactory Academic Progress Table - Doctoral

Minimum Cumulative Grade Point Average

Credits attempted and completed	Minimum CGPA
0-18.9	2.7
19 -30.9	2.8
31 - 45.9	2.9
46+	3.0

Completion Rate

In addition to maintaining a minimum CGPA, a student must successfully complete 66.67% of all credit hours attempted at NAU.

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 the financial aid policy. The grades of F, I, and W indicate a lack of successful course completion. Only two grades of C are permitted for satisfactory progress in the doctoral program.

Maximum Time Frame

To qualify for federal financial aid, a student must complete his/her academic program within a maximum of 150% of the published length of the education program as measured in credit hours. For example, a student completing the Ed.D. CCLP degree requiring 60 credit hours may attempt 90 credit hours to complete that degree. (60 x 1.5 = 90) Credits transferred from another institution are included as credits attempted and completed for the purpose of calculating maximum timeframe. 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 Status

The satisfactory academic progress (SAP) of each student is reviewed for the purpose of determining continued attendance at National American University, federal financial aid eligibility and Veteran's Educational Benefits eligibility once each trimester. Students not making satisfactory progress must develop an academic plan in consultation with the dean of graduate students and academic support. This plan will be reviewed for approval by the Doctoral Satisfactory Academic Progress Committee, comprised of the dean of graduate students and academic support, the chair of graduate faculty, and the dean of graduate faculty. A review by the senior vice president, in consultation with the Doctoral Satisfactory Academic Progress Committee, will serve as the final appeal in due process.

Good Standing

A student is in good standing status if the student has: (1) successfully completed a minimum of 66.67% of the credit hours attempted; (2) maintained at least the minimum CGPA of 3.0; and (3) not exceeded the maximum timeframe.

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% of the credit hours attempted. A student in warning status will be given one trimester 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 Education 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 trimester, 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 and Veteran's Educational Benefits as set forth in the section entitled Reinstatement of Financial Aid Eligibility.

Probation

A student in probation status has been granted such status by the Doctoral SAP Committee in accordance with the following section entitled Reinstatement of Financial Aid Eligibility. Federal financial aid and Veteran's Educational Benefits are available to eligible students in probation status for one trimester or longer, if the student meets the terms of an academic plan approved by the Doctoral SAP Committee. If the student fails to return to good standing within one trimester, or fails to meet the conditions of the academic plan, he/she will be returned to suspension status and will no longer be eligible for federal financial aid or Veteran's Educational Benefits.

Notification of a Change in Status

Students who are placed on or removed from academic warning status, probation status, suspension status, provisional readmission status, or who have exceeded five years for doctoral studies at NAU will be notified by letter stating their academic and financial aid status.

Reinstatement of 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.

The student must submit an Appeal of Academic Suspension Form no later than the last day of add/drop week of the trimester for which the student wishes to enroll. The form may be obtained by contacting the local cohort coordinator.

The appeal form must be submitted to the dean of graduate students and academic support.

A student may appeal no more than three times.

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

References of Financial Aid Eligibility in Code of Federal Regulations (CFR)
34 CFR 668.16(e) Administrative Capability
34 CFR 668.32(f) Student Eligibility
34 CFR 668.34 Satisfactory Academic Progress Policy

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

National American University (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 - DOCTORAL

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 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 ADA coordinator, who serves as a resource for students with disabilities, verifies and maintains documentation, considers accommodation requests, and determines reasonable accommodations.

Ms. Bethany Chan
Associate Dean of Student Services
ADA Coordinator
National American University
5301 Mount Rushmore Rd., Rapid City, SD 57701
Telephone: (952) 563-1285 | Fax: (605) 721-5241
bchan@national.edu

To request an accommodation:

Step 1 –
Contact the dean of graduate students and academic support to request an ADA Accommodation Request Form.

Step 2 –
Submit a completed ADA Accommodation Request Form and all required documentation to the dean of graduate students and academic support 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 ADA coordinator will review the request and supporting documentation and will communicate with the student and other persons as appropriate.

If the ADA coordinator determines that an accommodation is warranted, the student will receive an ADA Student Accommodation Agreement, indicating the accommodation granted. **Accommodations will not be applied retroactively.**

Step 3 –
The student will 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 associate dean of doctoral students who will 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 will contact the ADA coordinator if an accommodation is not effectively implemented. If a student request for an accommodation is not granted, he/she should contact the ADA coordinator with any questions. If the student wishes to have the matter reconsidered, contact the associate dean of doctoral students. While it is hoped that any concerns can be resolved within the university process, you may also contact the U.S. Department of Justice, Civil Rights Division.

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. A written policy on student conduct is available from the office of the dean of graduate students and academic support who has authority and responsibility for overseeing student conduct. The dean may consult with cohort coordinators.

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. Legal violations will be turned over to police authorities.

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 campus 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.

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.

Internet Policy

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 NAU's guidelines.

If a 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.

Network Etiquette

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

1. Be polite - do not use abusive or offensive language in messages to others.
2. Remember that electronic mail (e-mail) is not guaranteed to be private. Those who operate the system 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.
3. Do not tie up the network with idle activities or game playing - remember there are many students who need to use the system.
4. 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 (i.e., students are not to move files from a server, or access files that they are not authorized to access)
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 typically defined as when a person knowingly causes intentional or negligent damage. This includes 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.

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 the campus director or other university official listed in the University Locations section of this catalog.
2. In the event the matter is not resolved after communicating with a university official, the student is encouraged to contact the student services coordinator, who will address the student's concern in an impartial manner.

   Ms. Karen Hoffman
   Student Services Coordinator
   National American University
   5301 Mount Rushmore Rd.
   Rapid City, SD 57701
   Phone: (605) 394-4805 | Fax: (605) 721-5241
   khoffman@national.edu
3. The student services coordinator 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 student services coordinator 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.org
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) 5288-8662; 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 731118
Website: http://obpvs.ok.gov/
Phone: (405) 528-2270

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: www.thecb.state.tx.us/studentcomplaints
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

COURSES

ED - COMMUNITY COLLEGE LEADERSHIP

ED8000 - Community College History, Mission, and Emerging Issues (3)

This course offers students the opportunity to identify and analyze emerging local, state, national, and global issues impacting community colleges in the context of the historical development of the community college and the events that shaped its evolving mission.

ED8106 - Leadership Development (6)

The Leadership Development course provides an introduction to individual, interpersonal, group, and organizational leadership theory, and includes practical applications. Because the field of leadership behavior is emerging and continues to grow, relevant concepts, models, and theories come from a variety of research studies and case studies. A residency will convene during which students will take a leadership self-assessment and meet with community college leaders to discuss leadership issues.

ED8200 - Managing Change - Leading Institutional Transformation (3)

Leaders at all levels of the organization must become adept at responding to rapid and systematic change in the coming decades. "Managing Change: Leading Institutional Transformation" provides students with an introduction to principles of managing change in community colleges within the real context of change and institutional transformation efforts. The course includes the practical application of principles to complex change processes and working with individuals, teams, and organizations to lead institutional transformation.

ED8300 - Organization Design and Development (3)

This course is designed to compare traditional organizations developed for production and manufacturing (e.g., Taylor and hierarchical structures) with contemporary models that have evolved (e.g., virtual organizations that include open systems with continuous learning, involvement, and information transfer). The course will provide relevant practical experience for applying theory pertaining to organization design and development issues related to secondary to postsecondary education and career transitions, with opportunities for team planning, presentations, and analytical reports.

ED8400 - Ethics and Values (3)

The purpose of this course is to help students become aware of ethical issues confronting community college leaders and educational value choices (e.g. access, quality education, accountability, efficiency equity, completion); and, to systematically apply theory and morality lenses to the analysis of real-world issues through case studies of leadership and board issues, writing, team discussions, and reflection.

ED8500 - Governance and Administration (3)

This course addresses the respective roles of community college trustees, CEOs, faculty, and other stakeholders; the principles and practices of good governance; the use of data, inquiry, and stakeholder involvement to inform policy/decision making and improve effectiveness. Doctoral students will be exposed to current issues and leadership strategies pertaining to governance and administration. Learning experiences will include a combination of face-to-face instructor-facilitated sessions, attendance at college board and executive team meetings, teleconferences and interaction with nationally-renowned speakers, structured team interaction, and college/district analyses and report and/or case study writing.

ED8600 - Planning, Finance, and Resource Development (3)

The course will address the elements of strategic and master planning, resource allocation, funding issues, and resource development through analyses of college or system case studies, group projects and presentations that are tailored to explore critical issues at the college or district level. Students will be exposed to aligning mission, strategic plan, goals, budget and resource development endeavors.

ED8700 - Policy, Politics, and Public Affairs (3)

This course is about the politics of higher education, educational agencies, and educational institutions. The course focuses on six key ideas that are central to political thought, policy, and public affairs. It applies these ideas to contemporary and historical cases in order to develop students' understanding, analytic skill, and capacity for effective action in leading higher education institutions. The six key ideas are: (1) Politics as a means for transforming individual interests into collective goods; (2) Institutions as the expression of political interests in society and as incentives that structure individual and group behavior; (3) Policy as an expression of collective interests, and policymaking as a process for aggregating and shaping individual and group interests; (4) Power as it is constructed in political relationships and expressed in

institutions and political processes; (5) Public affairs as a process in shaping individual and group behavior; and (6) Analysis as a deliberative, data-driven decision making process.

ED8800 - Education Analytics (3)

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, and completion. Students will work in teams to: analyze identified gaps and dropout/or "leakage points" – based on data – in student progression and achievement at their home institutions; evaluate the effectiveness of a current intervention strategy; 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. They will be required to write team reports and make team presentations for improving student outcomes.

ED8900 - Understanding the Contemporary Community College Student (3)

This course is designed to provide students an understanding of the characteristics of the contemporary community college student. It draws upon a broad range of research documenting the experiences of the diverse student populations in the American community college. This course provides an overview of theories, research, practices, and other issues relevant to creating institutional environments for college success.

ED9000 - Introduction to Research Methodology (3)

This course is designed to present the major research approaches in education, including inherent assumptions, key concepts, and central procedures associated with research approaches. Through a combined focus on qualitative, quantitative, and mixed methods research perspectives, students will gain a broad understanding of the diversity of research approaches in the field of education. Students will apply their understanding of these fundamentals to the critical interpretation of the design and conduct of educational research and educational research reports. The course will also provide a foundation for further specialized study in research methods by offering multiple opportunities for students to collaborate in authentic research activities. It is the intention of this course, as others in the program, that both a theoretical and practical interpretation of research is achieved by the students in this class. These research activities will encourage students to apply material from course readings and class discussions to the issues that are endemic to community colleges.

ED9020 - Designing and Shaping the Dissertation (6)

This course provides an immersion in scholarly inquiry for students to identify and further explore quantitative, qualitative, and mixed methodologies for application in their dissertation. Students will discuss when to use different kinds of research, how to frame research questions, and formulate and refine initial thoughts on dissertation development. Through supervised research and writing, students will learn about and prepare for the rigor involved in proposing to committee members in the third year of the program. By the end of the course, students will have: affirmed the dissertation topic and initial research questions and approach; developed a dissertation prospectus; developed a dissertation outline, a proposal-ready literature review (chapter two), and drafts of chapters one and three; become familiar with IRB policies and procedures; and initiated committee member contact. (rev. 12/5/17)

ED9043 - Capstone (3)

The capstone is designed to build upon the knowledge gleaned from previous courses. It is designed to integrate concepts, theories, and skills learned in other doctoral core courses. Students will learn what is involved in developing a constituency base and garnering its support to foster and improve strategic partnerships, college readiness and success, resource development, community services, economic and workforce development, and other priorities of the college. Students will be asked to develop plans to renew or reinvent a college and to engage internal and external stakeholders who are critical to achieving targeted goals. Students will work in teams to develop executive reports and presentations. These are to include in-depth institutional analyses of complex issues, and provide recommendations for systemic improvements, such as, how to: address identified silos (e.g., Academic Affairs, Student Support, Financial Services) and barriers (e.g., policy, practice, culture); integrate major initiatives; develop career pathways; align curricula and assessments; foster partnerships to achieve identified goals; contribute to leadership and board development aligned with mission and goals; and foster institutional transformation to improve targeted outcomes.

ED9600 - Practicum I (3)

The practicum is a critical aspect of the doctoral students' experience. It offers an opportunity for students to spend time with a CEO or leadership team at a designated college or system office to examine a significant problem, with structured and supervised deliverables. Students will be required to develop proposed plans for their own learning outcomes for the practicum which will culminate in a comprehensive project or report for the college, the focus of which will be developed by the doctoral student with approval by the CEO and the course instructor. The practicum plan may include participation in short leadership institutes as part of the proposed learning plan worth of three credit hours of doctoral studies. The practicum may be taken at any time after the completion of the first year; it is normally taken in the third year of studies following completion of core courses; and, it must

be completed prior to defending the dissertation. (rev. 12/5/17)

ED9601 - Practicum II (3)

The practicum is a critical aspect of the doctoral students' experience. It offers an additional opportunity for students to spend time with a CEO or leadership team at a designated college or system office to examine a significant problem, with structured and supervised deliverables. Students will be required to develop proposed plans for their own learning outcomes for the practicum which will culminate in a comprehensive project or report for the college, the focus of which will be developed by the doctoral student with approval by the CEO and the course instructor. The practicum plan may include participation in short leadership institutes as part of the proposed learning plan worth of three credit hours of doctoral studies. The practicum may be taken at any time after the completion of the first year; it is normally taken in the third year of studies following completion of core courses; and, it must be completed prior to defending the dissertation. (rev. 12/5/17)

ED9700 - Advanced Leadership Institute (3)

The culmination of the CCLP is a residency, an opportunity for cohorts to convene at a location for a week to attend the Advanced Leadership Institute (ALI). The ALI provides a time to reflect on many of the topics that have been covered during their doctoral studies and to help formulate final thoughts for the practicum and dissertation research.

ED9800 - Dissertation Proposal (3)

The primary goal of this course is for the student to develop a proposal of the key elements of the dissertation to be used as a road map to guide the dissertation. Successful completion of the course will require the approval of the proposal by the dissertation chair and the dissertation committee.

ED9801 - Dissertation Proposal Extension (3)

The primary goal of the extension courses is for the student to finalize development of a proposal of the key elements of the dissertation to be used as a road map to guide the dissertation. If a student is unable to complete ED9800, Dissertation Proposal, within one trimester, a student may subsequently register for ED9801 or ED9802. Successful completion of either of these courses will require the approval of the proposal by the dissertation chair and the dissertation committee.

ED9802 - Dissertation Proposal Extension (3)

The primary goal of the extension courses is for the student to finalize development of a proposal of the key elements of the dissertation to be used as a road map to guide the dissertation. If a student is unable to complete ED9800, Dissertation Proposal, within one trimester, a student may subsequently register for ED9801 or ED9802. Successful completion of either of these courses will require the approval of the proposal by the dissertation chair and the dissertation committee. If a student has not completed an approved proposal after completing ED9802, the student must meet with the dissertation chair for further instructions.

ED9900 - Dissertation Completion (3)

Students whose proposals have been approved are required to enroll in a dissertation completion course each trimester to work with the dissertation chair and committee on a continuing basis until the final dissertation has been completed and approved. The primary goal of this course is for the student to proceed with research, finalize, and successfully defend the dissertation.

ED9901 - Dissertation Completion Extension (3)

The primary goal of ED9901 and ED9902, Dissertation Completion Extension, is for the student to finalize and successfully defend the dissertation. If a student is unable to complete ED9900, Dissertation Completion, within one trimester, a student may subsequently register for ED9901 or ED9902. Successful completion of either of these courses will require the approval of the proposal by the dissertation chair and the Dissertation Committee.

ED9902 - Dissertation Completion Extension (3)

The primary goal of ED9901 and ED9902, Dissertation Completion Extension, is for the student to finalize and successfully defend the dissertation. If a student is unable to complete ED9900, Dissertation Completion, within one trimester, a student may subsequently register for ED9901 or ED9902. Successful completion of either of these courses will require the approval of the proposal by the dissertation chair and the dissertation committee. If a student has not completed an approved dissertation after completing ED9902, the student must meet with the dissertation chair for further instructions.

DIRECTORY

BOARD OF GOVERNORS

Dr. Jerry L. Gallentine	Chairman
Dr. Ronald L. Shape	Board Member
Ms. Susan Livingston	Board Member
Dr. Susan Murphy	Board Member
Dr. Patrick McAtee	Board Member
Dr. Michael Westerfield	Board Member
Dr. Joe Pace	Board Member
Dr. David Wendler	Board Member

OWNERSHIP

National American University is owned and operated by Dlorah, Inc., a South Dakota corporation, which is a wholly owned subsidiary of National American University Holdings, Inc., a Delaware corporation. National American University Holdings, Inc. is a publicly traded company with its principal office located at 5301 Mount Rushmore Rd., Rapid City, SD 57701.

National American University Holdings, Inc. Board of Directors

Mr. Robert D. Buckingham	Chairman
Dr. Jerry L. Gallentine	Vice Chairman
Mr. Jeffrey Berzina	Member
Dr. Edward Buckingham	Member
Dr. Therese K. Crane	Member
Mr. Richard L. Halbert	Member
Mr. James Rowan Jr.	Member
Dr. Thomas D. Saban	Member
Dr. Ronald L. Shape	Member

National American University Holdings, Inc. Officers

Dr. Ronald L. Shape	President and Chief Executive Officer
Dr. David Heflin	Chief Financial Officer

CENTRAL ADMINISTRATION

University President and Chief Executive Officer
Ronald Shape, BA, Dakota Wesleyan (1991); MBA, University of South Dakota (1996); EdD, University of South Dakota (2001).

Provost and Chief Academic and Student Affairs Officer
Lynn Priddy, BA, State University of New York (1982); MA, University of Minnesota-Twin Cities (1992); PhD, Capella University (2002).

Chief Financial Officer
David K. Heflin, BPA Mississippi State University (1983), MA Mississippi State University (1991), EdD University of Saint Thomas (MN) (2007), CPA – Mississippi (1983)

Chief Information Officer
Anthony De Angelis, BS, University of Arizona (1988)

President of External Relations and Strategic Initiatives
Bob Paxton, BS, Nebraska Christian College (1978); MS, Fort Hays State University (1979); PhD, University of Texas (1989).

General Counsel
Paul Sedlacek, BS, Business Administration, University of Nebraska (1977); JD, University of Nebraska (1980).

Associate Provost, Dean of Faculty
Manuel Gomez, BS, University of Arizona (1994); MA, University of Arizona (1995); PhD, University of Arizona (2004).

Associate Provost, Curriculum and Assessment; and Dean, College of Health and Sciences
Marilyn Holmgren, BA, College of St. Scholastica (1976); MS, The Tri-College University (1990); PhD, University of Nebraska (2008).

Associate Provost and Dean of Student Success
Christine Beischel, BA, University of Maryland (1973); MS Houston Baptist University (1984); MS, Michigan State University (1988), PhD, Michigan State University (1992).

Dean, College of Business, Accounting, and Technology
Todd Herseth, BA, Dakota Wesleyan University (1995); MBA, University of South Dakota (2004); EdD, University of South Dakota (2016).

Dean, College of Legal Studies
Michael Trump, BS, Black Hills State University (1990); MA, University of Wyoming (1994); JD, University of South Dakota (1999).

Dean, School of Nursing and Graduate Nursing Studies
Lisa Hawthorne, ASN, Arizona Western College (1995); BSN, University of Phoenix (1999); MSN, University of Phoenix (2002); PhD, University of San Diego (2013).

University Registrar, VP of Academic Records and Information Integrity
Ann Larson, BS, North Dakota State (2000); MBA; MM, University of St. Mary (2003); EdD, University of South Dakota (2008).

System Vice President of Accreditation Services, and Associate Dean, Academic Training and Professional Development
Sue Darby, BSE, Emporia State University (1970); MA, Wichita State University (1984); EdD, University of Texas-Austin (1996).

System Vice President of Enrollment and Marketing
David Castle, BS, Northwood University (1982)

System Vice President of Human Resources
John Woolsey, BS, Averett College (1993); MA, National University (1996).

System Director of Financial Aid
Cheryl Bullinger

System Director of Student Accounts
Linda Pottorff, BS, National American University (1995).

Associate Dean for General Education and Director of the Student Academic Success Center
Allison Stuhlsatz, BS, Emporia State University (2007); MA, Wichita State University (2008).

System Director of Alumni and Foundation Services
Tamie Hopp, BS, University of Wisconsin (1991); JD, Texas Tech School of Law (1994).

University Librarian and Associate Dean of Faculty and Student Support Services
Pat Hamilton, BA, University of South Dakota (1974); MLS, University of Washington-Seattle (1979).

Controller
Vacant

Vice President and Dean for the College of Military Studies
Tony Nishimura, BS, US Air Force Academy (1995); MBA, Trident University (2009).)

Military Systems Director of Academics, Vice President of Institutional Operations & Military Services
Vacant

Associate Vice President of Academics and International Relations, Non- Credit Division
Marcie Cudmore, BS, Black Hills State University (2003); MBA, National American University (2007).

HAROLD D. BUCKINGHAM GRADUATE SCHOOL AT THE ROUECHE GRADUATE CENTER

President
John E. Roueche, AA, Mitchell Community College; BA, Lenoir-Rhyne University; MA, Appalachian State University; PhD, Florida State University; DH Letters, Lenoir-Rhyne University.

Senior Vice President and Dean, Master's and Doctoral Programming; Professor
Margaretta B. Mathis, BA, Ohio Wesleyan University; Executive MBA in International Management, Thunderbird School of Global Management; PhD, The University of Texas at Austin.

Interim Vice President and Dean
Bob Paxton, BS, Nebraska Christian College; MS, Fort Hays State University; PhD, University of Texas.

Chair of the Graduate Faculty, Distinguished Professor
Terry O'Banion, MEd, University of Florida; PhD, Florida State University.

Vice President and Dean of Graduate Faculty and Professor
Vacant

Interim Dean of Doctoral Student Services and Academic Support
Cynthia Tanner, BFA, University of Florida; MPA, South University.

Associate Dean of Doctoral Academic Operations
Cristina McKee, BA, Georgian Court University; MBA, National American University.

Academic Dean of Master's Programs
Vacant

Graduate Support Librarian
Sarah Stohr, BA, Lewis & Clark College; MSLS, University of Kentucky.

ED.D. CURRICULUM, ASSESSMENT, AND PERSISTENCE COMMITTEE

Margaretta B. Mathis (Chair), Senior Vice President and Dean, Master's and Doctoral Programming; and Professor

George A. Baker III, Distinguished University Professor Emeritus, North Carolina State University

George Boggs President and CEO Emeritus, American Association of Community Colleges

Christine Johnson McPhail, Managing Principal, McPhail Group

Bob Paxton, Interim Vice President and Dean

Terry O'Banion, Distinguished Professor and Chair, Graduate Faculty

John E. Roueche (ex-officio), President

GRADUATE COUNCIL

Terry O'Banion (Interim Chair), Distinguished Professor and Chair of Graduate Faculty

Vacant, Vice President and Dean of Graduate Faculty and Professor

Lisa Hawthorne (ex-officio), Dean, NAU School of Nursing

Todd Herseth (ex-officio), Dean, College of Business and Technology

Marilyn Holmgren, (ex-officio) Associate Provost and Vice President, Curriculum

Margaretta B. Mathis, Senior Vice President and Dean, Master's and Doctoral Programming and Professor

Cristina McKee, (ex-officio) Associate Dean of Doctoral Academic Operations

Bob Paxton, Interim Vice President and Dean

Lynn Priddy (ex-officio), Provost and Chief Academic and Student Affairs Officer

John E. Roueche (ex-officio), President

Cynthia Tanner, Interim Dean of Doctoral Student Services and Academic Support

NATIONAL COMMUNITY COLLEGE ADVISORY BOARD

Terry O'Banion (Chair), Graduate Faculty and Distinguished Professor; President Emeritus and Senior League Fellow, League for Innovation in the Community College

George A. Baker III, Distinguished University Professor Emeritus, North Carolina State University

George R. Boggs, President and CEO Emeritus, American Association of Community Colleges

Donald W. Cameron, President Emeritus, Guilford Technical Community College

Gerardo E. de los Santos, President and CEO Emeritus, League for Innovation in the Community College

Rufus Glasper, President and CEO, League for Innovation in the Community College; and Chancellor of the Maricopa County Community Colleges (AZ)

Margaretta B. Mathis, Senior Vice President and Dean, Master's and Doctoral Programming and Professor

Christine Johnson McPhail, Managing Principal, McPhail Group LLC

Bob Paxton (ex-officio), President, Strategic Initiatives and External Relations

Lynn Priddy (ex-officio), Provost

John E. Roueche, President

Jerry Sue Thornton, President Emerita, Cuyahoga Community College

Doctoral Faculty and Dissertation Members, Community College Leadership Program

George Baker, BA, Business Administration, Presbyterian College; MEd, Shippensburg State University; JSC, The Armed Forces Staff College; EdD, Duke University; MMPA, (Honors), Public Administration, Naval War College.

Brenda Beckman, BA, Political Science, Oakland University; MA, Political Science, Central Michigan University.

George Boggs, BS, Chemistry, The Ohio State University; MA, Chemistry, University of California Santa Barbara; PhD, Educational Administration, The University of Texas at Austin.

Katherine Boswell, BA, Communications, Brigham Young University; MIM, The School of International Training; PhD in Educational Administration, The University of Texas at Austin.

Terry Calaway, BS, Health, Physical Education and Recreation, Kent State University; MPA, Public Administration, Cleveland State University; EdD Education Administration, University of Texas at Austin.

Don Cameron AA, Wingate Junior College: BS, Atlantic Christian College; MAT, University of North Carolina at Chapel Hill; EdD, NOVA University.

Jim Catanzaro,B.A. Philosophy, Barrington College; PhD, Philosophy of Religion, Claremont Graduate University.

Karen Clos, BA, Sociology, Trinity University; MA, Adult Education, University of Incarnate Word; MA, Counseling, University of Texas at San Antonio; EdD, Educational Administration, University of Texas at Austin.

William Crowe, BS, Marketing and Management, University of Texas at Austin, MBA, Management, University of Texas at Tyler, PhD, Community College Leadership, University of Texas at Austin.

Gerardo E. de los Santos, BA, Rhetoric, University of California at Berkeley; MA, English, Arizona State University; PhD, Educational Administration, Community College Leadership, The University of Texas at Austin.

Harvey Dorrah, BS, Health Education, Benedict College; MA, Education, New York University; PhD, Educational Administration and Supervision, Bowling Green State University.

Allen G. Edwards, BA, English, Clemson University; MEd, Adult and Continuing Education, University of South Carolina; PhD, Educational Administration, The University of Texas at Austin.

Martha Ellis, BA, Religion and Music, American Christian College; MS, Human Developmental Psychology, University of Texas at Dallas; PhD, Higher Education Administration and Research, University of North Texas.

Ben Ferrell, AAS, Trinidad State Junior College; BBA, Accounting, University of Texas at Tyler; MA, Student Development, St. Edward's University; PhD, Higher Education Administration, The University of Texas at Austin.

Mary Fifield, BA, Art, Clark College; MFA, Pratt Institute; PhD, Higher Education Administration, St. Louis University.

Karla A. Fisher, BA, English, St. Mary's University; MA, Communication, St. Mary's University; PhD, Educational Administration, Community College Leadership, The University of Texas at Austin.

Linda Garcia, BJ Journalism, The University of Texas at Austin; MAIS Sociology, University of Texas at Brownsville; PhD, Community College Leadership, The University of Texas at Austin.

Janice Gilliam, BS, Occupational Education, Western Carolina University; M.I.E., Industrial Education, Western Carolina University; EdD, Adult and Community College Education, North Carolina State University.

Allen Goben, BS, History, Iowa State University; MS, School Counseling, Drake University; EdD,Educational Administration, The University of Texas at Austin.

Steven Gonzales BS, Secondary Education, Northern Arizona University; MAT, Mathematics, Northern Arizona University; EdD, Educational Administration, The University of Texas at Austin.

Patricia Granados, BA, Spanish Translation and Business with an emphasis in Marketing, Northern Illinois University; MEd, Higher Education Administration, Northern Illinois University; PhD, Adult and Higher Education, Northern Illinois University.

Brenda Hellyer, BS, Business with a major in Accounting, Fort Hays State University; MBA, Business Administration, The University of Texas at Austin; EdD,

Doctorate of Education with an emphasis in Community College Leadership, The University of Texas at Austin.

Wallace D. Johnson, BA, Political Science, University of California, Riverside; MA, National Security Studies, California State University, San Bernardino; MA, Political Science, University of California, Riverside; PhD, Educational Administration, Community College Leadership, The University of Texas at Austin.

Donna M. Jovanovich BA, Mathematics, Lake Forest College, MST., Mathematics, University of Wisconsin, PhD, Education, Research and Evaluation, Virginia Commonwealth University.

Cathy Kemper-Pelle, BS, MS, Biological Sciences, Illinois State University; EdD, Educational Administration, Community College Leadership, The University of Texas at Austin.

Jason Kovac, MS, Library and Information Science, The University of Illinois-Champaign-Urbana; PhD, Educational Administration, Community College Leadership, The University of Texas at Austin.

JaNice Marshall, BA, Special Education; Michigan State University; MS, Rehabilitation Counseling; Michigan State University; EdD, Community College Leadership, The University of Texas at Austin.

Rose Martinez, BA Texas A&M University-Corpus Christi; MPA, Public Affairs; The University of Texas at Austin; Ph.D., Educational Administration, The University of Texas at Austin.

Margaretta B. Mathis, BA, Politics and Government, Ohio Wesleyan University; Executive MBA, International Management, Thunderbird School of Global Management; PhD, Higher Education Administration with concentration in Community College Leadership, The University of Texas at Austin.

Michael McCall, BS, Physics/Mathematics, University of North Carolina; MS, Physics, Virginia Polytechnic Institute; Ed.D., Educational Administration, Virginia Polytechnic Institute.

Keith D. McLaughlin, BA, Political Science, State University of New York at Albany; MM, Roberts Wesleyan College; PhD, Higher Education Administration, Community College Leadership and a concentration in public affairs, Lyndon B. Johnson School of Public Affairs, University of Texas at Austin.

Tyson McMillan, BBA, Computer Information Systems, West Texas A&M University; MS, Information Technologies, The University of North Texas; PhD, Information Science, The University of North Texas

Christine Johnson McPhail, AA, Liberal Arts, Fresno City College, BA, Social Work, California State University, Fresno, MA, Education/Counseling California State University, Fresno; EdD, Higher Education – Specialization Community College Administration, University of Southern California.

Terry U. O'Banion, BA, English and Speech, University of Florida; MEd, Guidance and Counseling, University of Florida; PhD, Higher Education Administration, Florida State University.

Rebecca Paneitz, BS, Office Administration, University of Arkansas-Monticello; MA, Criminal Justice, University of Arkansas-Little Rock; PhD, Community College Administration, Colorado State University.

Katherine B. Persson, BS, Biology, Southwest Texas University; MS, Biology, Texas Women's University; PhD, Educational Administration, Community College Leadership, The University of Texas at Austin.

Gregory F. Peterson, BA, English, Brigham Young University; MA, Postsecondary, Adult, and Continuing Education, Portland State University; MBA, Kaplan University; EdD, Educational Administration, Community College Leadership, The University of Texas at Austin.

Ann Proudfit, BA, Sociology, Washington and Jefferson College; MA, Sociology, Ohio State University, PhD, Higher Education Administration, University of Toledo.

John E. Roueche, BA, Lenoir-Rhyne University; MA, Appalachian State University; PhD, Florida State University.

Kathie Sigler BS Business Education, Wayne State University, MEd Business Education/Administration, EdD Community College Administration and Curriculum Development, Nova University.

Rito Silva, BBA, Finance, Texas A&I University; MS, Guidance and Counseling, Texas A&M University-Kingsville; PhD, Human Resource Development, Texas A&M-College Station.

Ernest L. Thomas, BA, Sociology, Washington State University; MA, Sociology, University of Massachusetts-Amherst; PhD, Educational Administration, Community College Leadership, The University of Texas at Austin.

Noreen Thomas, BS, Management, Daemen College; MEd, Educational Leadership, Eastern Michigan University; EdD, Community College Leadership, University of Texas at Austin.

Danette Toone, BBA, Double major in Finance and Economics, Washburn University; MBA, Finance, UT Permian Basin; EdD, Educational Administration, Community College Leadership Program, The University of Texas at Austin.

Diane Troyer, MEd, Health Education, The University of Texas at El Paso; PhD, Educational Administration, Community College Leadership, The University of Texas at Austin.

Art Tyler, BS, Management, University of Maryland; MA, National Policy Development, U.S. Naval Postgraduate School; DM, Organizational Leadership, University of Phoenix.

Leonard Valverde, AA, East Los Angeles Community College; BA, History, California State University-Los Angeles; PhD, Education, Claremont Graduate University.

Richard A. Voorhees, BS, Elementary Education, University of North Dakota; MA, Counseling and Guidance, University of North Dakota; PhD, Higher and Adult Education, Arizona State University.

Linda Watkins, BA Modern Languages, University of Texas at Arlington; MS, Sociology, Texas A&M University-Commerce; EdD, Supervision, Curriculum, and Instruction, Texas A&M University-Commerce.

Linda A. Welsh, BS, Education of the Hearing Impaired, University of Illinois; MA, Child Development and Family Relations, University of Texas; PhD, Educational Administration, Community College Leadership Program.

INDEX

Academic Advising and Navigating 19
Academic Integrity 36
Academic Relief for U.S. Military Service/Absence 36
Academics 25
Accreditation and Authorizations 4
Add/Drop Period 30
Admission 12
Admission Criteria 12
Admission Process 12
Admission Requirements - Ed.D. 12
Alumni 24
Americans with Disabilities Act Policy - Doctoral 38
Assessment Philosophy 25
Attendance and Participation Policy 26
Board of Governors 48
Cancellation of Classes 26
Central Administration 49
Certificate of Authorship 26
Change of Grades 28
Cohort Participation 26
Cohorts 19
Commencement Exercises 29
Conduct 39
Conversion of Students Admitted on a Probationary Admission Status to Regular Admission Status 14
Core Values 3
Courses 45
Directory 48
Doctoral Academic Calendar 2017-2018 7
Doctoral Academic Calendar 2018-2019 8
Doctoral Academic Calendar 2019-2020 9
Doctoral Academic Calendars 7
Doctoral Faculty and Dissertation Members, Community College Leadership Program 51
Doctoral Transfer Courses 26
Drug and Alcohol Policy 39
ED - Community College Leadership 45
Ed.D. Curriculum, Assessment, and Persistence Committee 50
Ed.D. in Community College Leadership 15
Educational Philosophy 25
Enrollment Status 26
Equal Educational Opportunity Policy 4
Expectations of Doctoral Students 25
Falsification of Educational Records 39
Federal Direct Loans 32
Fees 30
Financial Aid and Scholarship Information 32
Financial Aid and Scholarships 22
General 34
General Information 3
Grading Guidelines 27
Grading Standards - Doctoral 27
Graduate Council 50
Graduate Program Goals 11
Graduate Program Mission 11
Graduation Requirements - Ed.D. 29
Harassment and Non-discriminatory Policy 19
Harold D. Buckingham Graduate School 3
Harold D. Buckingham Graduate School at the Roueche Graduate Center 50
Health and Accident Insurance 22
Incomplete Policy - Doctoral 27
International Student Admission Requirements 12
Internet Policy 39
Introduction 11
Mission Statement 3
National American University Locations 5
National Community College Advisory Board 50
NAU Foundation Academic Excellence Award 32
NAU Foundation Community College Leadership Program Doctoral Scholarship 33
Non-Native English Speaking Students 13
Notification of a Change in Status 35
Online Library 21
Orientation and Tutorials 21
Other Local, State, and Federal Programs 32
Ownership 48
Purposes 3
Recognition and Scholarships 32
Refund Policy
On-campus, Blended, and Online Students 30
Registration 30
Regular and Substantive Interaction Learner Statement 26
Reinstatement of Financial Aid Eligibility 35
Repeating Courses - Doctoral 28
Right to Privacy - FERPA 22
Roueche Graduate Center 3
Satisfactory Academic Progress Policy 34
Satisfactory Academic Progress Status of Doctoral (Ed.D.) Degree Seeking Students 34
Scholarship Resources 33
State Admission Requirements 14
Student Concerns 40
Student Core Abilities 11
Student Course Load Policy - Doctoral 26
Student Learner Services 19
Student Reentry - Doctoral 28
Student Welfare 19
Students Admitted on a Conditional or Probationary Admission Status 14
Technical Support 22
The Catalog 4
Time Limitations and Termination from the Program 28
Title IX
Sex Discrimination and Sexual Misconduct 21
Transcripts 14
Tuition and Fees 30
Tutoring Services 21
University Policies and Procedures 36
Veteran Financial Assistance 32
Withdrawals and Refunds - Doctoral 30