



Catalog
for
Master's Programs
2020-2021

Quality higher education in a caring and supportive learning environment

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NATIONAL AMERICAN UNIVERSITY LOCATIONS

CENTRAL ADMINISTRATION

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

GEORGIA

Kings Bay

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

SOUTH CAROLINA

Joint Base Charleston

1000 Pomflant Access Rd.
Building 302, Room 162
Goose Creek, SC 29445
(605) 718-6554
Site Director: Amanda Bryant

SOUTH DAKOTA

Ellsworth Air Force Base

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

TEXAS

Georgetown

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

LISTING OF ACADEMIC PROGRAMS

Degree Programs

Master of Business Administration (p. 56)
Master of Management (p. 58)
Master of Science in Intelligence Management (p. 60)
Master of Science in Strategic Security and Protection Management (p. 61)
Master of Science in Terrorism and Counterterrorism (p. 62)

Stand-Alone Certificate Programs

Business

Certificate in Accounting (p. 63)
Certificate in E-Marketing (p. 64)
Certificate in Global Supply Chain Management (p. 64)
Certificate in Human Resources Management (p. 64)

Intelligence Management

Mid-Level Certificate in Intelligence Analysis (p. 65)
Senior-Level Certificate in Intelligence Analysis (p. 66)
Advanced Certificate in Intelligence Collection and Analysis (p. 66)
Certificate in Strategic Intelligence (p. 66)

Strategic Security and Protection Management

Certificate in Aviation and Airport Security (p. 67)
Advanced Certificate in Cyber and Network Security (p. 67)
Certificate in Cybersecurity (p. 67)
Mid-Level Certificate in Executive Protection (p. 68)
Senior-Level Certificate in Executive Protection (p. 68)
Advanced Certificate in Incident and Consequence Management (p. 69)
Advanced Certificate in Physical Security and Risk Assessment (p. 69)
Certificate in Homeland Security (p. 70)
Advanced Certificate in Security Management (p. 70)
Certificate in Strategic Security Management (p. 70)

Terrorism and Counterterrorism

Mid-Level Certificate in Counterterrorism (p. 71)
Senior-Level Certificate in Counterterrorism (p. 71)
Advanced Certificate in Cybercrime/Terrorism and Network Security (p. 72)
Certificate in Intelligence and Terrorism Profiling (p. 72)

Suspended Programs

Executive Master of Business Administration (p. 74)
Master of Business Administration Emphasis Areas (p. 73)
Master of Management Emphasis Areas (p. 74)
Master of Science in Nursing (p. 77)

GENERAL INFORMATION

MISSION STATEMENT

National American University provides innovative learning experiences in a caring and supportive environment for individuals of diverse backgrounds, cultures, and abilities, preparing them for success in technical and professional fields.

PURPOSE

We create opportunities. We empower people. We transform lives.

VISION

An innovative university transforming your future.

Adopted by the National American University Board of Governors, October 2019

ACCREDITATIONS - AUTHORIZATIONS - APPROVALS

Regional Accreditation

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

National American University is approved by the Higher Learning Commission to offer programs and courses through distance education.

State Authorization

National American University is authorized to offer numerous online programs in many states, but not all states. Because authorization requirements for online postsecondary education vary from state to state, it is important to review the following information:

- Authorized Programs – Each prospective student should first visit with an NAU enrollment counselor to confirm that NAU is authorized to offer the program in the student's state of residence.
- Changing Programs – Any NAU student who is considering changing to another NAU program should first visit with an NAU success coach to determine whether NAU is authorized to offer the program in the student's state of residence.
- Moving to Another State – Any NAU student who plans to move to another state should first visit with an NAU success coach to determine whether NAU is authorized to offer the program in the student's new state of residence.

Specialized Accreditation

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

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

The Health Information Technology accreditor of National American University is the Commission on Accreditation for Health Informatics and Information Management (CAHIIM). NAU's accreditation for the associate degree in Health Information Technology has been reaffirmed through 2021. All inquiries about the program's accreditation status should be directed by mail to CAHIIM, 200 East Randolph Street, Suite 5100, Chicago, IL, 60601; by phone at 312.235.3255; or by email at info@cahiim.org. Randolph Street, Suite 5100, Chicago, IL, 60601; by phone at 312.235.3255; or by email at info@cahiim.org.

The Medical Assisting program at Indianapolis is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Medical Assisting Education Review Board (MAERB).

Commission on Accreditation of Allied Health Education Programs, 25400 U.S. Highway 19 North, Suite 158, Clearwater, FL 33763, 727-210-2350. www.caahep.org.

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

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

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

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

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

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

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

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

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

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

National American University is registered with the Maryland Higher Education Commission, 6 N. Liberty Street, 10th Floor, Baltimore, MD 21201. Telephone: (410) 767-3388.

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. Cindy Mathena, provost, 5301 Mount Rushmore Rd., Rapid City, SD 57701, email: cmathena@national.edu, or phone: (605) 394-5098.

THE CATALOG

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

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

ACADEMIC CALENDARS

SUMMER 2020

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

FALL 2020 - SUMMER 2021

Academic and Financial Deadlines	Fall A 2020	Fall B 2020	Fall C 2020
Quarter begins	Sep 8	Oct 5	Nov 2
Last day to add classes; last day to drop classes without incurring charges for tuition and fees.	Sep 14	Oct 11	Nov 8
Last day to drop classes and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid.	Oct 23	Nov 19	Dec 20
Final exams	Nov 17-23	Dec 14-20	Jan 11-17
Quarter ends	Nov 23	Dec 20	Jan 17
Quarter break	Nov 24-Dec 6	Dec 21-Jan 3	Jan 18-31
Academic and Financial Deadlines	Winter A 2020 - 21	Winter B 2021	Winter C 2021
Quarter begins	Dec 7	Jan 4	Feb 1
Last day to add classes; last day to drop classes without incurring charges for tuition and fees.	Dec 13	Jan 10	Feb 7
Last day to drop classes and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid.	Jan 21	Feb 18	Mar 18
Final exams	Feb 15-21	Mar 15-21	Apr 12-18
Quarter ends	Feb 21	Mar 21	Apr 18
Quarter break	Feb 22-28	Mar 22-Apr 4	Apr 19-May 2
Academic and Financial Deadlines	Spring A 2021	Spring B 2021	Spring C 2021
Quarter begins	Mar 1	Apr 5	May 3
Last day to add classes; last day to drop classes without incurring charges for tuition and fees.	Mar 7	Apr 11	May 9
Last day to drop classes and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid.	Apr 15	May 20	Jun 17
Final exams	May 10-16	Jun 14-20	Jul 12-18
Quarter ends	May 16	Jun 20	Jul 18
Quarter break	May 17-Jun 6	Jun 21-Jul 4	Jul 19-Aug 1

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

FALL 2021 - SUMMER 2022

Academic and Financial Deadlines	Fall A 2021	Fall B 2021	Fall C 2021
Quarter begins	Sep 7	Oct 4	Nov 1
Last day to add classes; last day to drop classes without incurring charges for tuition and fees.	Sep 13	Oct 10	Nov 7
Last day to drop classes and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid.	Oct 22	Nov 18	Dec 16
Final exams	Nov 16-22	Dec 13-19	Jan 10-16
Quarter ends	Nov 22	Dec 19	Jan 16
Quarter break	Nov 23-Dec 5	Dec 20-Jan 2	Jan 17-Feb 6
Academic and Financial Deadlines	Winter A 2021-22	Winter B 2022	Winter C 2022
Quarter begins	Dec 6	Jan 3	Feb 7
Last day to add classes; last day to drop classes without incurring charges for tuition and fees.	Dec 12	Jan 9	Feb 13
Last day to drop classes and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid.	Jan 20	Feb 17	Mar 24
Final exams	Feb 14-20	Mar 14-20	Apr 18-24
Quarter ends	Feb 20	Mar 20	Apr 24
Quarter break	Feb 21-Mar 6	Mar 21-Apr 3	Apr 25-May 1
Academic and Financial Deadlines	Spring A 2022	Spring B 2022	Spring C 2022
Quarter begins	Mar 7	Apr 4	May 2
Last day to add classes; last day to drop classes without incurring charges for tuition and fees.	Mar 13	Apr 10	May 8
Last day to drop classes and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid.	Apr 21	May 19	Jun 16
Final exams	May 16-22	Jun 13-19	Jul 11-17
Quarter ends	May 22	Jun 19	Jul 17
Quarter break	May 23-Jun 5	Jun 20-Jul 4	Jul 18-31
Academic and Financial Deadlines	Summer A 2022	Summer B 2022	Summer C 2022
Quarter begins	Jun 6	Jul 5	Aug 1
Last day to add classes; last day to drop classes without incurring charges for tuition and fees.	Jun 12	Jul 11	Aug 7
Last day to drop classes and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid.	Jul 21	Aug 19	Sep 15
Final exams	Aug 15-21	Sep 13-19	Oct 10-16
Quarter ends	Aug 21	Sep 19	Oct 16
Quarter break	Aug 22-Sep 5	Sep 20-Oct 2	Oct 17-Nov 6

FALL 2022 - SUMMER 2023

Academic and Financial Deadlines	Fall A 2022	Fall B 2022	Fall C 2022
Quarter begins	Sep 6	Oct 3	Nov 7
Last day to add classes; last day to drop classes without incurring charges for tuition and fees.	Sep 12	Oct 9	Nov 13
Last day to drop classes and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid.	Oct 21	Nov 17	Dec 22
Final exams	Nov 15-21	Dec 12-18	Jan 16-22
Quarter ends	Nov 21	Dec 18	Jan 22
Quarter break	Nov 22-Dec 4	Dec 19-Jan 1	Jan 23-Feb 5
Academic and Financial Deadlines	Winter A 2022-23	Winter B 2023	Winter C 2023
Quarter begins	Dec 5	Jan 2	Feb 6
Last day to add classes; last day to drop classes without incurring charges for tuition and fees.	Dec 11	Jan 8	Feb 12
Last day to drop classes and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid.	Jan 19	Feb 16	Mar 23
Final exams	Feb 13-19	Mar 13-19	Apr 17-23
Quarter ends	Feb 19	Mar 19	Apr 23
Quarter break	Feb 20-Mar 5	Mar 20-Apr 2	Apr 24-30
Academic and Financial Deadlines	Spring A 2023	Spring B 2023	Spring C 2023
Quarter begins	Mar 6	Apr 3	May 1
Last day to add classes; last day to drop classes without incurring charges for tuition and fees.	Mar 12	Apr 9	May 7
Last day to drop classes and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid.	Apr 20	May 18	Jun 15
Final exams	May 15-21	Jun 12-18	Jul 10-16
Quarter ends	May 21	Jun 18	Jul 16
Quarter break	May 22-Jun 4	Jun 19-Jul 2	Jul 17-Aug 6
Academic and Financial Deadlines	Summer A 2023	Summer B 2023	Summer C 2023
Quarter begins	Jun 5	Jul 3	Aug 7
Last day to add classes; last day to drop classes without incurring charges for tuition and fees.	Jun 11	Jul 9	Aug 13
Last day to drop classes and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid.	Jul 20	Aug 17	Sep 21
Final exams	Aug 14-20	Sep 11-17	Oct 16-22
Quarter ends	Aug 20	Sep 17	Oct 22
Quarter break	Aug 21-Sep 4	Sep 18-Oct 1	Oct 23-Nov 5

FALL 2023 - SUMMER 2024

Academic and Financial Deadlines	Fall A 2023	Fall B 2023	Fall C 2023
Quarter begins	Sep 5	Oct 2	Nov 6
Last day to add classes; last day to drop classes without incurring charges for tuition and fees.	Sep 11	Oct 8	Nov 12
Last day to drop classes and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid.	Oct 20	Nov 16	Dec 21
Final exams	Nov 14-20	Dec 11-17	Jan 15-21
Quarter ends	Nov 20	Dec 17	Jan 21
Quarter break	Nov 21-Dec 3	Dec 18-Jan 1	Jan 22-Feb 4
Academic and Financial Deadlines	Winter A 2023-24	Winter B 2024	Winter C 2024
Quarter begins	Dec 4	Jan 2	Feb 5
Last day to add classes; last day to drop classes without incurring charges for tuition and fees.	Dec 10	Jan 8	Feb 11
Last day to drop classes and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid.	Jan 18	Feb 16	Mar 21
Final exams	Feb 12-18	Mar 12-18	Apr 15-21
Quarter ends	Feb 18	Mar 18	Apr 21
Quarter break	Feb 19-Mar 3	Mar 19-31	Apr 22-May 5
Academic and Financial Deadlines	Spring A 2024	Spring B 2024	Spring C 2024
Quarter begins	Mar 4	Apr 1	May 6
Last day to add classes; last day to drop classes without incurring charges for tuition and fees.	Mar 10	Apr 7	May 12
Last day to drop classes and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid.	Apr 18	May 16	Jun 20
Final exams	May 13-19	Jun 10-16	Jul 15-21
Quarter ends	May 19	Jun 16	Jul 21
Quarter break	May 20-Jun 2	Jun 17-30	Jul 22-Aug 4
Academic and Financial Deadlines	Summer A 2024	Summer B 2024	Summer C 2024
Quarter begins	Jun 3	Jul 1	Aug 5
Last day to add classes; last day to drop classes without incurring charges for tuition and fees.	Jun 9	Jul 7	Aug 11
Last day to drop classes and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid.	Jul 18	Aug 15	Sep 19
Final exams	Aug 12-18	Sep 9-15	Oct 14-20
Quarter ends	Aug 18	Sep 15	Oct 20
Quarter break	Aug 19-Sep 2	Sep 16-Oct 6	Oct 21-Nov 3

FALL 2024 - SUMMER 2025

Academic and Financial Deadlines	Fall A 2024	Fall B 2024	Fall C 2024
Quarter begins	Sep 3	Oct 7	Nov 4
Last day to add classes; last day to drop classes without incurring charges for tuition and fees.	Sep 9	Oct 13	Nov 10
Last day to drop classes and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid.	Oct 18	Nov 21	Dec 19
Final exams	Nov 12-18	Dec 15-22	Jan 13-19
Quarter ends	Nov 18	Dec 22	Jan 19
Quarter break	Nov 19-Dec 1	Dec 23-Jan 5	Jan 20-Feb 2

Academic and Financial Deadlines	Winter A 2024-25	Winter B 2025	Winter C 2025
Quarter begins	Dec 2	Jan 6	Feb 3
Last day to add classes; last day to drop classes without incurring charges for tuition and fees.	Dec 8	Jan 12	Feb 9
Last day to drop classes and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid.	Jan 16	Feb 20	Mar 20
Final exams	Feb 10-16	Mar 17-23	Apr 14-20
Quarter ends	Feb 16	Mar 23	Apr 20
Quarter break	Feb 17-Mar 2	Mar 24-Apr 6	Apr 21-May 4
Academic and Financial Deadlines	Spring A 2025	Spring B 2025	Spring C 2025
Quarter begins	Mar 3	Apr 7	May 5
Last day to add classes; last day to drop classes without incurring charges for tuition and fees.	Mar 9	Apr 13	May 11
Last day to drop classes and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid.	Apr 17	May 22	Jun 19
Final exams	May 12-18	Jun 16-22	Jul 14-20
Quarter ends	May 18	Jun 22	Jul 20
Quarter break	May 19-Jun 1	Jun 23-Jul 6	Jul 21-Aug 3
Academic and Financial Deadlines	Summer A 2025	Summer B 2025	Summer C 2025
Quarter begins	Jun 2	Jul 7	Aug 4
Last day to add classes; last day to drop classes without incurring charges for tuition and fees.	Jun 8	Jul 13	Aug 10
Last day to drop classes and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid.	Jul 17	Aug 21	Sep 18
Final exams	Aug 11-17	Sep 15-21	Oct 13-19
Quarter ends	Aug 17	Sep 21	Oct 19
Quarter break	Aug 18-Sep 1	Sep 22-Oct 5	Oct 20-Nov 2

FALL 2025 - SUMMER 2026

Academic and Financial Deadlines	Fall A 2025	Fall B 2025	Fall C 2025
Quarter begins	Sep 2	Oct 6	Nov 3
Last day to add classes; last day to drop classes without incurring charges for tuition and fees.	Sep 8	Oct 12	Nov 9
Last day to drop classes and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid.	Oct 17	Nov 20	Dec 18
Final exams	Nov 11-17	Dec 15-21	Jan 12-18
Quarter ends	Nov 17	Dec 21	Jan 18
Quarter break	Nov 18-30	Dec 22-Jan 4	Jan 19-Feb 1
Academic and Financial Deadlines	Winter A 2025-26	Winter B 2026	Winter C 2026
Quarter begins	Dec 1	Jan 5	Feb 2
Last day to add classes; last day to drop classes without incurring charges for tuition and fees.	Dec 7	Jan 11	Feb 8
Last day to drop classes and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid.	Jan 15	Feb 19	Mar 19
Final exams	Feb 9-15	Mar 15-22	Apr 12-18
Quarter ends	Feb 15	Mar 22	Apr 19
Quarter break	Feb 16-Mar 1	Mar 23-Apr 5	Apr 20-May 3

Academic and Financial Deadlines	Spring A 2026	Spring B 2026	Spring C 2026
Quarter begins	Mar 2	Apr 6	May 4
Last day to add classes; last day to drop classes without incurring charges for tuition and fees.	Mar 8	Apr 12	May 10
Last day to drop classes and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid.	Apr 16	May 21	Jun 18
Final exams	May 11-17	Jun 15-21	Jul 13-19
Quarter ends	May 17	Jun 21	Jul 19
Quarter break	May 18-31	Jun 22-Jul 5	Jul 20-Aug 2
Academic and Financial Deadlines	Summer A 2026	Summer B 2026	Summer C 2026
Quarter begins	Jun 1	Jul 6	Aug 3
Last day to add classes; last day to drop classes without incurring charges for tuition and fees.	Jun 7	Jul 12	Aug 9
Last day to drop classes and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid.	Jul 16	Aug 20	Sep 17
Final exams	Aug 10-16	Sep 14-20	Oct 12-18
Quarter ends	Aug 16	Sep 20	Oct 18
Quarter break	Aug 17-31	Sep 21-Oct 4	Oct 19-Nov 1

INTRODUCTION

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

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

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

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

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

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

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

The student will meet with his or her advisor to develop a plan of study based on prior education and work experience, career goals and individual needs. The advisor will assist the student in assessing whether he/she has met the prerequisite course requirements. The resulting

academic plan will be submitted to the appropriate dean or associate dean of graduate studies for approval or disapproval. After approval, the student will receive a copy of the approved plan of study. A copy will also be placed in the student's file for future reference.

PROGRAM GOALS - MASTER'S DEGREES

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

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

NAU 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.

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

HD BUCKINGHAM GRADUATE SCHOOL MISSION

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

HENLEY-PUTNAM SCHOOL OF STRATEGIC SECURITY

As originally founded, HPSSS master's degree programs are designed to contribute to the establishment of higher education standards in the areas of strategic security, intelligence, and counterterrorism. At HPSSS, strategic security is the study of the interaction of application of tradecrafts and ongoing behaviors designed to forestall reasonable or probable threats. Unlike the traditional security studies or strategic studies programs, strategic security studies are a step back from the study of political and military strategies to influence the spectrum of peace

and conflict. Rather, strategic security is the application of objective information on the personal, local, and organizational developments that can deter and prevent insecurity. The HPSSS focus is on delivering user-friendly, high-quality, online programs with an emphasis on furthering knowledge in deterrence and prevention over the instruction of reaction and response concepts.

HENLEY-PUTNAM SCHOOL OF STRATEGIC SECURITY MISSION

The mission of Henley-Putnam School of Strategic Security (HPSSS) is to prepare students for the application of tradecrafts designed to forestall reasonable or probable threats in the areas of strategic security through innovative learning experiences in a caring and supportive environment.

ADMISSIONS

ADMISSION CRITERIA

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

ADMISSION REQUIREMENTS

Regular Admissions

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

The regular admission procedure requires that students visit the NAU website at <https://www.national.edu/apply-now/> to apply for admission. Students may request additional information at that site or contact the admissions department at 1-800-209-0182 or via e-mail at nauadmissions@national.edu.

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

Admission to the master's degree programs requires the following:

1. Completed application.
2. Documentation of a bachelor's degree or have completed 120 quarter credits or more with a cumulative GPA of 3.25 or higher.
3. Any applicable transfer credit or challenge exam credits. For evaluation procedures, contact the admissions department.
4. HPSSS offers a number of academic programs that may ultimately lead to certification and/or licensure in any given field. In that regard, governing and/or regulatory agencies or bodies may require the demonstration of a criminal background clearance prior to granting such certification and/or licensure. It is incumbent upon students to verify whether a specific criminal background clearance is required in their field of study prior to beginning course work. Upon request,

university personnel will assist students with contacting the proper agencies or authorities in making this determination.

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

INTERNATIONAL STUDENT ADMISSION REQUIREMENTS

Currently not accepting international students on F1 Visas

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

For admission to NAU's master's degree programs, international students must provide appropriate evidence of having completed the equivalent of a baccalaureate degree through one of the following requirements:

1. An official credential evaluation of the academic transcript or marks sheets from the country where secondary education was completed. The documents presented should be those which would allow the student access to post-secondary education in the home country. Diplomas or certificates of government examinations must show the subjects passed, and grades or marks received. All records must be submitted to a NACES (National Association of Credential Evaluation Services) or AICE (Association of International Evaluators, Inc.) member approved credential evaluation service following the requirements listed by the service. The original course-by-course evaluation report and copies of the transcript evaluated should be sent directly to National American University's Registrar's Office; or
2. An official transcript that indicates completion of a post-secondary program of at least two years in length with a minimum cumulative grade point average of 2.0/4.0 or the equivalent from (i) an international higher education institution that is approved by the country's national ministry of education or appropriate approval body or (ii) an accredited U.S. higher education institution. Any international official transcripts must be evaluated by a NACES or AICE recognized evaluation service. The original course-by-course evaluation report and copies of the transcript

evaluated should be sent directly to National American University's Registrar's Office; or

In addition, international students must demonstrate English proficiency or that English is the native language through satisfaction of one of the following requirements:

1. Provide an official Test of English as a Foreign Language (TOEFL) score report indicating a minimum score of 500 for a paper-based, 173 for a computer-based, or 61 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.); or
2. Provide an official International English Language Testing System (IELTS) score report with an overall minimum score of 5. (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. An official Test of English for International Communication (TOEIC) score report indicating a minimum score of 750 (not applicable to students enrolled in the nursing program); or
4. Evidence of completion of two semesters (or equivalent) of college-level English (excluding ESL courses) with a grade of "C" or higher at an accredited college or university whose language of instruction is English.

Individual programs, schools, or colleges may have additional admissions requirements and fees. Additional requirements are indicated in the specific program and fee sections of this catalog.

To apply for admission, students may complete and submit a Graduate International Student Application for Admission (<https://www.national.edu/apply-now/>).

NAU may require additional documentation in support of an applicant's candidacy 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.

TERMINATION FROM THE MASTER'S PROGRAM

Students who have been terminated from the master's program can appeal their dismissal from the program. The

student must submit a written request to the dean of the graduate school to be considered for readmission to the program. Students should contact the graduate office for further information about termination or readmission procedures at nauadmissions@national.edu.

ACADEMIC INFORMATION

ACADEMIC INTEGRITY

The National American University Mission describes the university's commitment to preparing students for success in technical and professional fields. A significant aspect of this mission 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, using an online or otherwise automated paraphrasing tool or service without prior permission, 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.

ASSESSMENT PHILOSOPHY

National American University provides quality career and professional undergraduate and graduate programs and continuing education to students from diverse backgrounds; interests and abilities (please refer to the

NAU mission statement). In order to achieve its mission, the university community recognizes the importance of:

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

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

ATTENDANCE AND PARTICIPATION POLICY

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

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

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

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

Ground Class Attendance

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

Online Class Attendance

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

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

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

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

site. As a result, the student's participation is permanently recorded through the learning management system.

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

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

Please Note: The foregoing attendance policy does not apply to veteran's educational benefits for students residing in Oklahoma.

ATTENDANCE PHILOSOPHY

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

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

CANCELLATION OF CLASSES

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

CERTIFICATE OF AUTHORSHIP

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

CHANGE OF GRADES

Grades submitted by faculty at the end of each quarter are not subject to revision on the basis of additional work or completion of new assessments. If a student questions a final grade, the student should first discuss the grade with the instructor. If the student still feels the grade is not appropriate, the student may request a hearing before the

grade review committee. The grade grievance form to request a hearing must be submitted to the graduate office prior to the end of the quarter following the quarter in which the grade was issued.

CHANGE OF PERSONAL DATA

Any change of name, address, email address or telephone number must be reported to the student's instructor and the success coach as soon as the change occurs. The success coach will provide students with appropriate next steps.

COMMENCEMENT

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

DUAL DEGREES

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

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

Dual Degree: Bachelor of Science

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

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

Dual Degree: Master of Science

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

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

DUAL USE OF CREDIT - UNDERGRADUATE

Undergraduate/Master's Dual Credit Courses

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

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

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

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

- Associates degree or diploma in nursing with 2.5 CGPA or above.
- Currently active unencumbered RN license.

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

- The student needs to receive a C or higher. (Please note: To graduate with a master's degree at NAU, students can have no more than two C's in their master's level coursework.)
- The master's degree in Master of Management or Master of Business Administration must be completed within ten years of dual credit course completion.
- The student is limited to 13.5 hours of dual credit.

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

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

If you are interested in learning more about dual credit courses, please call a success coach at (800) 209-0182 or email nauadmissions@national.edu. If you are a student in the Henley-Putnam School of Strategic Security, please

call a military services advisor at (855) 246-7440 or email nauadmissions@national.edu.

Bachelor's and Master's Program Degrees (4+1)

Students in the Henley-Putnam School of Strategic Security have the option for dual credit, as well as a 4+1 program, allowing the student to complete the bachelor's and master's in a period of five years.

Accelerated BS-MS Track

The accelerated BS-MS track provides high achieving students the opportunity to complete a bachelor's and master's degree in a reduced amount of time while maintaining the integrity, objectives, and standards of both degrees.

In the accelerated BS-MS track, the bachelor's elective courses are reduced from nine courses to five courses, and four of the master's required courses count both toward the bachelor's and master's degrees.

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

Program Admission Requirements

To apply for acceptance to the accelerated BS-MS program, students must be currently enrolled in a BS program and meet the following criteria:

- Earned 120 quarter unit credits toward their bachelor's degree (admitted upon completion of 162 quarter unit credits towards the bachelor's degree)
- Earned a cumulative GPA of 3.25 or higher

Graduation Requirements

Prior to graduation, students of the accelerated bachelor's degree and master's degree programs will have successfully completed both the BS and MS program requirements. Students are strongly encouraged to pursue their master's degree immediately following bachelor's degree conferral.

If you are interested in learning more about dual credit courses, please call a success coach at (800) 209-0182 or email nauadmissions@national.edu. If you are a student in the Henley-Putnam School of Strategic Security, please call a military services advisor at (855) 246-7440 or email nauadmissions@national.edu.

EDUCATIONAL PHILOSOPHY

NAU stresses academic excellence. Its programs emphasize the importance of thinking rationally, communicating effectively, acting purposefully, and

dealing effectively with others and with the environment. The curriculum is designed to enable students to acquire a breadth as well as a depth of knowledge.

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

ENROLLMENT DATES AND QUARTER SYSTEM

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

ENROLLMENT STATUS

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

Full-time Student

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

Part-time Student

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

Special (Non-degree Seeking) Status Students

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

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

Prospective special status students must indicate that they are non-degree seeking on the application and must meet

the educational requirements specified. Some courses are available only to degree-seeking students. The dean of the graduate school or the provost may approve exceptions.

Auditing

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

Eligible individuals may audit one or more courses on a space-available basis, at no additional cost. Independent study courses, some specialized courses, and lab courses are not available for auditing. Once an individual has elected to take the course as an audit, he/she may not change his/her mind and take the course for a grade.

The following individuals are eligible to request auditing privileges:

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

EXPECTATION OF MASTER'S STUDENTS

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

- Attend and actively participate in the course
- Meet electronically and engage in threaded online discussions
- Be an active participant on the discussion board according to the guidelines in the "Expectations" document found in all master's level classes
- Post and submit assignments that are original, substantive, follow the directions, and use proper grammar and APA conventions
- View each LP seminar and complete the related assessments
- Spend approximately 15 hours preparing and completing each learning plan
- Submit assignments on or before the designated dates and times
- Submit documents that are the original work of that student

- Participate in the Socratic Method of education by clarifying, debating, and questioning arguments, viewpoints, and underlying assumptions
- Participate in teamwork and group leadership activities
- Act in a professional manner in all interactions with faculty, staff, fellow students, and as a representative of NAU.

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.

GRADE APPEAL POLICY

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

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

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

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

GRADING STANDARDS - MASTER'S

Grade points are earned as follows for each credit hour:

A - 4 grade points - Excellent or Superior

B - 3 grade points - Good

C - 2 grade points - Satisfactory

Grade designations for which grade points are not earned include:

- F **Failure** . The subject may be repeated, and in the case of non-elective courses, it will be necessary to do so in order to complete a program.
- I **Incomplete** . The student did not complete all requirements of the course at the time of grading.
- W **Withdrawal** . The student voluntarily withdrew from the course or was dropped from the course before completing 60 percent of the academic term. This grade has no bearing on the grade point average but may affect eligibility for financial aid.

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

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

GRADUATION REQUIREMENTS

Master of Business Administration Master of Management

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

- A student must successfully complete a specified number of courses or credits at NAU to be eligible to graduate. Non-traditional or prior learning credit does not apply toward the number required.
 - A minimum of 13.5 quarter-credits must be taken at NAU unless otherwise specified by the degree or articulation. (Non-traditional or prior learning credit does not apply to this requirement).
- Successful completion of at least 45 quarter-credits composed of seven core courses and a minimum of three elective courses. If the student selects the thesis option, he/she must complete both thesis courses for nine credits.
- Successful completion of the capstone course with a grade of "A" or "B", and
- A minimum grade point average of 3.0 in the core and elective courses, and
- A grade of "C" or below in no more than two core and elective courses. Courses in which a "C" or below is received may be repeated a maximum of two times by

the student at his/her discretion. However, no program of study with more than two core and elective courses in which a "C" or below is received as a final grade in a master's-level course will be approved for graduation.

- A graduation application must be completed by the student and sent to the registrar for evaluation of degree completion. After the student has completed the last course and sent in the necessary paperwork, the registrar will process the graduation application. The time frame for this process is four to six weeks. A diploma and final transcript will be mailed to the student providing they have met all academic requirements of the degree and have no financial obligations with NAU. The degree cannot be confirmed until this process has been completed.

MS Intelligence Management

MS Strategic Security and Protection Management

MS Terrorism and Counterterrorism

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

Master of Science in Nursing

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

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

Executive MBA

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

- A student must successfully complete a specified number of courses or credits at NAU to be eligible to graduate. A minimum of 25% or 12.37 quarter-credits must be taken at NAU unless otherwise specified by

the degree or articulation. Non-traditional or prior learning credit does not apply to this requirement.

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

MBA and an MM Dual Degree

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

INCOMPLETE GRADE POLICY

A student may request an incomplete grade ("I") if the student cannot complete all requirements of the course by the end of the course. The student must demonstrate that extenuating circumstances are preventing completion of the coursework. Examples of extenuating circumstances include the death of a relative, serious injury or illness of the student, or other special circumstances. Documentation may be required to verify qualifying extenuating circumstances.

Incomplete grades and arrangements for the completion of course work should be discussed by the student and the instructor prior to the end of the course. If the instructor believes the student should be eligible for an incomplete grade, the instructor will complete the Incomplete Form and forward the form requesting approval, to the related program dean for consideration. If an incomplete grade is granted, the student will be allowed a four-week extension period from the end of the course, to complete approved coursework. Once the instructor has graded all outstanding

coursework, the instructor will complete and submit the Grade Change Form.

In circumstances that involve pregnancy, parenting, military deployment, or natural disasters, see the corresponding Title IX: Sex Discrimination and Sexual Misconduct, Academic Relief for U.S. Military Service/Absence, or Natural Disaster Academic Accommodation policies for more information. The student's Satisfactory Academic Progress (SAP) for the purpose of determining financial aid eligibility will not be evaluated for students who receive an incomplete grade until the incomplete grade has been converted to a final grade.

INDEPENDENT STUDY

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

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

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

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

INTERNET POLICY

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

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

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

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

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

Netiquette

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

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

Prohibited Use

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

1. Unauthorized use of any computer account.
2. Unauthorized transfer of or entry into a file.
3. Using NAU's network to gain unauthorized access into any computer system.
4. Illegal copying of software protected by U.S. copyright law (may also result in civil damages and criminal penalties).
5. Using e-mail to threaten or harass others.
6. Using the university's network to access pornography or obscene material and sites displaying the same.
7. Activities for the purpose of personal or commercial financial gain including chain letters, solicitation of business or services, sales of personal property, etc.
8. Storing, processing or displaying racially offensive, gender offensive or obscene material.

9. Using another individual's account or identity to send or receive e-mail.
10. Viewing, damaging or deleting other users' files or communications without appropriate authorization.
11. Posting materials on electronic bulletin boards, which violate existing laws, regulations or National American University policies or codes of conduct.
12. Theft, misuse or abuse of computing or networking resources.
13. Posting of National American University confidential materials, records, policies or procedures or transmitting the same to unauthorized personnel.
14. Sharing of passwords with others.

Vandalism

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

IRB POLICY

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

IRB Mission Statement

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

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

Committee Composition

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

Definitions

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

IRB Procedures

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

- Risks to subjects are minimized by using tests or procedures which are consistent with sound research design and which do not unnecessarily expose subjects to risks, and whenever appropriate, use tests or procedures already being used for learning, diagnostic, or treatment purposes.
- Risks to subjects are reasonable in relation to the anticipated benefits, if any, to subjects, and the importance of knowledge that may reasonably be expected to result. In evaluating risks and benefits, the IRB shall consider only those risks and benefits that result from the research (as distinguished from risks and benefits of interventions subjects would receive even if not participating in the research).
- Selection of the subjects is equitable. In making this assessment, the IRB shall take into account the purposes of the research and the setting in which the research will be conducted.
- Voluntary informed consent will be sought from each prospective subject or the subject's legally authorized representative, in accordance with, and to the extent required by Title 45 Code of Federal Regulations, Part 46.116.

- Informed consent will be appropriately documented, in accordance with, and to the extent required by 45 CFR 46.117.
- Where appropriate, the research plan makes adequate provision for monitoring the data collected to attempt to insure the safety of subjects. If any serious breach in the procedure or harmful event occurs with a subject it should be reported to the IRB as soon as possible.
- Where appropriate, there are adequate provisions to protect the privacy of subjects and to maintain the confidentiality of data. Where some or all of the subjects are likely to be vulnerable to coercion or undue influence, such as persons with acute or severe physical or mental illness, or persons who are economically or educationally disadvantaged, appropriate additional safeguards must be included in the study to protect the rights and welfare of these subjects.

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

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

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

Reference

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

MASTER'S TRANSFER COURSES

MBA, EMBA, MM, and MSN

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

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

MSN PROGRESSION STANDARDS

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

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

NATURAL DISASTER ACADEMIC ACCOMMODATION

National American University is committed to accommodating students who are adversely affected by natural disasters. When a student suffers a loss or disruption due to a natural disaster, as defined by the U.S. Federal Emergency Management Agency (FEMA), the student may request one of four options, as described below. FEMA defines a natural disaster as "an occurrence of a natural catastrophe, technological accident, or human caused event that has resulted in severe property damage, deaths, and/or multiple injuries."

A student adversely affected by a natural disaster must submit a Natural Disaster Academic Accommodation request form to their designated success coach, within 30 days of the last date of attendance; otherwise, the Withdrawals and Refunds policy will be applied. The student may request the same option for all classes, or

different options for certain classes. The options are as follows:

- Option 1** A student may request to complete classes by accelerating required coursework and completing the course prior to the end of the current term.
Grade: Final grades will be posted at the end of the term.
Financial Aid: Financial aid will be processed in accordance with university policy.
- Option 2** If the natural disaster occurs within three weeks after the start of the term and financial aid has not been disbursed, the student may request to be out of attendance from classes. All attendance and enrollment will be deleted from the system.
Grade: The courses will not be recorded on the student's transcript.
Financial Aid: The student will not be charged for the classes, and any requested financial aid will be canceled.
- Option 3** A student may request an incomplete grade in accordance with the Incomplete Grade policy. The student will have one year from the date the incomplete is granted to finish the classes.
Grade: An incomplete grade will appear on the student's transcript until all coursework is completed or a year has passed. If the coursework is not completed within one year, the final grade will be based upon the work submitted.
Financial Aid: Financial aid will be processed in accordance with university policy.
- Option 4** A student may withdraw from classes in accordance with the Withdrawals and Refunds policy.
Grade: A final grade of "W" will appear on the student's transcript.
Financial Aid: Financial aid and any refund due will be processed in accordance with university policy.

REGULAR AND SUBSTANTIVE INTERACTION LEARNER STATEMENT

The learner and the instructor play a crucial role in the outcome of the online and blended learning experience and engage in regular and substantive interactions to advance student learning and to foster persistence and completion of courses and programs. Students are expected to participate synchronously or asynchronously in regular and substantive interactions with faculty and others as required by the course syllabus.

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

REPEATING COURSES

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

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

Exceptions to this policy may be granted by the provost.

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

STUDENT COURSE LOAD POLICY

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

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

STUDENT REENTRY - MASTER'S

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

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

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

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

SUBSTITUTION OF INSTRUCTORS

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

THESIS POLICY

Thesis Policy

The thesis is an essential component of master's-level coursework and an opportunity for students to examine a management topic, become subject matter experts, and

contribute to that body of knowledge, see the note* below. It is only available to students in a general program (no emphasis).

Identify Thesis Topic and Committee

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

*THESIS OPTION

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

TIME LIMITATIONS

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

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/>.

TRANSFERABILITY OF CREDIT DISCLOSURE

Credits earned at NAU may not transfer to another educational institution. Credits earned at another educational institution may not be accepted by NAU. The student should obtain confirmation that NAU will accept any credits earned at another educational institution before the student executes an enrollment contract or agreement. The student should also contact any educational institutions that they may want to transfer credits earned at NAU to determine if such institutions will accept credits

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

WITHDRAWAL POLICY

Students may voluntarily withdraw or be administratively withdrawn from courses. Students withdrawing before the end of the add/drop period will have the course removed from their transcript, and tuition will not be charged. Students who officially withdraw after the end of the add/drop period but before 60 percent of the academic term has elapsed will receive a "W" on their transcripts. The student's grade point average will not be affected by the "W" grade on the transcript, however the credits will count toward cumulative credits attempted.

Students who have completed more than 60 percent of the academic term may not be withdrawn from a course. Please refer to the academic calendar for withdrawal deadlines for each academic term. For additional nursing program withdrawal procedures, please refer to the school of nursing student handbook.

STUDENT AND LEARNER SERVICES

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

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

ACADEMIC ADVISING SERVICES

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

MBA, EMBA, MM, and MS

Success coaches can be reached through email at nauadmissions@national.edu.

MSN

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

ACADEMIC RELIEF FOR U.S. MILITARY SERVICE/ABSENCE

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

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

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

ALCOHOL AND DRUG USE POLICY

National American University maintains a drug-free university. Students, instructors, and staff are strictly prohibited from misusing controlled substances, intoxicants, alcohol, and prescription drugs while working, participating in the online classroom, or other university-sponsored activities.

Violation of the alcohol and drug use policy and/or any municipal, state, or federal law or regulation may result in disciplinary action, including but not limited to a warning, a remediation plan, and up to and including dismissal of a student, even for a first time offense. In addition to the sanctions imposed by NAU, individuals who have violated local, state, and federal law regarding possession, use, and/or distribution of alcohol and other drugs may be referred by the school to the appropriate authorities for arrest and prosecution.

The above policy is distributed to students annually through the university catalogue. Employees receive the above policy annually through distribution of the employee handbook.

ALUMNI

Graduates of NAU are members of the National American University Alumni Network. The university maintains communication with graduates by way of *National News*, a quarterly print newsletter and through social media. Individual colleges and schools within NAU may also have specific web pages and other means to remain in contact with alumni.

The NAU Alumni office also seeks regular input from graduates, obtained from biennial surveys, which helps the university evaluate its programs and personnel, as well as

other periodic program, initiative and needs assessment surveys.

Other free NAU alumni benefits have included *NAU Match!*, an alumni mentoring program; an alumni webinar series, for and by alumni; career services support; a 10% alumni tuition benefit discount for alumni who will pursue advanced degrees through NAU; and tuition free courses (alumni, to stay current in their fields may audit courses previously taken and passed at NAU).

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

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

AMERICANS WITH DISABILITIES ACT POLICY

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

Disability

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

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

Reasonable Accommodations

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

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

Requesting an Accommodation

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

Executive Director of Student Success
National American University
5301 Mount Rushmore Rd.
Rapid City, SD 57701
Telephone: (719) 590-8322 Fax: (605) 721-5241
sbroadus@national.edu

To request an accommodation:

Step 1 –

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

Step 2 –

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

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

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

The executive director of student success will review the request and supporting documentation and will communicate with the student and other persons as appropriate.

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

Step 3 –

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

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

BOOKSTORE

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

CAREER CENTER AND SERVICES

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

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

The Career Center is online and is accessible 24/7 to all students, alumni, and faculty. It provides detailed support for students on career exploration, enrichment, development, and decisions. NAU students and alumni are informed and empowered by the ability to link to the world's job market through the NAU career services web site: careerservices.national.edu.

CLUBS AND ORGANIZATIONS

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

Student Veterans Association

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

Order of the Sword and Shield (OSS)

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

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

CONDUCT

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

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

Student Code of Conduct

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

1. Acts of dishonesty, including but not limited to the following:
 - a. Furnishing false information to any university official, faculty member, or office.
 - b. Forgery, alteration, or misuse of any university document, record, or instrument of identification.
2. Disruption or obstruction of teaching, administration, disciplinary proceedings, other university activities or of other authorized non-university activities.
3. Physical abuse, verbal abuse, threats, intimidation, bullying, harassment, coercion, and/or other conduct, regardless of medium, which threatens or endangers the health or safety of any person.
4. Attempted or actual theft of and/or damage to property of the university or property of a member of the university community or other personal or public property.
5. Failure to comply with directions of university officials or law enforcement officers acting in performance of their duties and/or failure to identify oneself to these persons when requested to do so.
6. Unauthorized possession, duplication or use of keys to any university premises or unauthorized entry to or use of university premises.
7. Violation of any university policy, rule, or regulation published in hard copy or available electronically on the university website.
8. Violation of any federal, state or local law.
9. Use, possession, manufacturing, or distribution of marijuana, heroin, narcotics, or other controlled substances except as expressly permitted by law.
10. Use, possession, manufacturing, or distribution of alcoholic beverages, or public intoxication.
11. Illegal or unauthorized possession of firearms, explosives, other weapons, or dangerous chemicals on university premises or use of any such item, even if legally possessed, in a manner that harms, threatens or causes fear to others.
12. Participating in a demonstration, riot or activity that disrupts the normal operations of the university and/or infringes on the rights of other members of the university community; leading or inciting others to disrupt scheduled and/or normal activities within any university building or area.
13. Obstruction of the free flow of pedestrian or vehicular traffic on university premises or at university sponsored or supervised functions.
14. Conduct that is disorderly, lewd, or indecent; breach of peace; or aiding, abetting, or procuring another person to breach the peace on university premises or at functions sponsored by, or participated in by, the university community. Disorderly Conduct includes but is not limited to: Any unauthorized use of electronic or other devices to make an audio or video record of any person while on university premises without his/her prior knowledge, or without his/her effective consent when such a recording is likely to cause injury or distress.
15. Disrespectful behavior includes behavior designed to harass, threaten, or embarrass others. Students may not communicate content in any medium that could reasonably be construed as offensive, threatening or discriminatory. At all times, students are expected to behave appropriately, respectfully and courteously in communications with other students and university faculty, staff, and administrators.

16. Theft or other abuse of computer facilities and resources, including but not limited to:
- Unauthorized entry into a file, to use, read, or change the contents, or for any other purpose.
 - Unauthorized transfer of a file.
 - Use of another individual's identification and/or password.
 - Use of computing facilities and resources to interfere with the work of another student, faculty member or university official.
 - Use of computing facilities and resources to send obscene or abusive messages.
 - Use of computing facilities and resources to interfere with normal operation of the university computing system.
 - Use of computing facilities and resources in violation of copyright laws.
 - Any violation of the university's Internet, Netiquette, and Prohibited Use policies.

Sanctions

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

Procedure and Appeals

- Any staff or faculty member may file charges against a student for violations of the Student Code of Conduct. A charge shall be prepared in writing and

directed to the university official within 30 days of the alleged violation.

- Students who are disruptive, damage university property, or pose a threat to any person at the university may be immediately suspended and escorted from the premises or removed from the NAU online classroom by a university official.
- If a university official observes or otherwise becomes aware of a violation of the Student Code of Conduct, the university official or designee may either choose to meet with the student to discuss the concerns or move directly to convene a Student Conduct Committee. For minor or inadvertent violations, the university official may choose to informally correct the student's behavior.
- The Student Conduct Committee will investigate reported violations of the Student Code of Conduct. The committee is composed of the university official (or designee), an academic representative and a student support representative. All members of the Student Conduct Committee must be independent of the incident and student under investigation.
- The student will be provided written notice of the time and date for a disciplinary hearing from the Student Conduct Committee. The disciplinary hearing will be scheduled within 10 days of notification to the student.
- The student is permitted to be assisted by an advisor (such as a parent, relative, or a member of the university community) present during the disciplinary hearing, but the advisor will not be permitted to speak or participate directly in the hearing. The student will not be permitted to bring an attorney to the hearing.
- Witnesses with relevant knowledge of the alleged violation of the Student Code of Conduct may be presented on behalf of the student or the university.
- The student conduct committee's decision will be provided to the student on the Student Conduct Form within five days of the hearing. If the student conduct committee determines that a violation of the Student Code of Conduct has occurred, appropriate sanctions will be imposed. Sanctions of permanent suspension or revocation of admission and/or degree may only be imposed by the provost upon recommendation from the student conduct committee.
- The student has a right to appeal the decision of the student conduct committee to the office of student concerns for all sanctions. If appealed, the decision of the Student Conduct Committee remains in the interim. The student's appeal request must be made on the Student Conduct Form and delivered to the office of student concerns within 72 hours of the Student Conduct Committee's decision. The office of student concerns will convene a Student Conduct Appeals

Committee, composed of three university administrators, to review the proceedings of the Student Conduct Committee.

10. The Student Conduct Appeals Committee will render a decision within five (5) days after receipt of the student's appeal. Absent provost intervention, the decision of the Student Conduct Appeals Committee is final.

CONFIDENTIALITY POLICY

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

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

HARASSMENT, NON-DISCRIMINATION, AND NON-RETALIATION POLICY

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.

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.

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.

Definitions of Sexual and Other Forms of Harassment and Discrimination

1. 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.
2. 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:

- a. Is a condition of employment, continued employment, admission to the university, continued enrollment, or academic achievement; or
 - b. Is a basis for an employment decision affecting an employee's job or a student's ability to obtain an education; or
 - c. Interferes with an employee's job or a student's academic performance; or
 - d. Creates an intimidating, hostile, or offensive work or academic environment.
3. NAU prohibits such harassment in any form, including verbal, physical, and visual harassment.
 4. Some examples of conduct that could be considered harassment include the following types of action when they are taken based on protected class status:
 - a. Abusive, intimidating, insulting or degrading remarks;
 - b. Displaying in the workplace or academic setting, objects, cartoons, pictures, or stories which may be perceived as offensive or demeaning; or
 - c. 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.
 5. 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:
 - a. Is a condition of employment, continued employment, admission to the university, continued enrollment, or academic achievement; or
 - b. Is a basis for an employment decision affecting an employee's job or a student's ability to obtain an education; or
 - c. Interferes with an employee's job or student's academic performance; or
 - d. Creates an intimidating, hostile, or offensive work or academic environment.
 6. 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.

Reporting Harassment

1. 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: Title IX Coordinator, 5301 Mount Rushmore Rd., Rapid City, SD 57701, 605-809-8511, TitleIX@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, 605-721-5313, hremployeerelations@national.edu.
2. 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.
3. 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.

Confidentiality

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

No Retaliation

1. 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.
2. Any person who engages in retaliatory conduct or reprisals in response to a claim of harassment or discrimination will be subject to appropriate corrective action, which may include discipline up to and including termination of employment or permanent suspension of a student. If an employee or student feels that he/she has experienced such retaliation, the individual should immediately report any such retaliation to the system director of human resource.
3. A person who files a false or malicious complaint of discrimination or harassment may be the subject of appropriate disciplinary action.

Employee and Student Responsibilities

1. Everyone is responsible for maintaining a working and learning environment free of harassment and discrimination.
2. All employees are required to complete the interactive educational training programs, Unlawful Harassment Prevention and Diversity in the Workplace upon hire and thereafter on a yearly basis. All students and employees will also be provided with Title IX, VAWA training.
3. It is the responsibility of ALL employees and students to:
 - a. Read and abide by this policy. Employees with questions may contact the director for human resources. Students with questions may contact the Title IX coordinator.
 - b. Refrain from engaging in acts of harassment or discrimination or acts that can be construed as harassment or discrimination.
 - c. Immediately report any acts of discrimination or harassment or acts that can be construed as such.
 - d. Cooperate with any investigation regarding discrimination, harassment, or inappropriate conduct.
 - e. 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.
 - f. 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.

NAU FOUNDATION SCHOLARSHIP OPPORTUNITIES

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

a half-time basis for the award period. The minimum cumulative GPA requirement for consideration is 3.66.

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

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

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

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

ONESTOP

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

ONLINE LIBRARY

Library resources are chosen to assist all in achieving success in their academic programs and careers with a collection of current and timely information in a variety of formats. The online library includes the NAU catalog, e-books, tutorials, and myriad electronic searchable databases. In addition, Ask-a-librarian email reference service is available to support student library needs.

ORIENTATION

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

REGISTRATION

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

RIGHT TO PRIVACY - FERPA

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

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

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

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

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

The school may disclose education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a

person employed by the school in an administrative, supervisory, academic, research, or support staff position (including law enforcement 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 committee. 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 education 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 officials of another school in which a student seeks or intends to enroll.

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

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

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

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

FERPA permits the disclosure of PII from students' education records, without consent of the student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, §99.32 of

FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student –

- To other school officials, including teachers, within the school whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in 34 CFR §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (34 CFR §99.31(a)(1))
- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of 34 CFR §99.34. (34 CFR §99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (34 CFR §§99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (34 CFR §99.31(a)(4))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (34 CFR §99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (34 CFR §99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (34 CFR §99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (34 CFR §99.31(a)(9))

- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (34 CFR §99.31(a)(10)) Information the school has designated as “directory information” under §99.37. (34 CFR §99.31(a)(11))
 - To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of §99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (34 CFR §99.31(a)(13))
 - To the general public, the final results of a disciplinary proceeding, subject to the requirements of §99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school’s rules or policies with respect to the allegation made against him or her. (34 CFR §99.31(a)(14))
 - To parents of a student regarding the student’s violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. (34 CFR §99.31(a)(15))
4. The executive director of student success 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.

STUDENT CONCERNS

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

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

Executive Director of Student Success
National American University
5301 Mount Rushmore Rd.
Rapid City, SD 57701
Phone: (719) 590-8322 | Fax: (605) 394-4849
studentconcerns@national.edu

3. The executive director of student success 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.

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

Alabama Community College System

PO Box 302130
Montgomery, AL 36130-2130
Website: <https://www.accs.edu/about-accs/private-school-licensure/>
Phone: (334) 293-4650

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: higher.ed.colorado.gov/
 Phone: (303) 866-2723
 Fax: (303) 866-4266

Connecticut

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

Delaware

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

Florida

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

Georgia

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

Hawaii

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

Idaho

Idaho State Board of Education

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

Illinois

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

Indiana

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

Iowa

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

Kansas

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

Kentucky

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

Louisiana

Louisiana Board of Regents
 Street Address:
 1201 N. Third Street, Suite 6-200
 Baton Rouge, LA 70802
 Mailing Address:
 P.O. Box 3677
 Baton Rouge, LA 70821-3677

Website: <http://regents.louisiana.gov/>
Phone: (225) 342-7084
Fax: (225) 342-9318 or 6926

Maine

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

Maryland

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

Massachusetts

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

Michigan

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

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 and Workforce
Development
301 West High Street, Suite 840
Jefferson City, MO 65101
Website: www.dhe.mo.gov/
Phone: toll free: (573) 751-2361; Toll Free (800) 473-6757
Fax: (573) 751-6635

Montana

Montana University System, Montana Board of Regents
Office of the Commissioner of Higher Education
2500 Broadway Street, P.O. Box 203201
Helena, MT 59620-3201

Website: <http://mus.edu/board/default.asp>
Phone: (406) 444-6570
Fax: (406) 444-1469

Nebraska

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

Nevada

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

New Hampshire

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

New Jersey

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

New Mexico

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

New York

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

Fax: (518) 486-2779
 Email: ocueinfo@mail.nysed.gov

North Carolina

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

North Dakota

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

Ohio

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

Oklahoma

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

Oregon

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

Pennsylvania

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

Puerto Rico

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

South Carolina

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

South Dakota

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

Tennessee

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

Texas

Texas Higher Education Coordinating Board
 Street Address:
 1200 E. Anderson Lane
 Austin, TX 78752
 Mailing Address:
 P.O. Box 12788
 Austin, TX 78711-2788
 Website: <http://www.thecb.state.tx.us/>
 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](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

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

TECHNICAL SUPPORT

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

TIME COMMITMENT AND EXPECTATIONS

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

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

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

TITLE IX: SEX DISCRIMINATION AND SEXUAL MISCONDUCT

National American University's Title IX coordinator is responsible for overseeing all reports of sexual assault, and complaints of sexual harassment and discrimination, including those involving pregnant and parenting students. The contact information for the university's Title IX coordinator is:

Ruta Tekle
Title IX Coordinator
5301 Mount Rushmore Rd.
Rapid City, SD 57701
605-809-8511
rtekle@national.edu

National American University's Sexual Misconduct Policy
<http://www.national.edu/sexual-complaint-reporting/>

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 university's Title IX coordinator in accordance with the university's Sexual Misconduct Policy.

Sexual Harassment and Discrimination Reporting

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

Pregnant and Parenting Students

Under the U.S. Department of Education's (ED's) Title IX regulations, an institution that receives federal funding "shall not discriminate against any student, or exclude any student from its education program or activity, including any class or extracurricular activity, on the basis of such student's pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom." According to the ED, pregnant and parenting students must be provided with reasonable accommodations to maintain and continue their academic pursuits.

Upon student disclosure to a university representative of a pregnancy or pregnancy-related condition, including but not limited to pregnancy, childbirth, false pregnancy, termination of pregnancy, conditions arising in connection with pregnancy, and recovery from these conditions, pregnant and parenting students will be given an opportunity to submit course work with penalty-free extended deadlines, make up missed course work wherever possible, complete alternate assignments where appropriate, and be eligible for an incomplete grade if

needed. It is not necessary for the student to provide supporting documentation for the pregnancy or pregnancy-related condition.

Title IX accommodations are retroactive to the time when the pregnancy or pregnancy-related condition began, but only apply to unsubmitted course work; that is, students cannot resubmit course work for the purpose of seeking a higher grade, though all late penalties applied to course work previously submitted after the pregnancy or pregnancy-related condition began must be removed. Students with parenting responsibilities because of the birth of a child may request Title IX accommodations for up to one year from the time the child entered the parenting student's home. Extensions may be granted when additional time is required due to medical necessity or extraordinary parenting responsibilities. Students should work directly with their course instructor to obtain Title IX accommodations and should communicate with instructor when any late course work is ready to be graded. If for any reason a pregnant or parenting student is unable to work with their course instructor to obtain the Title IX accommodations described above, then the student should immediately contact the university's Title IX coordinator for assistance.

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 the local community. Please contact the Title IX coordinator for additional resources.

External Complaint Filing

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

TUTORING SERVICES

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

USERVICES

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

TUITION, FEES, WITHDRAWALS, AND REFUNDS

All tuition and fees are subject to change by notification from the university. Information about tuition and fees is available at www.national.edu/tuition-fees/.

Master's Tuition

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

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

FEES

Foundation Course Prior Learning Portfolio evaluation fee (per class, due at time of portfolio submittal): \$50.00

Matriculation Fee (paid once): \$75.00

Tuition does not include the cost of books and supplies.

WITHDRAWALS AND REFUND POLICY

Definition of a Student

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

Add/Drop Period

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

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

Withdrawals and Refunds

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

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

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

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

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

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

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

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

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

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

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

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

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

Days earned	% Returned
1-7 days	100.00%
Day 8	89.62%
Day 9	88.32%
Day 10	87.02%
Day 11	85.72%
Day 12	84.42%
Day 13	83.12%
Day 14	81.82%
Day 15	80.52%
Day 16	79.23%
Day 17	77.93%
Day 18	76.63%
Day 19	75.33%
Day 20	74.03%
Day 21	72.73%
Day 22	71.42%
Day 23	70.13%
Day 24	68.84%
Day 25	67.54%
Day 26	66.24%
Day 27	64.94%

Day 28	63.64%
Day 29	62.34%
Day 30	61.04%
Day 31	59.75%
Day 32	58.45%
Day 33	57.15%
Day 34	55.85%
Day 35	54.55%
Day 36	53.25%
Day 37	51.95%
Day 38	50.65%
Day 39	49.36%
Day 40	48.06%
Day 41	46.76%
Day 42	45.46%
Day 43	44.16%
Day 44	42.86%
Day 45	41.56%
Day 46	40.26%
Day 47 thru 77	0% refund

Administrative Fee

A \$75 administrative fee will be assessed against each prorated refund.

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

CALIFORNIA STUDENT TUITION RECOVERY FUND

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

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

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, (916) 431-6959 or (888) 370-7589.

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

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

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the

action or event that made the student eligible for recovery from STRF.

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

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

IOWA REFUND POLICY

Additional information for Iowa students (Iowa Code Section 714.23)

The university shall make a pro rata refund of tuition charges to an Iowa resident student who terminates from any of the university's postsecondary educational programs in an amount that is not less than ninety percent of the amount of tuition charged to the student multiplied by the ratio of the number of calendar days remaining in the school period until the date equivalent to the completion of sixty percent of the calendar days in the school period to the total number of calendar days in the school period until the date equivalent to the completion of sixty percent of the calendar days in the school period.

If a terminating student has completed sixty percent or more of a school period, the university is not required to refund tuition charges to the student. However, if, at any time, a student terminates a postsecondary educational program due to the student's physical incapacity or, for a program that requires classroom instruction, due to the transfer of the student's spouse's employment to another city, the terminating student shall receive a refund of tuition charges in an amount that equals the amount of tuition charged to the student multiplied by the ratio of the remaining number of calendar days in the school period to the total number of calendar days in the school period.

If the university's cohort default rate for students under the Stafford loan program as reported by the United States department of education for the most recent federal fiscal year is more than one hundred ten percent of the national average cohort default rate of all schools for the same federal fiscal year or six percent, whichever is higher, then the university shall provide to a terminating student a refund of tuition charges in an amount that is not less than ninety percent of the amount of tuition charged to the student multiplied by the ratio of the remaining number of calendar days in the school period to the total number of calendar days in the school period.

A refund of tuition charges shall be provided to the student within forty-five days following the date of the university's determination that a student has terminated from a postsecondary educational program. A student who terminates a postsecondary educational program shall not be charged any fee or other monetary penalty for terminating the postsecondary educational program, other than a reduction in tuition refund as specified in this section.

REFUND DISTRIBUTION POLICY

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

FINANCIAL AID PROGRAMS

National American University recognizes that many students would be unable to pursue their educational goals without financial assistance. NAU provides financial aid in the form of scholarships, and low-interest loan programs through federal, state and local sources to its graduate students.

DIRECT STUDENT LOANS

Federal Direct Loans are for undergraduate, graduate, and professional degree students. The student must be attending at least half-time to be eligible for a Direct Loan. Graduate and professional students are only eligible for a Direct Unsubsidized Loan. Financial need is not a requirement to obtain a Direct Unsubsidized Loan.

Annual and Aggregate (Program) Limits for Direct Unsubsidized Loans

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

SCHOLARSHIPS

The following sites are free scholarship searches:

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

Additional scholarship information, and how to apply for scholarships, can be found at <https://www.national.edu/scholarship-opportunities/>.

Other State and Federal Programs

Benefits may be available through such government programs as State Trade Adjustment Act, Bureau of Indian Affairs (BIA), state vocational rehabilitation services (for

mobility, hearing, and/or visually impaired), and the Military or Federal Tuition Assistance Programs.

VETERAN FINANCIAL ASSISTANCE

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

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

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

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

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

NAU does reserve the right to unregister any student who does not provide a copy of their Certification of Eligibility during the add/drop period for the quarter in which is being

reviewed. For more information please contact military@national.edu or call (877) 500-1310.

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

SATISFACTORY ACADEMIC PROGRESS POLICY

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

CUMULATIVE GRADE POINT AVERAGE

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

COMPLETION RATE

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

MASTER'S

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

MAXIMUM TIME FRAME

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

SATISFACTORY ACADEMIC PROGRESS STATUS

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

GOOD STANDING STATUS

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

WARNING STATUS

A student will be placed in warning status if the student fails to maintain the minimum CGPA requirement or fails to successfully complete the required percentage of the credit hours attempted. A student in warning status may continue to attend classes but must return to good standing status in one term. A student who does not return to good

standing status within one term will be placed in suspension status. Federal financial aid and veteran's educational benefits are available to eligible students in warning status.

SUSPENSION STATUS

A student in warning status who does not return to good standing status after one term will be placed in suspension status. A student in suspension status is not eligible to receive federal financial aid or veteran's educational benefits, but may continue to attend classes if the student makes other payment arrangements. This status continues during periods of non-enrollment.

A student may appeal suspension status by submitting an Appeal of Academic Suspension form, documentation of the extenuating circumstance and documentation of circumstance resolution no later than the stated deadline before the start of the term for which the student wishes to enroll. A student may not use the same extenuating circumstances for multiple appeals. As of January 1, 2020, any active student who is placed in academic suspension status for the first time may appeal his/her suspension no more than two times. If the student's appeal is successful, the student is placed on probation status, which may last one term or multiple terms.

PROBATION STATUS

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

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

A student in probation status must have an academic plan with benchmarks approved by the SAP Committee.

- If the student meets the conditions of the academic plan but has not returned to good standing, the student remains in probation status.
- If the student meets the conditions of the academic plan and has not returned to good standing, but the academic plan has expired:
 - The student must submit a letter to the SAP Committee requesting a revised academic plan and the reasons for such request;
 - The SAP Committee may allow the student to continue in probation status with a revised academic plan with an extended end term.
 - If the student fails to meet the conditions of the academic plan, but successfully completed all

courses for the term AND showed significant improvement in GPA:

- The student must submit a letter to the SAP Committee requesting a revised academic plan and the reasons for such request;
- The SAP Committee may allow the student to continue in probation status with a revised academic plan with the same plan end term as the current academic plan OR allow the student to continue in probation status with a revised academic plan with an extended end term. (A student's academic plan may be revised only once until returning to good standing).
- If the student fails to return to good standing, fails to meet the conditions of the academic plan, did not successfully complete all courses for the term AND/OR shows no significant improvement, the student will be returned to suspension status and not eligible to receive federal financial aid.

NOTIFICATION OF CHANGE IN SAP STATUS

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

Limited exceptions to the Satisfactory Academic Progress Policy may be approved by the provost on a student-by-student basis.

RE-ESTABLISHING FEDERAL FINANCIAL AID ELIGIBILITY

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

- The student continues to attend classes and improves his/her CGPA and/or completion rate to minimum standards without using federal financial aid and veteran's educational benefits, or
- The student appeals his/her suspension status and (1) demonstrates to the satisfaction of the SAP Committee that the student failed to make satisfactory academic progress because of extenuating circumstances, such as the death of a relative, serious injury or illness of the student, or other special circumstances as defined by the university; (2) explains what has changed in the student's situation that will allow the student to demonstrate satisfactory academic progress at the next evaluation; and (3) develops and submits an academic

plan in consultation with the student's academic support team.

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

REFERENCES

34 CFR 668.16(e)
 34 CFR 668.32(f)
 34 CFR 668.34
 2019-2020 FSA Handbook

SATISFACTORY ACADEMIC PROGRESS TABLES

Master's Certificates

Minimum Cumulative Grade Point Average (CGPA)		Completion Rate	
<i>Credits Attempted</i>	<i>Minimum CGPA</i>	<i>Credits Attempted</i>	<i>Completion Rate</i>
0 - 27	3.0	0 - 40	66.67%
		40.1 +	66.67%

Master's Degrees

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

ACADEMIC PROGRAMS

HAROLD D. BUCKINGHAM GRADUATE SCHOOL - BUSINESS AND MANAGEMENT PROGRAMS

Master of Business Administration

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

MBA Program Learning Outcomes

Graduates of the MBA program will:

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

MBA Program Requirements

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

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

An in-depth analysis of a case, accomplished in the Strategy and Policy course, is designed to integrate the MBA core areas and is required in both the non-thesis and

thesis options to satisfy the university's requirement for a comprehensive program assessment.

MBA Prerequisite Requirements

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

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

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

This requirement may also be met in the following ways:

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

Option B

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

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

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

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

MBA Core Courses

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

Core Courses:

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

Elective Courses:

Three elective courses.

MBA Electives

In order to meet the MBA program requirements, a student must complete a minimum of three elective courses as a part of his/her program. Each student will work with his/her advisor to select 13.5 hours of elective credit that best match their professional interests. These electives can be selected from any master's courses not included in the MBA core courses, provided that the student meets any individual course prerequisites. Students wishing to pursue the MBA who have not completed sufficient undergraduate coursework in accounting, business finance, statistics and economics shall be required to choose the general emphasis.

MBA Thesis Option**Thesis Process**

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

Identify Thesis Topic and Committee

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

THESIS OPTION:

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

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

Specialties

The MBA offers specialties in Accounting; E-Marketing; Health Care Administration; Human Resource Management; Information Technology Management; International Business; Management; Operations and Configuration Management; and Project and Process

Management. A specialty is a grouping of electives that focus on particular interests and career paths.

Specialty in Accounting

(Students choose three courses from the list below.)

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

Specialty in Advanced Incident and Consequence Management

- CJ6250 Management of Critical Incidents
- PRO605 Advanced Consequence Management
- SEC537 Crisis Negotiation

Specialty in Advanced Security Management

- PRO605 Advanced Consequence Management
- SEC505 Advanced Strategies & Crisis Preparedness
- SEC530 Evidence and Crime Scene Management

Specialty in E-Marketing

(Students choose three courses from the list below.)

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

Specialty in Health Care Administration

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

Specialty in Human Resource Management

(Students choose three courses from the list below.)

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

Specialty in Information Technology Management

(Students choose three courses from the list below.)

- CI6600 Computer Security
- CI6605 Risk Assessment and Analysis
- CI6610 Critical Infrastructure Control System Security

- CI6615 Computer Forensics and Incident Handling
- CI6620 Foundations of Security (Security+) (E)
- CI6650 Advanced Security Practices and Risk Management (CISSP) (E)

Specialty in International Business

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

Specialty in Management

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

Specialty in Operations and Configuration Management

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

Specialty in Project and Process Management

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

Specialty in Strategic Security Management

- DSS720DC Strategic Security Information Literacy
- DSS750DC Briefings, De-briefings & Presentations
- DSS760DC Advanced Leadership and Management

Master of Management

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

MM Program Learning Outcomes

Graduates of the MM program will:

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

Program Requirements

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

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

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

Prerequisite Requirements

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

MM Core Courses

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

Core Courses:

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

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

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

Elective Courses:

Three elective courses.

MM Electives

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

Thesis Option**Thesis Process**

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

Identify Thesis Topic and Committee

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

***THESIS OPTION**

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

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

Specialties

The Master of Management degree also offers specialties in Advanced Incident and Consequence Management; Advanced Security Management; Criminal Justice Management; E-Marketing; Health Care Administration; Higher Education Administration; Higher Education Teaching and Learning; Human Resource Management; Information Technology Management; Operations and Configuration Management; Project and Process Management; Strategic Security Management. A specialty

is a grouping of electives that focus on particular interests and career paths.

Specialty in Advanced Incident and Consequence Management

- CJ6250 Management of Critical Incidents
- PRO605 Advanced Consequence Management
- SEC537 Crisis Negotiation

Specialty in Advanced Security Management

- PRO605 Advanced Consequence Management
- SEC505 Advanced Strategies and Crisis Preparedness
- SEC530 Evidence and Crime Scene Management

Specialty in Criminal Justice Management

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

Specialty in E-Marketing

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

Specialty in Health Care Administration

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

Specialty in Higher Education Administration

- ED6302 - Foundations of Campus Operations
- ED6303 - Foundations of Enrollment Management
- ED6368 - Higher Education Analytics

Specialty in Higher Education Teaching and Learning

- HE6250 - Student Retention and Learner Services
- HE6300 - Curriculum Design, Development, and Assessment
- HE6301 - Foundations of Teaching and Learning

Specialty in Human Resource Management

(Students choose three courses from the list below.)

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

Specialty in Information Technology Management

(Students choose three courses from the list below.)

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

Specialty in Operations and Configuration Management

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

Specialty in Project and Process Management

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

Specialty in Strategic Security Management

- DSS720DC Strategic Security Information Literacy
- DSS750DC Briefings, De-briefings and Presentations
- DSS760DC Advanced Leadership and Management

HENLEY-PUTNAM SCHOOL OF STRATEGIC SECURITY

National American University recognizes the many sacrifices, challenges, and demands placed upon service members and their families, including extended deployments, temporary duty assignments, and frequent permanent change of stations.

To better serve military students and their dependents, NAU maintains a full division dedicated to the service of active duty and retired military personnel and their dependents. NAU is committed to assisting military students to achieve their educational goals by providing quality education and exceptional student support services focused on the specific needs of veterans, active military, dependents, and retirees.

The Henley-Putnam School of Strategic Security (HPSSS) serves both military and civilian students. The school offers both undergraduate and graduate degrees.

NAU provides services specifically designed to meet military personnel and their dependents needs. Through National American University, the Henley-Putnam School of Strategic Security:

- offers over 10 degree programs and 40+ certificates online;

- is authorized to receive tuition assistance payments through the DoD Voluntary Education Partnership MOU for all service branches;
- participates in the VA education benefit programs;
- is a Yellow Ribbon school;
- supports the My Career Advancement Account (MyCAA) Scholarship Program;
- participates in the President's Principles of Excellence Program;
- supports the 8 Keys to Veterans' Success;
- follows the American Council on Education (ACE) recommendations to grant credit to students for learning acquired from approved organizations;
- accepts JST, CCAF, CLEP, and DSST.

Master of Science in Intelligence Management

54 Credits

The Master of Science Degree in Intelligence Management is earned by satisfactory completion of an online program equivalent to a year and a half of full time post-graduate study. This program emphasizes professionalism, proactive strategies, and a thorough understanding of the dynamics of the broad field of intelligence. It provides for high-level development of skills in intelligence analysis, counterintelligence, collection management, and intelligence operations. All courses are 4.5 quarter units unless otherwise noted.

All students must register for at least one required course per term, following the sequence of the first four courses; students may register for an elective at any time.

Program Learning Outcomes

Graduates of the program will:

- IM-PLO M1: Evaluate and manage various information sources and their relevance to security industry and translate that information into actionable outcomes.
- IM-PLO M2: Evaluate contemporary and emergent threats, challenges, and issues within the sphere of the security industry and synthesize information with technical expertise and creative application of conceptual skills.
- IM-PLO M3: Evaluate intelligence issues or challenges using advanced qualitative, quantitative, and mixed methods analysis skills.
- IM-PLO M4: Anticipate, appraise, and formulate recommendations for issues of policy, reform, and ethics within the security industry.
- IM-PLO B5: Apply the skills of effective communication in professional written and oral

products that are relevant to security industry decision-makers.

Degree Requirements

Intelligence Management Major Core (36)

Students must take RES500 as the first course but can take a required course concurrently.

FRP697	Master's Capstone Portfolio	4.5
INT511	Advanced Analytical Methods	4.5
INT521	Advanced Intelligence Collection	4.5
INT570	All Source Intelligence	4.5
INT575	Intelligence Policy and Reform	4.5
INT600	Intelligence Team Management	4.5
INT680	Operational Concepts and Planning (Targeting)	4.5
RES500	Academic Writing and Research	4.5

(all courses must be completed with a grade of "C" or better)

HPSSS Electives (18)

Choose any four courses.

INT535	Cover	4.5
INT550	Advanced Open Source Intelligence	4.5
INT551	Double Agents, Denial and Deception	4.5
INT552	Counterespionage	4.5
INT560	Strategic Intelligence	4.5
INT580	Leadership and Political Analysis	4.5
INT584	Area Studies Analysis	4.5
INT595	Advanced Intelligence Operations	4.5
INT609	Case Studies in Covert Operations	4.5
PRO500	Advanced Executive Protection	4.5
PRO510	Advanced Protocol, Manners, Etiquette	4.5
PRO520	Stalking and Workplace Violence	4.5
PRO521	Building and Perimeter Security	4.5
PRO535	Advanced Vehicular Security	4.5
PRO540	Topics in Advance Work	4.5
PRO595	Advanced Protection Operations	4.5
PRO596	Advanced Protective Intelligence	4.5
PRO605	Advanced Consequence Management and Incident Command System	4.5
PRO660	Explosives and Arson Security	4.5
PRO690	Advanced Threat Assessment	4.5
SEC505	Advanced Strategies / Crisis Preparedness	4.5
SEC621	Background Investigations	4.5
SEC665	Cyber Security	4.5
TCT508	Extremist Organizations	4.5
TCT517	WMD Terrorism	4.5
TCT525	Advanced Counterterrorism Analysis	4.5
TCT570	Cults and Charismatic Leaders	4.5
TCT571	Secret Societies	4.5
TCT576	Analyzing the Terrorist Mind	4.5
TCT595	Advanced Counterterrorism Operations	4.5

TCT596	Origins, Evolutions, and Trends in Terrorism	4.5
TCT600	Advanced Counterterrorism	4.5
TCT617	Cyberterrorism, Cyberwarfare, Cybercrime	4.5
TCT620	Advanced Domestic Terrorism	4.5
TCT640	Advanced Islamism and Terrorism	4.5

A minimum 3.0 GPA is required overall.

Upon completion of a full evaluation of all previous courses and credits, students will receive a customized degree plan detailing the specific courses they will need to take.

Master of Science in Strategic Security and Protection Management

54 Credits

The Master of Science Degree in Strategic Security and Protection Management is earned by satisfactory completion of an online program equivalent to a 1.5 years of full-time post-graduate study. This program emphasizes professionalism, proactive strategies, and the benefits of lifetime learning, safety and preparedness. It unites proven successful management practices with proven methods for meeting a wide variety of security and protective services to individuals and businesses. All courses are 4.5 quarter units unless otherwise noted.

All students must register for at least one required course per term, following the sequence of the first four courses; students may register for an elective at any time. Students with limited subject matter experience are strongly encouraged to enroll in PRO595 and PRO596 as their two electives.

Program Learning Outcomes

Graduates of the program will:

- SSPM -PLO M1: Evaluate, prioritize, and manage various information sources in strategic security in order to develop courses of action.
- SSPM -PLO M2: Perform sophisticated threat analysis through demonstrated technical approaches and through application of conceptual skills.
- SSPM -PLO M3: Appraise and apply policies, reforms, and ethics through integrating information literacy competencies.
- SSPM -PLO M4: Synthesize strategic leadership competencies through understandings of complex cases in the current security environment.
- SSPM -PLO M5: Demonstrate the ability to communicate effectively in a variety of mediums to key stakeholders.

Degree Requirements

Strategic Security and Protection Management Major Core (27)

Students must take RES500 as the first course but can take a required course concurrently.

FRP697	Master's Capstone Portfolio	4.5
PRO500	Advanced Executive Protection	4.5
PRO595	Advanced Protection Operations	4.5
PRO690	Advanced Threat Assessment	4.5
RES500	Academic Writing and Research	4.5
SEC665	Cyber Security	4.5

(all courses must be completed with a grade of "C" or better)

Support Core (9)

Choose any two courses

PRO510	Advanced Protocol, Manners, Etiquette	4.5
PRO520	Stalking and Workplace Violence	4.5
PRO521	Building and Perimeter Security	4.5
PRO535	Advanced Vehicular Security	4.5
PRO540	Topics in Advance Work	4.5
PRO596	Advanced Protective Intelligence	4.5
PRO605	Advanced Consequence Management and Incident Command System	4.5
PRO660	Explosives and Arson Security	4.5
SEC505	Advanced Strategies / Crisis Preparedness	4.5
SEC537	Crisis Negotiation	4.5
SEC621	Background Investigations	4.5

HPSSS Electives (18)

Choose any four courses.

Students should consider the courses from program electives above if not previously taken as a program elective.

INT511	Advanced Analytical Methods	4.5
INT521	Advanced Intelligence Collection	4.5
INT535	Cover	4.5
INT550	Advanced Open Source Intelligence	4.5
INT551	Double Agents, Denial and Deception	4.5
INT552	Counterespionage	4.5
INT560	Strategic Intelligence	4.5
INT570	All Source Intelligence	4.5
INT575	Intelligence Policy and Reform	4.5
INT580	Leadership and Political Analysis	4.5
INT584	Area Studies Analysis	4.5
INT595	Advanced Intelligence Operations	4.5
INT600	Intelligence Team Management	4.5
INT609	Case Studies in Covert Operations	4.5

INT680	Operational Concepts and Planning (Targeting)	4.5
TCT508	Extremist Organizations	4.5
TCT517	WMD Terrorism	4.5
TCT525	Advanced Counterterrorism Analysis	4.5
TCT570	Cults and Charismatic Leaders	4.5
TCT571	Secret Societies	4.5
TCT576	Analyzing the Terrorist Mind	4.5
TCT595	Advanced Counterterrorism Operations	4.5
TCT596	Origins, Evolutions, and Trends in Terrorism	4.5
TCT600	Advanced Counterterrorism	4.5
TCT617	Cyberterrorism, Cyberwarfare, Cybercrime	4.5
TCT620	Advanced Domestic Terrorism	4.5

A minimum 3.0 GPA is required overall.

Upon completion of a full evaluation of all previous courses and credits, students will receive a customized degree plan detailing the specific courses they will need to take.

Master of Science in Terrorism and Counterterrorism Studies

54 Credits

The Master of Science Degree in Terrorism and Counterterrorism is earned by satisfactory completion of an online program equivalent to 1.5 years of full-time post-graduate study. Instructors emphasize professionalism, proactive strategies, and a thorough understanding of terrorist dynamics. It also provides for the advanced knowledge of how to deal effectively with terrorism to adequately protect life and property. All courses are 4.5 quarter units unless otherwise noted.

All students must register for at least one required course per term, following the sequence of the first four courses; students may register for an elective at any time.

Program Learning Outcomes

Graduates of the program will:

- TCT-PLO M1: Evaluate and manage various information sources and their relevance to countering terrorism as well as strategic security and translate that information into actionable outcomes.
- TCT-PLO M2: Perform sophisticated analysis and evaluations of possible terrorist threats through demonstrated technical expertise and application of conceptual counterterrorism skills.
- TCT-PLO M3: Appraise and apply issues of security, national policy, business, reform, and ethics,

integrating information from the counterterrorism, intelligence and security literature.

- TCT-PLO M4: Synthesize strategic leadership competencies specific to terrorism and counterterrorism, as well as strategic security.
- TCT-PLO M5: Operate and communicate effectively in all mediums, with the ability to work with stakeholders at the highest levels in the counterterrorism field.

Degree Requirements

Terrorism and Counterterrorism Studies Major Core (27)

Students must take RES500 as the first course but can take a required course concurrently.

FRP697	Master's Capstone Portfolio	4.5
RES500	Academic Writing and Research	4.5
TCT525	Advanced Counterterrorism Analysis	4.5
TCT595	Advanced Counterterrorism Operations	4.5
TCT596	Origins, Evolutions, and Trends in Terrorism	4.5
TCT600	Advanced Counterterrorism	4.5

(all courses must be completed with a grade of "C" or better)

Support Core (9)

Choose any two courses

TCT508	Extremist Organizations	4.5
TCT517	WMD Terrorism	4.5
TCT525	Advanced Counterterrorism Analysis	4.5
TCT570	Cults and Charismatic Leaders	4.5
TCT571	Secret Societies	4.5
TCT576	Analyzing the Terrorist Mind	4.5
TCT617	Cyberterrorism, Cyberwarfare, Cybercrime	4.5
TCT620	Advanced Domestic Terrorism	4.5
TCT640	Advanced Islamism and Terrorism	4.5

HPSSS Electives (18)

Choose any four courses.

INT511	Advanced Analytical Methods	4.5
INT521	Advanced Intelligence Collection	4.5
INT535	Cover	4.5
INT550	Advanced Open Source Intelligence	4.5
INT551	Double Agents, Denial and Deception	4.5
INT552	Counterespionage	4.5
INT560	Strategic Intelligence	4.5
INT570	All Source Intelligence	4.5
INT575	Intelligence Policy and Reform	4.5
INT580	Leadership and Political Analysis	4.5
INT584	Area Studies Analysis	4.5

INT595	Advanced Intelligence Operations	4.5
INT600	Intelligence Team Management	4.5
INT609	Case Studies in Covert Operations	4.5
INT680	Operational Concepts and Planning (Targeting)	4.5
PRO500	Advanced Executive Protection	4.5
PRO510	Advanced Protocol, Manners, Etiquette	4.5
PRO520	Stalking and Workplace Violence	4.5
PRO521	Building and Perimeter Security	4.5
PRO535	Advanced Vehicular Security	4.5
PRO540	Topics in Advance Work	4.5
PRO595	Advanced Protection Operations	4.5
PRO596	Advanced Protective Intelligence	4.5
PRO605	Advanced Consequence Management and Incident Command System	4.5
PRO660	Explosives and Arson Security	4.5
PRO690	Advanced Threat Assessment	4.5
SEC505	Advanced Strategies / Crisis Preparedness	4.5
SEC537	Crisis Negotiation	4.5
SEC621	Background Investigations	4.5
SEC665	Cyber Security	4.5

A minimum 3.0 GPA is required overall.

Upon completion of a full evaluation of all previous courses and credits, students will receive a customized degree plan detailing the specific courses they will need to take.

STAND-ALONE BUSINESS CERTIFICATES

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

Certificate in Accounting

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

Outcomes:

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

- Evaluate anti-fraud deterrents and controls and the fraud examination plan for an organization's accounting systems and processes and recommend improvements.

- Evaluate managerial decisions having ethical dimensions within the context of legal and regulatory requirements and codes of professional conduct.

Required Courses (18 Credits)

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

Certificate in E-Marketing

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

Outcomes:

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

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

Required Courses (18 Credits)

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

Certificate in Global Supply Chain Management

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

Outcomes:

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

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

Required Courses (18 Credits)

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

Certificate in Human Resources Management

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

Outcomes:

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

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

Required Courses (18 Credits)

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

STAND-ALONE HENLEY-PUTNAM CERTIFICATES

Admission Requirements

See Admissions Section

Program Requirements

The university offers the credit bearing certificate programs described below. The university requires an official high school transcript or official transcript from highest degree prior to starting classes.

Mid-Level and Advanced Certificates

Mid-level certificate applicants are required to have successfully completed the entry-level certificate program and have completed a bachelor's degree from an institution

accredited by an agency recognized by the U.S. Secretary of Education and/or the Council for Higher Education Accreditation.

- Advanced Certificate in Physical Security and Risk Assessment
- Mid-Level Certificate in Counterterrorism
- Certificate in Cybersecurity
- Mid-Level Certificate in Executive Protection
- Certificate in Homeland Security
- Advanced Certificate in Incident and Consequence Management*
- Mid-Level Certificate in Intelligence Analysis
- Advanced Certificate in Intelligence Collection and Analysis
- Advanced Certificate in Security Management

*These stand-alone certificates are not eligible for Title IV funding when taken outside of a full degree program.

Senior-Level Certificates

Senior-level certificate applicants will have successfully completed the entry-level and mid-level certificate programs and have a bachelor's degree from an institution accredited by an agency recognized by the U.S. Secretary of Education and/or the Council for Higher Education Accreditation. If the applicant has not taken the mid-level certificate, but has a bachelor's degree, they must demonstrate at least one year of related experience in a specific area of relevant security and intelligence studies, among related disciplines.

- Senior-Level Certificate in Counterterrorism
- Senior-Level Certificate in Executive Protection
- Senior-Level Certificate in Intelligence Analysis
- Certificate in Strategic Security Management
- Certificate in Intelligence and Terrorism Profiling
- Certificate in Strategic Intelligence

Graduation Requirements

Successful completion of all certificate courses.

A minimum CGPA 3.0/4.0 scale in 500-and 600-level courses completed from the university. Payment of all financial obligations to the school.

Program Length 500- and 600-Level Courses

Students taking two courses at a time are considered to be full-time. The average completion rate is one year. Students have a maximum of two years to complete each certificate program.

Certificate Awarded

At the completion of all of the certificate courses a certificate of completion will be awarded to the student. Students may also request a transcript of their work.

Intelligence Management

Mid-Level Certificate in Intelligence Analysis

This mid-level certificate is designed for the professional who already has some experience in the intelligence analysis field or the student who has taken the entry level certificate to further learn about the intelligence cycle, how intelligence is prepared, and how it is used to inform decision and policy makers. This program will cover matters of intelligence ethics, privacy issues, and changes in the intelligence community in the post-9/11 environment. In this program the student will take the role of terrorist and pick a target for a future terrorist attack and then collect intelligence about that target. And finally, this course will distinguish counter-terrorism (CT) from anti-terrorism (AT)/Force Protection (FP) intelligence, strategic CT intelligence from tactical CT intelligence, and introduce analytical constructs for the field operator and reporter.

Outcomes:

Upon completion of this certificate, students will be able to do the following:

- Research counterterrorism analysis, its definition, common objectives, and the context in which counterterrorism analysis is conducted.
- Synthesize information about intelligence operations with technical expertise and creative application of conceptual skills.
- Evaluate intelligence issues and challenges using advanced qualitative and quantitative methods.
- Demonstrate the ability to explain the application of intelligence strategies to others.
- Apply, analyze, synthesize, and summarize information demonstrating specialized skills via effective communications.

Mid-Level Certificate (18 Credits)

Required Courses

INT511	Advanced Analytical Methods	4.5
INT550	Advanced Open Source Intelligence	4.5
INT595	Advanced Intelligence Operations	4.5
TCT525	Advanced Counterterrorism Analysis	4.5

Senior-Level Certificate in Intelligence Analysis

This senior-level certificate is designed for the intelligence analyst professional who wants to better understand the finer points of advanced analysis, including how to present briefings geared to the context of the intelligence customer. The student will learn to codify and unify relevant information into a comprehensive study that will present an accurate and up to date picture of the target region's cultural, political, economic, social, military, geographic, climate, demographic, hydrographic, and historical data that will support strategic, intelligence, and tactical operations by the end user. Further, this program teaches the craft of analyzing leaders, how to review available biographical information in an effort to discern the leader's personality traits and skills, and any available information on the leader's professional record in dealing with a variety of issues. And finally, students will learn how to weigh a variety of factors influencing how a political situation is likely to develop.

Outcomes:

Upon completion of this certificate, students will be able to do the following:

- Evaluate and manage various information sources and their relevance to the security industry and translate that information into actionable outcomes.
- Formulate comprehensive analyses of contemporary and emerging threats, issues, and challenges using structures analytic techniques.
- Collaborate to enhance the application of leadership analysis principles, concepts, and analytical methods.
- Demonstrate strategic leadership competencies and the ability to explain the advantages of using all-source analysis and the pivotal role of a production analyst-customer relationship.
- Synthesize content knowledge into different written formats that effectively communicate meaning to an intended audience.

Senior-Level Certificate (18 Credits)

Required Courses

INT511	Advanced Analytical Methods	4.5
INT580	Leadership and Political Analysis	4.5
INT584	Area Studies Analysis	4.5
TCT525	Advanced Counterterrorism Analysis	4.5

Advanced Certificate in Intelligence Collection and Analysis

This certificate is designed to give the professional in the intelligence collection field or the student who is

considering getting into the corporate, government or law enforcement security field, advanced knowledge of the processes for intelligence collection including how to distinguish between credible and not credible intelligence sources. This certificate provides the student with an opportunity to refine higher order analysis skills of available information. Students will also learn to critically reflect on intelligence issues and challenges to make effective recommendations for improvements in the field.

Outcomes:

Upon completion of this certificate, students will be able to do the following:

- Using sound research methods, investigate and differentiate among different intelligence collections methods as to the value for addressing specific problems and risks involved in their use.
- Create performance criteria for collection assets that conform to issues of policy, reform, and ethics.
- Evaluate intelligence issues or challenges using open sources to apply all source intelligence analysis.
- Identify issues with current security practices and make effective written recommendations for improvements.
- Apply, analyze, synthesize, and summarize information demonstrating specialized skills via effective communications.

Certificate (13.5 Credits)

Required Courses

INT511	Advanced Analytical Methods	4.5
INT521	Advanced Intelligence Collection	4.5
INT550	Advanced Open Source Intelligence	4.5

Certificate in Strategic Intelligence

This certificate is designed for the student who wants to be able to describe and explain the role strategic intelligence plays in United States foreign policy from both a historical and contemporary perspective. In this program, the student will look at several means of collecting and analyzing multi-discipline information, but remain focused on the need and ability to synthesize all of this data, however collected, into objective and cohesive All Source products. Students will learn how to maintain group productivity and cohesion in situations where different people or groups must be able to keep information (or perhaps even their existence) secret from each other ("compartmentalization"). And finally, this program will teach students how to prepare target packages on personnel and inanimate targets for use in military, national, and competitive intelligence sectors, to evaluate target packages to predict future threat activities, and to provide cogent recommendations to decision makers based on target packages.

Outcomes:

Upon completion of this certificate, students will be able to do the following:

- Employ research skills on various information sources and determine their relevance to strategic security and translate that information into actionable outcomes.
- Evaluate contemporary and emerging threats, challenges, and issues with managing intelligence professionals as a team.
- Demonstrate strategic leadership competencies and the ability to explain intelligence policies and what historical challenge or issue forced the reform.
- Appraise and apply issues of policy, reform and ethics integrating information literacy competencies.
- Communicate strategic objectives through targeting packets.

Certificate (18 Credits)**Required Courses**

INT560	Strategic Intelligence	4.5
INT575	Intelligence Policy and Reform	4.5
INT600	Intelligence Team Management	4.5
INT680	Operational Concepts and Planning (Targeting)	4.5

Strategic Security and Protection Management

Certificate in Aviation and Airport Security

This multi-disciplinary certificate examines all aspects of aviation security and then supplements that with an additional focus on building and perimeter security and vehicle security – all components of aviation security. For example, upon completion of PRO521, the student will be able to apply advanced concepts of perimeter and building security to conduct a systematic security and safety evaluation, taking into account the function of the building such as an airport or other aviation structures. The principles learned about vehicle security could be applied to aviation assets.

Outcomes:

- Evaluate the aviation security threats
- Analyze needs of airport security
- Evaluate airport security precautions
- Assess security threats facing aviation
- Determine security requirements related to commercial aviation

- Prepare a vulnerability assessment on a given location and be familiar with the many facets and tools used in perimeter security.
- Describe advance work, including route analysis and surveys, and its importance to protective security drivers.

Certificate (13.5 Credit Hours)**Required Courses**

AM6010	Aviation and Airport Security	4.5
PRO521	Building and Perimeter Security	4.5
PRO535	Advanced Vehicular Security	4.5

Advanced Certificate in Cyber and Network Security

This advanced multi-disciplinary certificate combines cybersecurity and its impact on business and government with various network security courses. Students may tailor the certificate's academic focus by pairing any three courses. This may be repeated to receive additional certificates by pairing three different courses.

Outcomes:

The learning outcomes will vary depending on the courses chosen but would include

- Define Cybercrime
- Define hacking and identify behaviors
- Identify and prioritize assets for protection
- Identify social and economic impacts of cybercrime
- Identify different behaviors for computer abusers, attackers, and criminals
- Discuss core components of cyber laws and their issues

The learning outcomes could also include:

- Outline the role of information systems, strategic advantage, ethics and privacy issues in information systems.
- Appraise common threats to and attacks against organization assets.
- Prepare for a security vulnerability assessment.
- Assess the strengths and weaknesses of the National Infrastructure Protection Plan (NIPP) in relation to critical infrastructure threats.
- Prepare for evidence submission while adhering to reasonable practices of Handling, Chain of custody, Collection, Identification, Transportation, Storage, and Documentation of the investigation.
- Create a security policy to promote secure cyber activities in an organization.

- Create a defense in depth security to protect network assets.
- Create a secure enterprise network for an organization.
- Develop a Business Continuity (BC) and Disaster Recovery (DR) plan.

Advanced Certificate (18 Credit Hours)

Required Course

SEC665	Cyber Security	4.5
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Elective Options - Students complete 3 courses from the list below.

CI6400	Information Systems for Strategic Advantage	4.5
CI6600	Computer Security	4.5
CI6605	Risk Assessment and Analysis	4.5
CI6610	Critical Infrastructure Control System Security	4.5
CI6615	Computer Forensics and Incident Handling	4.5
CI6620	Foundations of Security (Security+) (E)	4.5
CI6650	Advanced Security Practices and Risk Management (CISSP) (E)*	4.5

Certificate in Cybersecurity

This certificate is designed for the student who wants to be able to describe and understand cyberterrorism, cyberwarfare, and cybercrime. In this program, the student will identify the behaviors and motivations of cyber criminals while developing understandings about how to protect computer systems from the criminals. Students will learn the fundamentals of cyber law and the issues around those laws. And finally, this program will teach students how the Internet is used as both a weapon and a resource.

Outcomes:

Upon completion of this certificate, students will be able to do the following:

- Demonstrate the ability to employ various information sources and technology to research how the Internet can be used as a weapon.
- Analyze the social and economic impact of cybercrimes.
- Identify and discuss theories and threats that computers and the Internet provide to terrorists and criminals.
- Explain core components of cyber laws and their issues and their relationship to information security.
- Communicate final products about topics of computer intrusions defense in effective and appropriate language and formats.

Certificate (13.5 Credit Hours)

Required Courses

SEC360DC	Information Security	4.5
SEC665	Cyber Security	4.5
TCT617	Cyberterrorism, Cyberwarfare, Cybercrime	4.5

Mid-Level Certificate in Executive Protection

This mid-level certificate is designed to take the professional who already has some experience in the executive protection field to a level of competency expected by clients and employers. Building on the basics from the entry-level certificate and/or the student's current level of experience in this field, this certificate further explains the tools necessary to conduct successful protection operations, including intelligence techniques and crisis preparations germane to protection. Finally, it will give the student a better understanding of relationships and behaviors with clients and those around them.

Outcomes:

Upon completion of this certificate, students will be able to do the following:

- Research and define the critical elements of a Threat Assessment program.
- Describe the levels of dangerousness presented by protective intelligence subjects after proper assessment and investigation has been completed.
- Identify key personnel involved with creating an executable plan and analyze what constitutes an executable plan.
- Discuss the key factors involved in developing an ethical relationship with the person being protected and what legalities must be taken into consideration.
- Demonstrate, by written articulation, the understanding of Advanced Protective Intelligence.

Mid-Level Certificate (18 Credit Hours)

Required Courses

PRO595	Advanced Protection Operations	4.5
PRO596	Advanced Protective Intelligence	4.5
PRO690	Advanced Threat Assessment	4.5
SEC505	Advanced Strategies/Crisis Preparedness	4.5

Senior-Level Certificate in Executive Protection

This senior-level certificate is designed for the executive protection professional who wants to better understand the skills necessary to develop a more complete and thorough

protection package for their clients. The student will learn the value as well as the best techniques for developing information about specific areas or countries as well as get a better understanding of terrorism in today's world. Finally, the student will gain an understanding of the complexities and tasks associated with managing the consequences of terrorist incidents and natural disasters to be better prepared for their protection assignments.

Outcomes:

Upon completion of this certificate, students will be able to do the following:

- Research and evaluate the importance of the “mechanics” and subtleties of executive protection.
- Evaluate a strategic threat, issue or challenge specific to an area using advanced qualitative, quantitative and mixed methods analysis skills.
- Analyze successful attacks on principal incidents, identify vulnerabilities, and propose solutions that leadership might adopt to counter or avoid similar threat situations.
- Apply the principles, concepts and theories learned to a specific factual situation; evaluate and explain their relevance and significance to real world events.
- Describe and effectively communicate the goals of the National Response Framework (NRF) and demonstrate understanding and application of ICS, NIMS, CI and NRF concepts by applying them to natural and man-made disasters well as the protection of critical assets.

Senior-Level Certificate (18 Credit Hours)

Required Courses

INT584	Area Studies Analysis	4.5
PRO500	Advanced Executive Protection	4.5
PRO605	Advanced Consequence Management and Incident Command System	4.5
TCT596	Origins, Evolutions, and Trends in Terrorism	4.5

Advanced Certificate in Incident and Consequence Management

This multi-disciplinary certificate provides the students with the opportunity to explore leadership and management challenges when dealing with emergency situations. Additionally, they will receive instruction in Incident Command Systems at all levels and review the National Incident Management System to deal with disasters. Lastly, while the focus in Crisis Negotiation is on hostage situations, the skills learned in negotiation in a crisis could apply to any crisis.

Outcomes:

- Evaluate issues that help managers of critical incidents utilize basic critical incident intervention skills.
- Develop a basic strategy of critical incidents that a manager in the field would implement.
- Demonstrate understanding and application of Incident Command System (ICS) and examine the relationship between NIMS and ICS.
- Describe and articulate the principles of effective communications and how communications are interactive in all modes including electronic, face-to-face, and written.
- Demonstrate understanding and application of the goals, ethical standards, and techniques of crisis negotiations.

Advanced Certificate (13.5 Credit Hours)

Required Courses

CJ6250	Management of Critical Incidents	4.5
PRO605	Advanced Consequence Management and Incident Command System	4.5
SEC537	Crisis Negotiation	4.5

Advanced Certificate in Physical Security and Risk Assessment

This certificate is designed to give the professional in the security field or the student who is considering getting into the corporate, government or law enforcement security field, advanced skills in the assessment of potential workplace, building, and perimeter threats. Students taking this certificate will learn how to detect the behavior traits associated with workplace violence. And, most importantly, students will learn how develop effective plans for preventing and deterring threats in specific strategic security contexts.

Outcomes:

Upon completion of this certificate, students will be able to do the following:

- Research and define the critical elements of a threat assessment program.
- Examine the aspects of the threat assessment as they relate to the work places and to schools.
- Articulate the importance of addressing the root causes of stalking, workplace violence, and other threats to society.
- Explain the fundamentals of industrial security.
- Develop assessments and plans for specific security contexts and be able to present them in well-written, effective documents and discussions or in well-developed presentations.

Certificate (13.5 Credit Hours)**Required Courses**

PRO520	Stalking and Workplace Violence	4.5
PRO521	Building and Perimeter Security	4.5
PRO690	Advanced Threat Assessment	4.5

Certificate in Homeland Security

This certificate is designed to give the professional in the security field or the student who is considering getting into the corporate, government or law enforcement security field, knowledge of crisis preparedness and consequence management in the context of homeland security. Students taking this certificate will learn the functions and goals of national response systems, and they will apply what they learn to actual events, including the use of weapons of mass destruction. And, most importantly, students will practice writing the relevant reports expected in such contexts.

Outcomes:

Upon completion of this certificate, students will be able to do the following:

- Research and define crisis preparedness.
- Discuss and analyze key concepts and issues integral to the WMD terrorist threat including terrorist capabilities and motivations.
- Articulate an understanding and application of ICS, NIMS, NRF concepts by applying to natural and man-made disasters.
- Demonstrate understanding and application of National Incident Management System (NIMS) and the Incident Command System (ICS).
- Prepare well-written reports and presentations for higher levels about WMD terrorism and emergency management plans.
- Prepare well-written reports for higher levels about WMD terrorism.

Certificate (13.5 Credit Hours)**Required Courses**

PRO605	Advanced Consequence Management and Incident Command System	4.5
SEC505	Advanced Strategies / Crisis Preparedness	4.5
TCT517	WMD Terrorism	4.5

Advanced Certificate in Security Management

This certificate is designed to give the professional in the security field or the student who is considering getting into the corporate, government or law enforcement security

field, advanced knowledge of crisis preparedness and consequence management and the national systems that support the nation's ability to respond to crisis. Students will learn the functions and goals of national response systems as they apply the functions to natural and man-made disasters. Additionally, students taking this certificate will learn the principles of crime scene management.

Outcomes:

Upon completion of this certificate, students will be able to do the following:

- Demonstrate the ability to successfully write a sound executable emergency management plan.
- Demonstrate understanding and application of National Incident Management System (NIMS) and the Incident Command System (ICS).
- Describe the goals of the National Response Framework (NRF).
- Demonstrate understanding and application of ICS, NIMS, NRF concepts by applying to natural and man-made disasters.
- Research and utilize concepts in physical evidence examinations and crime scene processing.
- Demonstrate principles related to crime scene searches, scene photography, scene sketches and note taking.
- Define crisis preparedness.

Certificate (13.5 Credit Hours)**Required Courses**

PRO605	Advanced Consequence Management and Incident Command System	4.5
PRO690	Advanced Threat Assessment	4.5
SEC505	Advanced Strategies / Crisis Preparedness	4.5

Certificate in Strategic Security Management

This certificate is designed to give the professional in the security field or the student who is considering getting into the corporate, government or law enforcement security field, a comprehensive understanding of the leadership and management of the security organization. Students will learn the nuances of strategic level leadership positions along with best practices in leadership and management. Students taking this certificate will practice the literacy skills needed in leadership positions. And, equally important, students will learn how to evaluate and write intelligence briefings and how to create effective intelligence-related presentations.

Outcomes:

Upon completion of this certificate, students will be able to do the following:

- Distinguish among the fundamental research domains of knowledge (critical thinking, open-minded inquiry, conceptual thinking, and inferences vs. assumptions) and how they apply to the field of strategic security.
- Compare strategies and pitfalls for evaluating the reliability, credibility, and validity of information.
- Understand and evaluate the characteristics of effective presentations with respect to strategic and intelligence-related material.
- Analyze and assess strategic level leadership positions and current organizational and systemic programs within the national security structure.
- Interpret a "common leadership vision" and demonstrate effective communication within the context of strategic security leadership to stakeholders at all levels.
- Read and evaluate finished intelligence briefings for their formative characteristics and summative value.
- Evaluate organizational theory methodologies and systems to analyze the national security structure.

Certificate (13.5 Credit Hours)**Required Courses**

DSS720DC	Strategic Security Information Literacy	4.5
DSS750DC	Briefings, De-briefings and Presentations	4.5
DSS760DC	Advanced Leadership and Management	4.5

Terrorism and Counterterrorism**Mid-Level Certificate in Counterterrorism**

This mid-level certificate is designed for the professional who already has some experience in the counterterrorism field or the student who has taken the entry level certificate to further understand the strategies and tactics terrorist groups employ to achieve their aims as well as the role of the international community in defining terrorism, controlling the supply of money and weapons and developing and implementing an active international counterterrorism policy. Students will learn about the diversity of identities and motivations credited with sponsoring or conducting terrorism. Students will discuss current issues surrounding reliability of CT information and dissemination thresholds, and analytical implications of alleged detainee abuse and disinformation campaigns by

insurgents. And finally, students in this program will acquire the tools necessary to identify and evaluate the variety of structures of terrorist organizations, from strict hierarchy to diffuse networks, as well as the implications of structure and internal dynamics on terrorist actions and capabilities.

Outcomes:

Upon completion of this certificate, students will be able to do the following:

- Research and define terrorism and its genesis, stages, and characteristic features.
- Distinguish the different types of terrorist motivations including left-wing, right-wing, ethno-nationalist, and religious.
- Assess and explain the threat from specific types of terrorism including state-sponsored, suicide, and CBRN using analytical tools common in counterterrorism analysis.
- Analyze the workings of a domestic (United States) terrorist group in order to classify and distinguish the different dynamics at work in these types of groups.
- Identify and explain in well-developed presentations or well-written documents to stakeholders the psychology, motivation, and behavioral traits that distinguish a terrorist group.

Mid-Level Certificate (18 Credit Hours)**Required Courses**

TCT525	Advanced Counterterrorism Analysis	4.5
TCT571	Secret Societies	4.5
TCT595	Advanced Counterterrorism Operations	4.5
TCT596	Origins, Evolutions, and Trends in Terrorism	4.5

Senior-Level Certificate in Counterterrorism

This senior-level certificate is designed for the intelligence analyst professional who wants to learn to identify known terrorist's organizations, their perceived structure, goals and degree of operational capacity. It will familiarize the students with critical issues being debated about the WMD terrorist threat and place that threat into broader political and strategic context. The course will also discuss various measures for coping with (preventing or responding to) terrorist attacks using WMD. And finally, students will be able to explain and discuss the history, philosophy, political and theological tenets across the modern Islamist movement, with special focus on those segments who have embraced violence.

Outcomes:

Upon completion of this certificate, students will be able to do the following:

- Research, discuss and analyze key concepts and issues integral to the WMD terrorist threat including terrorist capabilities and motivations.
- Classify various psychological traits and ideologies into current accepted terrorist classifications illustrating their comprehension of this subject.
- Synthesize a plan of action either locally, statewide or nationally to increase security against a known or perceived terrorist threat.
- Provide recommendations on ways of addressing WMD, religious extremist, or domestic terrorism.
- Communicate to key stakeholders the relevance of case studies in WMD terrorism and counterterrorism using effective presentations or written documents.

Senior-Level Certificate (18 Credit Hours)**Required Courses**

TCT517	WMD Terrorism	4.5
TCT600	Advanced Counterterrorism	4.5
TCT620	Advanced Domestic Terrorism	4.5
TCT640	Advanced Islamism and Terrorism	4.5

Advanced Certificate in Cybercrime/Terrorism and Network Security

This advanced multi-disciplinary certificate focuses on ways that computers can be used by terrorists and criminals and combines this with various network security courses. Students may tailor the certificate's academic focus by pairing any three courses. This may be repeated to receive additional certificates by pairing three different courses.

Outcomes:

The learning outcomes will vary depending on the courses chosen but would include

- Demonstrate the ability to employ various information sources and technology to research how the Internet can be used as a weapon.
- Identify and discuss theories and threats that computers and the Internet provide to terrorists and criminals.

The learning outcomes could also include

- Outline the role of information systems, strategic advantage, ethics and privacy issues in information systems.

- Appraise common threats to and attacks against organization assets.
- Prepare for a security vulnerability assessment.
- Assess the strengths and weaknesses of the National Infrastructure Protection Plan (NIPP) in relation to critical infrastructure threats.
- Prepare for evidence submission while adhering to reasonable practices of Handling, Chain of custody, Collection, Identification, Transportation, Storage, and Documentation of the investigation.
- Create a security policy to promote secure cyber activities in an organization.
- Create a defense in depth security to protect network assets.
- Create a secure enterprise network for an organization.
- Develop a Business Continuity (BC) and Disaster Recovery (DR) plan.

Advanced Certificate (18 Credit Hours)**Required Course**

TCT617	Cyberterrorism, Cyberwarfare, Cybercrime	4.5
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Elective Options - Students complete 3 courses from the list below.

CI6400	Information Systems for Strategic Advantage	4.5
CI6600	Computer Security	4.5
CI6605	Risk Assessment and Analysis	4.5
CI6610	Critical Infrastructure Control System Security	4.5
CI6615	Computer Forensics and Incident Handling	4.5
CI6620	Foundations of Security (Security+) (E)	4.5
CI6650	Advanced Security Practices and Risk Management (CISSP) (E)*	4.5

Certificate in Intelligence and Terrorism Profiling

This certificate is designed for the student who wants to be able to describe and explain terrorism and terrorism dynamics in order to provide better counterterrorism techniques and prevention strategies. This certificate will explore and assess various characteristics, some of them mental that may explain this behavior as well as delve into de-humanization factors that affect these individuals. This program will also address behavior and verbal signs the student can learn to assist in predicting dangerousness. Students taking this certificate will be able to explain and discuss the nature of charismatic leadership. Students will acquire the tools necessary to identify and evaluate the variety of structures of terrorist organizations, from strict

hierarchy to diffuse networks, as well as the implications of structure and internal dynamics on terrorist actions and capabilities. And finally, this program teaches how vetting is conducted, and how the reliability of a source is established, quantified, reported, and verified.

Outcomes:

Upon completion of this certificate, students will be able to do the following:

- Research the various behaviors inherent to terrorist groups and . psychological and sociological characteristics of terrorists.
- Evaluate the triggering mechanisms that can incite a cultic community to turn to violence using conceptual reasoning.
- Analyze the workings of a domestic (United States) terrorist group in order to classify and distinguish the different dynamics at work in these types of groups.
- Apply the analytical tools used most often in counter-terrorism analysis and make recommendations on mitigation strategies.
- Practice and employ effective techniques in writing about and communicating issues relating to secret societies in strategic security.

Certificate (18 Credit Hours)

Required Courses

TCT525	Advanced Counterterrorism Analysis	4.5
TCT570	Cults and Charismatic Leaders	4.5
TCT571	Secret Societies	4.5
TCT576	Analyzing the Terrorist Mind	4.5

SUSPENDED PROGRAMS

MBA Emphasis Areas

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

Accounting Emphasis

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

AC6250	Forensic Accounting and Fraud Examination	4.5
AC6260	Accounting Ethics	4.5
AC6270	Accounting Information Systems and Computer Related Fraud	4.5

AC6280	Auditing and Information Assurance	4.5
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Human Resource Management Emphasis

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

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

Information Technology Management Emphasis

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

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

International Business Emphasis

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

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

Management Emphasis

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

must complete three electives coded LA6XXX or MT6XXX.

MM Emphasis Areas

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

Criminal Justice Management Emphasis

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

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

CI6100: in place of the LA core course

E-Marketing Emphasis

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

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

Health Care Administration Emphasis

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

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

Higher Education Emphasis

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

Two Standard MM Core Courses:

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

Higher Education Core Courses

HE6105	History and Emerging Issues of American Higher Education	4.5
HE6255	Contemporary College Student Retention and Learner Services	4.5

HE6800	Higher Education Analytics	4.5
LA6205	Legal and Regulatory Environment for Higher Education	4.5
MT6655	Strategy and Policy in Higher Education	4.5

Three Higher Education Electives

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

Human Resource Management Emphasis

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

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

Information Technology Management Emphasis

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

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

Executive Master of Business

Administration (New students are no longer being accepted into this program)

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

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

A contemporary, practical-focused curriculum will enhance global business acumen, decision-making analytical skills, leadership ability and communication

skills across cultures, and global perspective in an increasingly complex, interlinked and volatile international business and financial environment.

EMBA Program Requirements

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

EMBA Program Learning Outcomes

Graduates of the EMBA program will:

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

EMBA Courses

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

School of Nursing

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

Mission Statement

The School of Nursing (SON), as an integral part of National American University (NAU), is in concert with its mission, core values and purposes. Consistent with the

overall university mission, the SON mission is to prepare competent nursing graduates by providing a caring, diverse, and student-centered environment that fosters critical thinking and enhances holistic health care across the life span. The nursing programs offer career mobility through an articulated ladder approach to nursing education.

Vision

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

Core Values

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

Goals and Purposes

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

School of Nursing Philosophy

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

constructs derived from Benner's Novice to Expert and Leininger's Transcultural Nursing theories:

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

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

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

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

1. **Clinical Judgment:** qualitative distinction, evolves over time, integrative/dynamic; Benner (1984, 2000, 2001). The SON and faculty believe Benner's tenet that clinical judgment is based on recognition of dynamic patient/family/community transitions across time in response to conditions and associated treatment. The nurse's clinical judgment evolves over time as the nurse gains experience and furthers education in the profession.
2. **Holistic Health/Illness/Death;** Leininger (1991, 2002, 2006). The SON and faculty believe nursing education should embrace the care of clients as addressed within all stages of health from wellness to death. Within the art of healing and comforting, utilization of a holistic perspective should support and enhance human dignity. This holistic perspective views cultural insight as a pivotal factor that directs and shapes well-being within an individual, the family, and the community as a whole. The SON uses the tenets of Benner (1984, 2000, 2001) and Leininger (1991, 2000, 2006) to form the eclectic conceptual framework. Specifically, Benner's

work on Novice to Expert (1984) provides a framework for the SON. The SON programs are built upon various student levels of education and experience and designed to enhance career mobility. Concepts of care and culture based on Leininger are threaded throughout the curricula. The constructs: experiential learning, caring, clinical judgment, and holistic health/illness/death provide horizontal threads that serve as broad categories under which a variety of content can be addressed. They are not considered mutually exclusive. It is recognized that the rapid evolution of nursing science, practice, and education demands ongoing reexamination of categories and concepts.

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

Nursing Practice and Nursing Education

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

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

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

The NAU Bachelor of Science in Nursing (BSN) curriculum was designed to provide a broad base of principles from science and liberal arts including additional specialized courses in leadership, healthcare delivery systems, community and public health nursing, health promotion, nursing research, and evidence-based practice. To ensure the program quality and integrity, the BSN program follows the standards set out in the American Association of Colleges of Nursing (AACN) Essentials of Baccalaureate Education for Professional Nursing Practice (American Association of Colleges of Nursing, 2008). The baccalaureate graduate enters the nursing profession as a nurse generalist with a strong foundation for developing specialized clinical practice and other advanced practice roles. The BSN graduates are prepared to function

effectively in ambiguous, unpredictable, and complex environments; demonstrate critical thinking and flexibility; translate, integrate, and apply knowledge to enhance patient care quality and safety. The program graduates possess the skills and credentials necessary to pursue graduate education.

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

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

Organizing Structure of NAU SON



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Master of Science in Nursing (New students are no longer being accepted into this program)

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

MSN Curriculum Description

MSN Student Learning Outcomes (SLOs)

The Master of Science in Nursing (MSN) student learning outcomes (SLOs) guide and inform the MSN graduate curriculum. These competencies are designed to identify a nurse who is able to effectively perform the duties of an advanced nurse. Graduates of this program have met these outcomes and will be equipped to be leaders. The SLOs are:

1. Analyze social, ethical and legal issues that impact the delivery of domestic and global healthcare.
2. Integrate theory, research, and practice using critical thinking and effective problem solving for the advancement of the nursing profession.
3. Utilize current/emerging technologies and communicative methodologies to build collaborative

relationships to promote evidence-based practice and improved healthcare outcomes.

4. Synthesize principles and theories from one’s specialty area of practice (administration, care coordination, education, informatics, or advanced practice) to participate in future advances in healthcare initiatives.
5. Model professional, scholarly, and leadership behaviors of one’s specialty area of practice (administration, care coordination, education, informatics, or advanced practice) that foster clinical reasoning and lifelong learning.

Overview

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

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

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

MSN Courses

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

Core Courses

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

The core courses include:

NS6115	Leadership in Health Care: A Collaborative Approach to Theory/Ethics/Health Policy	A	4.5
NS6125	Facilitating Health I: Health		4.5

NS6135	Assessment/Pathophysiology Facilitating Health II: Advanced Pharmacology		4.5
NS6160	Technology Utilization in Advanced Nursing Roles		4.5

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

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

MSN Nurse Practitioner

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

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

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

Curriculum

As a single population-focused program, the A-GNP curriculum includes four core courses, three emphasis courses, and four applied practicum courses. As a dual-

track program, the FNP curriculum includes the courses noted above plus one additional emphasis course (for a total of four) and one additional applied practicum course (for a total of five).

Core Courses

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

The A-GNP and FNP core courses include:

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

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

Advanced Practice Emphasis Courses

Adult-Gerontological Nurse Practitioner (A-GNP)

The A-GNP emphasis courses include:

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

Family Nurse Practitioner

The FNP emphasis courses include:

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

Pediatric Clients

Advanced Practice Applied Practicum Courses

Adult-Gerontological Nurse Practitioner (A-GNP)

The A-GNP applied practicum courses include:

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

Family Nurse Practitioner

The FNP applied practicum courses include:

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

MSN Emphasis Areas - Nursing

Administration, Care Coordination, Education, and Nursing Informatics

Nursing Administration

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

These courses include:

NS6231	Concepts and Theory of Nursing Administration	4.5
NS6232	Specialty in Practice – Nursing Administration	4.5
NS6233	Resource Design and Utilization – Nursing Administration	4.5
NS6234	Outcomes Evaluation – Nursing Administration	4.5

Care Coordination

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

These courses include:

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

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

Education

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

These courses include:

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

Nursing Informatics

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

The Nursing Informatics specialty courses include:

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

Applied Capstone

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

COURSE DESCRIPTIONS

AC - ACCOUNTING

AC6250 - Forensic Accounting and Fraud Examination (4.5)

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

Prerequisite: MT6255 and FN6200 or equivalent.

AC6260 - Accounting Ethics (4.5)

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

Prerequisite: MT6255 and FN6200 or equivalent.

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

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

Prerequisite: MT6255 and FN6200 or equivalent.

AC6280 - Auditing and Information Assurance (4.5)

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

Prerequisite: AC6550.

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

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

AC6300 - Taxation (4.5)

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

AC6550 - Managerial Accounting (4.5)

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

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

AC7150 - Financial Statement Analysis & Business Forecasting (4.5)

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

AC7152 - Financial Accounting (4.5)

This course introduces the basic principles of financial accounting. A focus is placed on the reporting, interpretation, and communication of accounting information. Students will learn to analyze this accounting

information, and then apply the analysis in a decision-making context.

AM-AVIATION MANAGEMENT

AM6010 - Aviation and Airport Security (4.5)

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

Prerequisite: MT6255.

CI - INFORMATION TECHNOLOGY

CI6400 - Information Systems for Strategic Advantage (4.5)

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

Prerequisite: MT6255.

CI6600 - Computer Security (4.5)

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

Prerequisite: MT6255.

CI6605 - Risk Assessment and Analysis (4.5)

This course presents an overview of the various methodologies that may be used in assessing and managing security risks to achieve information protection in contemporary highly networked enterprises. This course will explore both technology and management issues related to Computer Security Risk Assessment and

Management to protect information assets. Specific technologies and techniques used by security managers to protect sensitive, private information are discussed and explored. Countermeasures and safeguards to mitigate risks will be discussed in defense-in-depth.

Prerequisite: MT6255 and CI6600.

CI6610 - Critical Infrastructure Control System Security (4.5)

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

Prerequisite: MT6255, CI6600 and CI6605.

CI6615 - Computer Forensics and Incident Handling (4.5)

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

Prerequisite: MT6255, CI6600 and CI6605.

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

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

Prerequisite: MT6255, CI6600 and CI6605.

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

This course provides advanced security topics for security professionals. The student will explore various access control mechanisms to protect assets in an enterprise

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

Prerequisite: MT6255, CI6600 and CI6605.

CJ - CRIMINAL JUSTICE

CJ6100 - Law and Public Policy (4.5)

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

Prerequisite: MT6255.

CJ6200 - Management Topics in Criminal Justice (4.5)

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

Prerequisite: MT6255.

CJ6250 - Management of Critical Incidents (4.5)

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

Prerequisite: MT6255.

CJ6300 - Criminal Justice Planning and Innovation (4.5)

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

Prerequisite: MT6255.

DSS - DOCTOR OF STRATEGIC SECURITY

DSS700DC - Advanced Strategic Security Analysis and Critique (4.5)

This course is designed to introduce various advanced analytical social science methods and theories applicable to the human intelligence field. It challenges the student to critique analyses by well-known scholars. A number of classic studies will be examined in detail with the intent of assisting the student in understanding the strengths and weaknesses of analytical methods used.

DSS710DC - Advanced Counterterrorism Research Methods (4.5)

This course provides a survey of the literature on terrorism and counterterrorism and develops the students' ability to judge the value of written materials from books, journal articles, and official documents. It develops analytical and evaluation skills at different levels of abstraction as well as challenging the student to develop an expansive annotated bibliography on the topic.

Prerequisite: DSS700DC. Corequisite: DSS700DC.

DSS720DC - Strategic Security Information Literacy (4.5)

This course provides instruction in the acquisition of accurate, relevant, and timely information. This course will equip the student to find, categorize, evaluate, and synthesize the kinds of information germane to strategic security, and to test information sources' reliability, credibility, and validity. Upon completion of the course, students will be able to use and manage standard open information sources, and implement sound strategies for dealing with information needs created by dynamic and rapidly evolving security situations.

Prerequisite: DSS710DC.

DSS730DC - Applied Research Methodology (4.5)

This course is an introduction to applied research methods for conducting doctoral-level inquiry, with emphasis on methods for studying mass movements and social networks. It covers general qualitative and quantitative frameworks for research design, data collection, analysis, quality control, verification, and data presentation. The course focuses on classic research traditions such as biography, phenomenology, grounded theory, ethnography, and case study. In addition, it provides methodological frameworks for survey research, mathematical modeling, and social networks analysis.

Prerequisite: DSS720DC.

DSS750DC - Briefings, De-briefings and Presentations (4.5)

High-level strategic security requires particularly refined communications skills. This course covers advanced techniques of communication, with emphasis on skills germane to the strategic security environment. A major premise of this course is that effective written, visual, and oral communication requires an ability to read and evaluate written, visual, and oral communication. Students will study and apply principles of effective communication as used in preparing and conducting effective briefings. They will acquire and apply expertise in the technical and visual aspects of effective presentations. Students will also learn how to handle briefings and presentations for politically, intellectually, and culturally diverse audiences; how to work with an interpreter; and how to handle biased, indifferent, or hostile listeners. Finally, the course will outline effective methods for managing conflicting opinions and resolving differences while maintaining an open intellectual atmosphere.

DSS760DC - Advanced Leadership and Management (4.5)

This course is designed to give students an advanced understanding of strategic management concepts, research, and theories as applied in a strategic security environment. Students completing this course will be able to identify central issues/problems in these cases and present well-supported recommendations for future actions in support of organizational objectives. They will be able to coordinate and manage projects drawing upon a wide range of agency and disciplinary cultures and outlooks, while providing senior decision- and policy- makers with objective, timely information as well as sound recommendations and options. Students will develop strategies to keep teams highly motivated, and enhance leadership skills through interpersonal communication and time management.

EC - ECONOMICS

EC6100 - Economic Analysis (4.5)

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

Prerequisite: MT6255.

EC6150 - Managerial Economics (4.5)

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

Prerequisite: MT6255 and EC6100 or equivalent.

EC7550 - Economics of Business (4.5)

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

FN - FINANCE

FN6200 - Accounting and Finance for Managers (4.5)

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

Prerequisite: MT6255.

FN6350 - Financial Management (4.5)

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

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

FN7401 - Global Finance (4.5)

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

FRP - FINAL RESEARCH PROJECT**FRP697 - Master's Capstone Portfolio (4.5)**

This course will guide the students through the process of writing a master's electronic portfolio. Emphasis will be placed on sound academic writing habits, avoidance of logical errors and inflated imprecise prose, proper attribution and correct use of information sources, and solid editing practices. This course, involves drafting, submitting, and revising the electronic portfolio for review by outside experts. The course further addresses the process of submitting papers for publication, defending conclusions, and preparing the final form of the graduate portfolio.

Prerequisite: RES500.

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

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

Prerequisite: MT6255.

HA6510 - Global Issues in Health Care (4.5)

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

Prerequisite: MT6255.

HA6520 - Health Care Administration and Policy Seminar (4.5)

This course establishes a conceptual framework for understanding the interconnections between health care administration and health care policy. This understanding

is critical to the success of senior managers in our nation's health industry.

Prerequisite: MT6255.

HA6530 - Healthcare Performance Standards (4.5)

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

HE - HIGHER EDUCATION**HE6100 - History of American Higher Education (4.5)**

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

Prerequisite: MT6255.

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

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

HE6200 - Management Topics in Higher Education (4.5)

This course will provide the student with a fundamental understanding of management topics in higher education. Topics examined will include the management and understanding of various offices and functions on campus such as financial aid, registrar's office, student accounts, athletics, student affairs, admissions and academic affairs. Leadership and managing proprietary higher education topics will also be examined.

HE6250 - Student Retention and Learner Services (4.5)

This course will focus on techniques utilized in student retention. It will examine procedures and programs in traditional and for-profit institutions, paying particular attention to retention methods for for-profit institutions and the online student. Students will research current retention programs. Case studies will be used to increase the knowledge base. Topics will include student types and their varying needs, the differences between persistence

and retention, risk factors that impact retention, and planning to improve retention.

Prerequisite: MT6255.

HE6255 - Contemporary College Student Retention and Learner Services (4.5)

This course will focus on best practices utilized in student retention and learner services. Students will examine programs, processes, and intervention for student services paying particular attention to retention methods for traditionally disenfranchised students and online students. Topics will include student types and their varying needs, differences between persistence and retention, risk factors that impact retention, utilization of data to understand retention and planning to improve retention.

HE6300 - Curriculum Design, Development, and Assessment (4.5)

This course is designed to introduce students to the methods and skills necessary for instructional planning as it relates to designing courses, curriculum, and degree programs. Students will also investigate assessment techniques and criteria, writing assessment documents and fulfilling assessment and regulatory criteria.

Prerequisite: MT6255.

HE6301 - Foundations of Teaching and Learning (4.5)

This course provides a strong foundation of understanding and practice in research based teach strategies. Students explore established literature on adult learning theory and andragogy. The course incorporated how to create an effective learning environment with a diverse population of students utilizing communication, student engagement, and classroom management strategies. Students will develop a personal philosophy of teaching.

HE6302 - Foundations of Campus Operations (4.5)

This course is designed for students to learn about the all the aspects of campus operations as it relates to different types of higher education entities. The course will expose students to facility operations, staffing, compliance, developing a business acumen, communicating for results and managing workload. The CHEPS certification is a requirement to successfully complete the course.

HE6303 - Foundations of Enrollment Management (4.5)

This course is designed for students to learn the critical aspects of marketing, admissions and student retention. The course will expose students to communication essentials which impact recruitment and retention; techniques for different modes of communication; essential to connecting with the student; ethical enrollment processes; best practices in presenting the value of your

Institution; developing an effective marketing and advertising plan; and building brand for the institution. CHEPS certification is a requirement of the course.

HE6304 - Foundations of Career Services (4.5)

This course is designed to prepare the students to have a full operational understanding of career services; implementation and measurement of the effectiveness of the services; and key components to drive success of career services. Key topics will include establishing an effective career services department; serving students who are in a protected class or with some type of extenuating circumstances; implementing a social media and digital strategies; knowing how to develop a strong job listing for students; and teaching students how to find and secure a job. The CHEPS certification is a requirement for the course.

HE6305 - Curriculum Design, Development and Assessment of Student Learning (4.5)

This course is designed to introduce students to the methods and skills necessary to design courses, curriculum, and degree programs. Needs assessments, internal organizational infrastructures, institutional mission, faculty roles, academic administration, and external constituency influences will be discussed. Students will learn how to incorporate technology into the curriculum. Students will investigate multiple cognitive and competency assessment techniques and criteria, writing assessment documents and fulfilling assessment and regulatory criteria.

HE6800 - Higher Education Analytics (4.5)

Students will learn how to present, analyze, and interpret institutional data; and, communicate about and apply data for decision making at the institutional, program, and course levels. They will be asked to identify barriers to institutional effectiveness, student learning, equity, success, completion and assess the institutional culture for fostering a culture of evidence and inquiry. Students will learn about the use of data for strategic planning, policy development, and resource allocation.

HE7000 - Practicum (4.5)

The practicum is a critical aspect of the master's program experience. It offers an opportunity for students to spend time in a higher education office or classroom to examine a significant problem, with structured and supervised deliverables. Students will work in collaboration with the faculty to develop plans for the learning outcomes for the practicum which will culminate in a comprehensive project.

INT - INTELLIGENCE

INT511 - Advanced Analytical Methods (4.5)

Advanced forms of analysis require the analyst to adroitly handle information from a variety of sources and disciplines, weighing each according to its inherent strengths and weaknesses. Analysts must also know how to generate alternate scenarios for analytical and preparation purposes. Advanced analysis is the distillation of the intelligence product into information that can prepare leaders and policy makers for otherwise unexpected contingencies. This course teaches the finer points of advanced analysis, including how to present briefings geared to the context of the intelligence customer.

INT521 - Advanced Intelligence Collection (4.5)

This course teaches all-source intelligence collection methodologies as they relate to satisfying national intelligence requirements. It explores in depth the major sources of finished intelligence and the methods for collecting that information. It examines the need for a collection priorities framework; the concept of an integrated collection strategy; and some of the more sophisticated techniques for collecting, processing and exploiting intelligence information. It discusses the value of synergy in collection and how synergy among collection assets is achieved. Students will learn operational tradecraft employed for each intelligence discipline, as well as how each discipline enables the others.

INT535 - Cover (4.5)

This course defines "Cover" as it is used in the arena of clandestine activity. It explores the different types of cover and their relative strengths and weaknesses. The course examines Cover for Action, Cover for Status, Official Cover, and Non-official Cover (including proprietary and front companies). The course will discuss use of aliases during operations, and problems that may be encountered with aliases. Students will examine the federal law and limits in protecting cover, as well as cover used in actual espionage cases.

INT550 - Advanced Open Source Intelligence (4.5)

This course is an advanced open source intelligence research course. The student will demonstrate the ability to use advanced OSINT research methods, including but not limited to grey literature, elicitation, foreign language documents, and satellite imagery to develop and produce a research paper based on a current United States National Security issue.

INT551 - Double Agents, Denial and Deception (4.5)

This course defines double agents and illustrates their importance in counterintelligence operations. It examines

historically significant double agent cases and deception operations, as well as, the underlying precepts and principles for deceptions to be effective. The course examines strategic Denial and Deception (D & D) as used by various countries. The student will participate in an interactive exercise to apply deception concepts and principles to a real world problem. Prerequisite: INT535.

INT552 - Counterespionage (4.5)

Counterespionage is that aspect of counterintelligence designed to detect, destroy, neutralize, exploit, or prevent espionage activities through identification, penetration, manipulation, deception, and repression of individuals, groups, or organizations conducting or suspected of conducting espionage activities. In recent US history a number of infamous spies have been uncovered through one method or another. The military, FBI, and CIA have all been affected. This course will look at counterespionage organizations and the spies that have been exposed.

INT560 - Strategic Intelligence (4.5)

This course provides an examination of how the president of the United States and national policymakers use strategic intelligence in foreign policy. Upon completion of this course students will be able to describe and explain of the role strategic intelligence plays in United States foreign policy from both a historical and contemporary perspective.

INT570 - All Source Intelligence (4.5)

To provide the current and thorough Intelligence Analysis required today by senior policy makers, military leadership, and corporate America, all-source analysts utilize HUMINT, IMINT, SIGINT, GEOINT, MASINT, and OSINT. Professional analysts also use a variety of linking, modeling and data manipulation or artificial intelligence software packages. In this course, we will look at several means of collecting and analyzing multi-discipline information, but remain focused on the need and ability to synthesize all of this data, however into objective and cohesive all source products.

INT575 - Intelligence Policy and Reform (4.5)

This course examines and surveys United States intelligence policy and reform efforts, including the most recent intelligence reform proposals. In a world that has become increasingly aware of potential terrorist threats, the United States' activities and policies in the Intelligence Community (IC) have become considerably more open to the public and presumably have undergone major changes.

INT580 - Leadership and Political Analysis (4.5)

Leadership analysis consists of examining leaders' personal and professional lives to identify their ability to

address the problems and challenges of the leadership position. Some leaders just manage their jobs, while others truly lead. This course teaches the craft of analyzing leaders; how to review available biographical information in an effort to discern the leader's personality traits and skills, and analyzing available information on the leader's professional record in dealing with a variety of issues.

INT584 - Area Studies Analysis (4.5)

This course presents the primary role of the political analyst and the tools used in analysis. Students will conduct research on intelligence related political issues and learn how to weigh a variety of factors influencing how a political situation is likely to develop. The student also considers how the analyst evaluates information and determines probabilities for various situations. Finally, the student investigates how to handle low-probability, high-impact situations from an analytical standpoint.

INT595 - Advanced Intelligence Operations (4.5)

This course is designed to familiarize graduate students from diverse backgrounds with the principles, practices, and vernacular of intelligence operations in the U.S. government. Students will study the history and current make up of the U.S. Intelligence Community (IC). The course defines and distinguishes positive or foreign intelligence collection operations from paramilitary or covert operations and counterintelligence operations.

INT600 - Intelligence Team Management (4.5)

This course presents human resource management issues that can be encountered in an operational intelligence team. Students will learn how to maintain group productivity and cohesion by examining many different approaches, situations, and examples. Students will also demonstrate knowledge of management principles that are particularly appropriate for intelligence organizations and workforces.

INT609 - Case Studies in Covert Operations (4.5)

This course is a graduate-level seminar in which students study and evaluate various declassified covert operations in light of their goals, planning, execution, success or failure, and fallout that may have resulted. Students will use these case studies to gain a deeper understanding of how to plan, run, and terminate covert operations for maximum benefit and minimal negative fallout while maintaining the necessary degree of deniability.

INT680 - Operational Concepts and Planning (Targeting) (4.5)

Intelligence target packages are centralized collections of research that provide information and analysis to support the monitoring, the acquisition, and/or the neutralization of a threat. This course will teach students how to prepare

target packages on personnel and inanimate targets for use in military, national, and competitive intelligence sectors, to evaluate target packages to predict future threat activities, and to provide cogent recommendations to decision makers based on target packages.

LA - LAW

LA6100 - Legal Environment for Global Organizations (4.5)

This course is designed to introduce students to the complexities of the legal environment for organizations doing business globally. Students will consider the law as it applies throughout the United States and in other countries. In addition, students will study international legal issues and legal and ethical decision-making across cultures.

Prerequisite: MT6255.

LA6200 - Legal and Regulatory Environment for Higher Education (4.5)

This course explores the legal and regulatory environment as it relates to higher education with particular attention to for-profit higher education. Research in regards to particular cases will be addressed and discussed. Other topics examined will be the various types of accreditation, writing effective accreditation reports, regulatory visits, reporting agencies, copyright and fair use, the Higher Education Act, and legal issues as they relate to the daily operation of a higher education institution. This class is required in the MM Higher Education program.

Prerequisite: MT6255.

LA6205 - Legal and Regulatory Environment for Higher Education (4.5)

This course explores the ethical and legal issues as they relate to higher education. Faculty rights, roles and responsibilities will be covered. Cases around student issues such as plagiarism, misconduct, and mental health will be explored. Other topics examined will be the various types of accreditation, regulatory statutes, social media, technology, copyright and fair use, the Higher Education Act, and legal issues as they relate to the daily functioning of teaching, course development, and the learning environment.

LA6570 - Human Resource Law (4.5)

This course prepares the Human Resource professional to recognize and anticipate issues within the legal and institutional framework which governs the employer/employee relationship. Students will learn about human resource practices associated with each stage of the employment process-- from hiring, to managing, to firing-- and emphasize the application of legal concepts to future

business situations. Students will develop critical thinking and legal reasoning skills, enabling them to identify the appropriate time to consult with an attorney. Other topics include: class action lawsuits, use of independent contractors, sexual harassment, and the use of credit histories and criminal background checks during the hiring process.

LA7100 - Legal Environment of Business (4.5)

This course provides students with an overview of the legal environment of business with emphasis on bridging the gap between understanding legal doctrines that impact corporate environment and how corporate managers use legal insight to manage risk.

MA - MATHEMATICS

MA6100 - Statistics (4.5)

This focus of statistical methods includes the theory and application of commonly used statistical methods and models. Students will explore the methods used for the analysis of a variety of data and basic statistical concepts. Descriptive statistics are used to summarize data, and then basic concepts of probability are explored as are sampling and statistical inference. Simple linear regression analysis/relationships variables models are introduced. Coursework is approached from an applied perspective using case studies and other examples.

Prerequisite: MT6255.

MA6600 - Quantitative Methods for Management Decisions (4.5)

This course explores the use of applied quantitative tools for managerial decision-making. These tools include Bayesian decision theory, programming algorithms and special deterministic models, such as queuing models. Students will utilize computer applications to analyze data and to assist in the decision-making process.

Prerequisite: MT6255 and MA6100 or equivalent.

MA7660 - Statistics for Executives (4.5)

This course is designed to help students develop analytical skills in deriving significant information from complex data. The course provides students with a background in the statistical methods that assist in the analysis of data for making critical business decisions. Topics include descriptive statistics and reporting, dynamic dashboards, hypothesis testing, data trending, linear and logistic regressions, time series modeling, decision trees, and current topics in machine learning. The course uses Microsoft Excel add-in capabilities to use XLSTAT and Power Pivots for analysis. Students are expected to have a basic understanding of statistical concepts of data

description including mean, standard deviation, and familiarity with MS Excel functionalities.

MG - MARKETING

MG6200 - Marketing and Sales Management (4.5)

This course provides students with an understanding of the marketing and sales process and how it impacts the operation of the organization. Students will learn to evaluate marketing and sales decisions using a variety of information sources to gather information in both a departmental and organizational context. Course can be substituted for MG6500.

Prerequisite: MT6255.

MG6500 - Marketing Administration (4.5)

This course emphasizes the application of marketing concepts and tools in the decision-making process. Students will discuss the manager's role in administering marketing programs and in ensuring that marketing is appropriate to the organization's goals. The course also includes a study of the behavioral, functional, societal, international, and institutional foundations of marketing. Course can be substituted for MG6200.

Prerequisite: MT6255.

MG6600 - Internet Marketing (4.5)

This course introduces the student to concepts and theories that define Internet marketing and discusses its place in a firm's overall marketing plan. Marketing itself is not simply about advertising, sales, and promotion, but rather involves a far broader, though intensive, knowledge of consumers' behaviors and needs. A business's strategic task, then, is to respond to those behaviors and customer needs in their business model by providing superior value in their offerings. The Internet represents a dynamic medium through which a firm can expand its marketing opportunities and strategies around product, price, placement, and promotion. The purpose of this course, then, is to provide the student with a strong base of knowledge around the Internet's marketing potentials, comprehensive enough for the student to be able to identify its fundamental application to, and maximize its value for, myriad business models. The course uses text, case studies, videos, and project research to achieve those ends.

Prerequisites: MT6255 and MG6500 (MBA) or MG6200 (MM)

MG6610 - E-Commerce (4.5)

This course examines the relationship between e-commerce business models and strategies, Internet technology, and the legal and social context of e-commerce, three factors that permeate all e-commerce. The structural and managerial differences of failed models and

practices of early e-commerce entries are contrasted against those operational and strategic characteristics of firms that have not just succeeded in the space, but have thrived. This knowledge of the evolution of web-based and integrated business models coupled with an eye on evolving technologies and social trends will prepare leaders to better manage their firms and compete in the new and evolving e-commerce era. Prerequisites: MT6255 and MG6500 (MBA) or MG6200 (MM)

MG6620 - Social Media Marketing (4.5)

This course looks at the steps required in creating a comprehensive and effective social media marketing plan. Core marketing practices, such as identification of target markets, are coupled in context with primary social media channels, thus allowing marketers to craft media strategies across multiple platforms that include platform specific tactics and objectives. Prerequisites: MT6255 and MG6500 (MBA) or MG6200 (MM)

MG6630 - E-Marketing Analytics (4.5)

This course is designed to acquaint students with analytical tools available to measure the ROI of a firm's e-marketing efforts, such as social networking, search engine optimization, search engine marketing, and Pay per Click, etc. As the major provider of data on online advertising and online marketing, Google Analytics is a major focus. This course will help prepare students to take their Google Analytics Individual Qualification exam (GAIQ). Prerequisites: MT6255 and MG6500 (MBA) or MG6200 (MM)

MG6640 - Marketing Research (4.5)

This course is designed for students to gain an understanding of marketing research and its value in analyzing consumers, markets, and the environment. Topics include an overview of market research and research design, exploratory research; descriptive research; scaling; sampling; and data analysis and reporting.

MG7510 - Strategic Marketing (4.5)

This course addresses the elements of a strategic market plan. Students will learn to view challenges from the perspective of the marketing team in order to develop, implement, and assess strategic marketing planning, as well as the concepts of marketing and tools of marketing strategy with emphasis on critical thinking to encourage creative effective strategies.

MT - MANAGEMENT

MT6100 - Research Methods (4.5)

This course provides students with a framework for research design. Students will consider how research is different from other ways of knowing, identify a research

problem and questions, conduct a literature review, design a research plan, define a population and sampling plan, construct instruments to collect data, and submit a research proposal. Ethical issues in quantitative and qualitative research are also addressed.

Prerequisite: MT6255.

MT6255 - Introduction to Leadership and Quality (4.5)

This course emphasizes the four functions of management: planning, leading, organizing and controlling. The course will examine these topics to understand and apply business ethics and Corporate Social Responsibility ("CSR"). Students will investigate how leaders utilize effective communication, build culture and encourage change to create a successful organization.

MT6270 - Independent Research (4.5)

This course is designed to provide the student with the opportunity for independent applied research. Students who are enrolled will produce a research document pertaining to a topic of personal, professional or academic interest. The course is intended for students who have completed the majority of their program so that previous coursework can provide the foundation for the research. The course encourages independent student research with a minimal amount of faculty direction.

Prerequisite: MT6255.

MT6300 - Managing Human Resources (4.5)

This course provides an overview of human resource management in organizations and examines the role of the human resource (HR) function in contributing to an organization's business strategy and creating sustainable competitive advantages. The HR strategies, systems, policies, and practices used by organizations to complete effectively in today's global economy are therefore examined. Students will have the opportunity to study theories and practices in areas of the human resource management functions and managerial responsibilities such as staffing, performance management, diversity, legal aspect of the employment relationship, training and development, compensation, labor relations, HRIS, work and job design, HR measurement, and current and future issues affecting human resource administration. Students who are not in the HR profession will gain tremendous insight on managing their teams and developing stronger working relations with the HR department. This class helps to prepare learners for roles in HR and non-HR managers. The areas of talent acquisition, talent management, and all other core strategies within HR will be discussed. The class reflects the learning competencies of the Society for Human Resource Management (SHRM).

MT6310 - Training and Development in Human Resource Management (4.5)

This course is a detailed examination of training and development issues from a contemporary manager's viewpoint. Topics examined include: identification of training and development needs, implementation of programs, and assessment of program effectiveness.

Prerequisite: MT6255.

MT6315 - Analysis for Human Resource Professionals (4.5)

A review of the various statistical analysis methods utilized by human resource professionals that will assist in the analysis, measurement, and accounting for investments in people and decisions about those investments. Students will learn how to calculate turnover, conduct salary surveys, estimate the cost of employee absenteeism, analyze the cost of employee benefits, and calculate the return on investment for employee development programs. Students will also be introduced to statistical software frequently utilized by HR professionals.

Prerequisite: BA or BS.

MT6320 - Employee Evaluation and Compensation (4.5)

This course is a detailed examination of employee evaluation and compensation. Topics include performance assessment, compensation and benefits philosophy, role of compensation and benefits in recruiting and retention, design of compensation plans, and assessment of the effectiveness of evaluation and compensation plans.

Prerequisite: MT6255.

MT6330 - Employment and Labor Law (4.5)

This overview of employment law will expose students to an in-depth analysis of U.S. Employment Law. Students will use critical thinking skills to analyze a variety of real-world scenarios and respond, based upon the laws that apply to that situation. Topics will include the Fair Labor Standards Act, Title VII of the Civil Rights Act of 1964, the Americans with Disabilities Act, USERRA, and more.

MT6350 - Strategic Human Resource Management (4.5)

This course emphasizes the development and implementation of effective and efficient human resource practices that support the strategic objectives of the firm. The focus is on everyday human resource decisions made by all managers and addresses human resource topics (including reward systems, high-performance human resource systems, training and development, retention, equal employment opportunity laws, work-force diversity,

and union-management relationships) from a strategic perspective.

Prerequisite: MT6255 and credits of master's-level human resources classes.

MT6504 - International Supply Chain System Design (4.5)

Examine supply chain as a complete system from raw materials to the customer. Recognize and evaluate supply chain designs and match supply chain systems to their environments. Discusses current trends in international supply chain management.

MT6505 - Principles of Financial Analysis and Decision Strategies (4.5)

Examine financial analysis as a proactive tool for supply chain managers' decision justification. Topics include financial statements, valuation, capital budgeting (NPV, IRR etc.) capital, international financial markets, and risk management.

MT6510 - Environmental Economics (4.5)

This course introduces students to environmental economics, policy, and decisions affecting organizational performance. Related topics including legal and regulatory issues, ethical considerations, cost/benefit analysis, and planning will be covered.

Prerequisite: MT6255.

MT6515 - Domestic and International Ethics, Law, and Contracts (4.5)

Explore the domestic and international ethics, law, and contracts in the context of supply chain management. Topics include the overlapping roles of ethics and regulation in enabling world class supply chain management, and obligations and remedies in an international setting.

MT6520 - Manage Supply Chain and Logistic Technologies (4.5)

Examine supply chain technologies and technological change, its use and effect on firms and sustainability. Topics include selecting technologies, justifying adopting technologies, and ensuring full utilization of technologies across the entire supply chain system, i.e. suppliers, as an enterprise, and for customers.

MT6530 - Manage Global Supply Chain Operations (4.5)

Evaluate directing operations of supply chain and how operations are coordinated within manufacturing, distribution, and retail organizations. Topics include supply, logistics, inventory, production and distribution systems, cost estimation, and continuous improvement.

MT6570 - International Business (4.5)

This course is designed to acquaint students with the growing opportunities and potential and economic risks in doing business across international boundaries. This course is a study of the nature of international business and the environment in which an international business operates. Monetary and organizational conditions are examined. Controllable and uncontrollable forces in the international economic arena are also discussed. Course can be substituted for MT6580.

Prerequisite: MT6255.

MT6580 - International Management (4.5)

This course is designed to provide students with an understanding and knowledge of international management as firms become international in scope for a variety of reasons. This course aims to cover prominent areas that are crucial for international managers to be familiar and accustomed. The areas covered broadly in this course are a) the internationalization process of an organization; b) the impact of globalization on the nature of managing a business; c) essential skills of the global manager; d) managing the new global workforce; e) cross-cultural issues and challenges; f) political, legal and ethical challenges of international management, and g) global leadership.

Prerequisite: MT6255.

MT6610 - Managing and Optimizing Projects (4.5)

This course is a study of the techniques and management used to successfully initiate, conduct and evaluate projects. The course relies on quantitative methods in resource allocation, scheduling, and capacity planning. Industry best practices are examined for a variety of project types and circumstances while practical strategies are evaluated. Students will use project management software to model scenarios and variations.

Prerequisite: MT6255.

MT6611 - Enterprise Process Management (4.5)

This course reviews the fundamental requirements of effective enterprise resource management, and incorporates an overview of software and decision support systems used in related processes. Additionally, this course evaluates the use of configuration management techniques to streamline processes and operations.

Prerequisite: MT6255.

MT6612 - Optimize Enterprise Operations (4.5)

This course explores the use of advanced configuration management techniques to organize and optimize a variety

of organizational functions. Specific emphasis is given to practical and proven applications and their integration into existing or new organizational processes.

Prerequisite: MT6255.

MT6613 - Operations and Supply Chain Management (4.5)

This course details the functional and quantitative processes and tools used to manage and control the operational processes of delivering goods and services. Topics include the use of quantitative tools in forecasting, inventory control, strategic decision making, and scheduling with an emphasis on the supply chain.

Prerequisite: MT6255.

MT6619 - Project Management Essentials (4.5)

This course introduces students to the essentials of project management. Students will investigate the required tools and techniques used to plan, measure, and control projects and the methods used to organize and manage projects. Understanding leadership, teamwork and project risks are necessary components of project management. Project Management Essentials will examine the elements of leadership, the importance of teamwork, and the impact of risk as they relate to successful project completion.

Prerequisite: MT6255.

MT6621 - Intermediate Project Management (4.5)

This class is intended to prepare students for the Project Management Institutes (PMI) Certified Associated in Project Management (CAPM®). The focus is on providing an in-depth review of the five process groups: Initiating, Planning, Executing, Monitoring & Controlling, and Closing. Students will complete projects using a project management simulation software to practice and reinforce the processes involved in successfully managing a project. Upon completion of this class, students will develop the skills to become a proficient team member. In addition, student will gain foundational knowledge of the project manager's role.

Prerequisite: MT6619.

MT6622 - Advanced Project Management (4.5)

This course focuses on the primary responsibilities of a project manager: managing project costs and time, while completing the project to the expected degree of quality. This requires close attention to detail before beginning actual construction, as well as during the project. Taking proactive measures will help the project manager determine possible obstacles before they occur. This course will analyze all three primary areas. The student will learn how to implement proven methods to manage most effectively.

MT6650 - Strategy and Policy (4.5)

This is a capstone course designed to integrate concepts, theories, and skills learned in other master's core courses. The student will learn to view business challenges from the perspective of senior-level management in order to develop, implement, and assess strategic planning options. The student will also learn to develop creative responses to challenges and opportunities that the organization may face. Must be completed with a 3.0 GPA or higher for degree completion.

Prerequisite: Six master's core courses.

MT6651 - Strategy and Policy (4.5)

This is a capstone course designed to integrate concepts, theories, and skills learned in other master's core courses. The student will learn to view business challenges from the perspective of senior-level management in order to develop, implement, and assess strategic planning options. The student will also learn to develop creative responses to challenges and opportunities that the organization may face. Must be completed with a 3.0 GPA or higher for degree completion.

Prerequisite: Six master's core courses.

MT6655 - Strategy and Policy in Higher Education (4.5)

This course addresses the elements of strategic planning and policymaking. The student will learn to view challenges from the perspective of senior level management in order to develop, implement, and assess strategic planning. The course will also address ideas that are central to policy in order to develop an understanding, analytic skill and capacity for effective action in leading higher education institutions.

MT6805 - Master's Thesis I (4.5)

The thesis project will entail research in a pertinent field of study chosen by the student in conjunction with a university graduate faculty member and will be supervised by a graduate faculty member. The course may require, but is not limited to conferences, electronic reports, presentations and papers as evidence of work progress and project completion. The thesis project must provide evidence of originality, appropriate organization, clarity of purpose, critical analysis, and accuracy and completeness of documentation. It should be noted that the quality of work accomplished is a major consideration in judging acceptability of the final presentation and paper. Students who select the thesis option must satisfactorily complete both Thesis I and II.

Prerequisite: Approval of dean of graduate studies; MT6255.

MT6810 - Master's Thesis II (4.5)

This course is a continuation of MT6805 - Master's Thesis I. The student will continue his/her research in a pertinent field of studies as chosen determined in MT6805. The student's work will be supervised by a graduate faculty member. The course may require, but is not limited to conferences, electronic reports, presentations and papers as evidence of work progress and project completion. The thesis project must provide evidence of originality, appropriate organization, clarity of purpose, critical analysis, and accuracy and completeness of documentation. It should be noted that the quality of work accomplished is a major consideration in judging acceptability of the final presentation and paper. Students who select the thesis option must satisfactorily complete both Thesis I and II.

Prerequisite: MT6255, MT6805, and approval of dean of graduate studies.

MT6990 - Special Problems in Business (4.5)

This course allows students to pursue special topics in contemporary business and management and in other related fields.

Prerequisite: MT6255.

MT7300 - Managing Human Capital Strategies (4.5)

This course explores the various ways, incentives, and organizational practices that corporations can implement to compete through people and build a sustainable competitive advantage in a contemporary and increasingly multi gender, multicultural, and diverse workforce and business environment. Topics presented and case studies examined will include cross-cultural issues, the meaning and practice of leadership in different societies and cultures, building and managing employee skill inventories that support the corporate strategy, employee skills development and motivation, reward systems in a team environment, traditional and emerging management and leadership models of organizations, and change management and acquisition assimilation to promote increased competitive advantage and economic returns to the corporation.

MT7600 - Entrepreneurship and Innovation (4.5)

This course will provide knowledge and skills for corporate entrepreneurship and the creation, launch, or acquisition of new products and ventures. Research and development, innovation, market entry, mergers, acquisitions, and strategic partnerships will be explored. Students will utilize current methods and principles to develop new ventures, analyze existing ventures, and plan for profitable succession.

MT7810 - Leading Organizational Change (4.5)

This course will examine the process of change and change agents. The course will provide students with a conceptual and practical understanding of the knowledge, skills, and sensitivities that will help them effectively manage and influence organizational change. Students will review organizational change processes and examine critical leadership competencies necessary to lead a strategic change initiative. This course will also allow students to gain a broad understanding of issues associated with implementing a change process at the individual, group, and organizational levels.

MT7920 - Managing Production and Operations Strategy (4.5)

Production and operations are used daily by organizations through their processes. These processes allow the organization to transform their inputs, such as labor, knowledge, and materials into outputs, such as products and services. The production managers and operational managers design, run, and improve these systems in an effort to effectively and efficiently accomplish the production or service goals of the organization. The focus of this course is on the tools used by the operational managers and the production managers and the basic concepts needed to provide the organization with competitive advantages. The competitive advantages are achieved through operational strategy, quality control, design and service, supply chain management, and resource planning and utilization.

NS - NURSING

NS6115 - Leadership in Health Care: A Collaborative Approach to Theory/Ethics/Health Policy (4.5)

This course provides the student with an overview of theory within the context of a culturally diverse society. The primary focus is the application and usefulness of theory to nursing as a profession within the framework of interdisciplinary healthcare delivery. Ethical frameworks are presented that may be used to explore ethical dilemmas that impact today's complex healthcare systems. This course examines the issues and concepts that are relevant to an understanding of relationships between social, economic, biomedical ethics as they impact health policy.

NS6116 - Advanced Physiology and Pathophysiology (4.5)

NS6116 focuses on the application of advanced pathophysiological processes across the lifespan. Learners use clinical judgment skills to differentiate variations across multiple physiological systems in preparation for advanced practice nursing. Previous knowledge from biological science courses are expanded upon related to

alterations in the role of integrative, regulatory and comparative physiology.

NS6117 - Facilitating Health I: Advanced Physical Assessment for Nurse Practitioners (4.5)

NS6117 provides a theoretical and clinical framework for nursing assessment as it applies for the advanced practice registered nurse. Students gain the knowledge and skills needed to perform a comprehensive physical assessment. Students learn to gather data relevant to common health problems using physical, psychosocial, and cultural assessments across the lifespan.

NS6125 - Facilitating Health I: Health Assessment/Pathophysiology (4.5)

This course provides the student with a theoretical and clinical basis for assessment in advanced nursing practice. The content prepares the student to utilize comprehensive physical, psychosocial and cultural assessment across the lifespan to gather specific data relevant to common health problems. The course also focuses on developing an advanced knowledge base of pathophysiology of the human body and the impact of knowledge on evidence-based practice in nursing. The student will be prepared to understand mechanisms underlying disease processes, appropriate diagnostic and screening methods.

NS6135 - Facilitating Health II: Advanced Pharmacology (4.5)

This course provides the student with content related to the principles of pharmacokinetics, pharmacodynamics, drug metabolism and transport, assessment of drug effects, drug therapy in special populations and the clinical management of diseases by drug treatments. Major classes of drugs are presented and discussion involves actions, therapeutic effects, adverse and idiosyncratic reactions, indications and contraindications. Emphasis is placed nursing responsibility and accountability involving drug therapies with individuals across the lifespan.

NS6160 - Technology Utilization in Advanced Nursing Roles (4.5)

This course provides the registered nurse with an overview of the use of technology in all aspects of healthcare and education. The learner will have the opportunity to explore technology as it relates to a specific concentration-focused area of study. The topics of discussion include, but are not limited to: examination of issues and trends related to technology, and comparison of clinical versus administrative use of information systems in healthcare and education.

NS6211 - Concepts and Theory of Nursing Informatics (4.5)

This course introduces the registered nurse to the concepts and theories related to nursing informatics. The learner examines trends related to informatics and the role of the nurse from a legal/ethical view across multiple practice areas. Topics of discussion include but are not limited to: the collaboration between inter-professional teams utilizing technology to promote health and safety for clients, regulations and standards, and professional practice.

Prerequisite: One master's-level NS core course.

NS6212 - Specialty in Practice – Nursing Informatics (4.5)

This course builds upon previous foundational courses related to nursing informatics and is designed to provide the registered nurse with information for practice. The learner will investigate the resources available for use while considering end user's personal/professional requirements. Topics of discussion include, but are not limited to: utilization of theory in practice, security/safety practices, management and delivery of systems/models, and resource management.

Prerequisite: One master's-level NS core course.

NS6213 - Resource Design and Utilization – Nursing Informatics (4.5)

This course addresses the integration of theories and models of nursing informatics. The learner will navigate the day-to-day operations of providing client care as it relates to nursing informatics. Topics of discussion include but are not limited to: resource management, financial considerations, project development/leadership and contractual arrangements as they each apply to nursing informatics.

Prerequisite: One master's-level NS core course.

NS6214 - Outcomes Evaluation – Nursing Informatics (4.5)

This course encompasses a comprehensive evaluation of outcome data presented from a scenario/project initiated in the role of nursing informaticist. The learner utilizes systematic evaluation methods to assess the outcomes of a given scenario/project. Topics of discussion include but are not limited to: evaluation of data, critique of evidence-based findings, evaluation methods/tools, and continuous improvement projects.

Prerequisite: One master's-level NS core course.

NS6215 - Nursing Curriculum and Program Design, Instructional Methods and Strategies (4.5)

This course explores philosophies of nursing curriculum, curriculum development and implementation necessary to meet the needs of adult and multicultural learners. Principles of program design, development of teaching syllabi and assessment of nursing education are key concepts. The course offers the student practical application in the design and assessment of individual courses with the curriculum. The content includes development of learning objectives and teaching strategies to achieve program learning outcomes as well as systematic test construction. Principles of interpretation and use of item analysis for the critique of assessment data will be introduced.

Prerequisite: One master's-level NS core course; not required for certificate..

NS6221 - Concepts and Theory of Care Coordination (4.5)

This course introduces the registered nurse to the concepts and theories related to care coordination. The learner examines trends related to care coordination and the role of the nurse from a legal/ethical view across multiple practice areas. Topics of discussion include but are not limited to: the collaboration between inter-professional teams utilizing technology to promote health and safety for clients, regulations and standards, and professional practice.

Prerequisite: One master's-level NS core course.

NS6222 - Specialty in Practice – Care Coordination (4.5)

This course builds upon previous foundational courses related to care coordination and is designed to provide the registered nurse with information for practice. The learner will investigate the resources available for use while considering end user's personal/professional requirements. Topics of discussion include, but are not limited to: utilization of theory in practice, security/safety practices, management and delivery of systems/models, and resource management.

Prerequisite: One master's-level NS core course.

NS6223 - Resource Design and Utilization – Care Coordination (4.5)

This course addresses the integration of theories and models related to care coordination. The learner will navigate the day-to-day operations of providing coordinated client care. Topics of discussion include, but are not limited to: resource management, financial considerations, program development/leadership, and contractual arrangements as they each apply to the concept of care coordination.

Prerequisite: One master's-level NS core course.

NS6224 - Outcomes Evaluation – Care Coordination (4.5)

This course encompasses a comprehensive evaluation of outcome data presented from a scenario/project initiated in the role of a nursing care coordinator. The learner utilizes systematic evaluation methods to assess the outcomes of a given scenario/project. Topics of discussion include but are not limited to: evaluation of data, critique of evidence-based findings, evaluation methods/tools, and continuous improvement methods for quality.

Prerequisite: One master's-level NS core course.

NS6230 - Assessment and Evaluation in Nursing Education (4.5)

This course is designed to prepare nurse educators to apply assessment and evaluation methods in measuring outcomes in nursing education. The processes of course and program assessment and evaluation are defined and presented in the context of program, course, and student learning outcomes.

Prerequisite: One master's-level NS core course; not required for certificate..

NS6231 - Concepts and Theory of Nursing Administration (4.5)

This course introduces the registered nurse to the concepts and theories related to nursing administration. The learner examines trends related to nursing administration and the role of the nurse from a legal/ethical view across multiple practice areas. Topics of discussion include but are not limited to: the collaboration between inter-professional teams utilizing technology to promote health and safety for clients, regulations and standards, and professional practice of the nurse administrator.

Prerequisite: One master's-level NS core course; not required for certificate..

NS6232 - Specialty in Practice – Nursing Administration (4.5)

This course builds upon previous foundational courses related to nursing administration and is designed to provide the registered nurse with information/theory for practice. The learner will investigate the resources available for use while considering end user's (clients, providers, systems) personal/professional requirements. Topics of discussion include but are not limited to: utilization of datasets in practice, just-culture and safety practices, application of science, systems theory and cybernetics, and resource management.

Prerequisite: One master's-level NS core course; not required for certificate..

NS6233 - Resource Design and Utilization – Nursing Administration (4.5)

This course addresses the integration of theories and models related to nursing administration. The learner will navigate the day-to-day operations of influencing nursing practice through the lens of a nursing administrator. Topics of discussion include but are not limited to: basic resource management/utilization, implementation of new resources/initiatives, project development/over-sight and participating in shared leadership at multiple levels.

Prerequisite: One master's-level NS core course; not required for certificate..

NS6234 - Outcomes Evaluation – Nursing Administration (4.5)

This course encompasses a comprehensive evaluation of outcome data presented from a scenario/project initiated in the role of a nursing administrator. The learner utilizes systematic evaluation methods to assess the outcomes of a given scenario/project. Topics of discussion include, but are not limited to: evaluation of data, critique of evidence-based findings, evaluation methods/tools, and continuous improvement methods for quality.

Prerequisite: One master's-level NS core course; not required for certificate..

NS6240 - Nurse Educator Roles (4.5)

This course introduces students to the role of the nurse as an educator, faculty member, and scholar in the academic setting. Students will gain understanding of the historical events leading up to today's trends in nursing education, and how to integrate learning theories into the classroom and curriculum. On a larger scale students will explore internal and external processes for academic program development and evaluation.

Prerequisite: One master's-level NS core course; not required for certificate..

NS6245 - Evidence-Based Teaching Interventions (4.5)

This course prepares learners to have a strong foundation for using evidence-based practice and research to support teaching interventions in an academic or clinical setting environment. Learners will examine the research utilization experience, which includes problem identification within a practice setting; organization and critical evaluation of research; development, implementation, and evaluation of a theory and research-based teaching intervention.

Prerequisite: One master's-level NS core course; not required for certificate..

NS6251 - Nursing Capstone: Project Planning (4.5)

This course is designed to create opportunities for the graduate learner to assess an area of need or interest in their chosen nursing emphasis (education, nursing administration, nursing informatics or care coordination). The learner will formulate a substantive project that reflects integration of theory and practice. The project proposal will follow specific guidelines, and allow the learner to integrate specific needs related to the concentration area, which will result in written evidence of outcomes in the final capstone course.

Prerequisite: Completion of all prior MSN courses; completion of certificate emphasis courses..

NS6261 - Nursing Capstone: Practicum (4.5)

This practicum course allows integration of theory into the nursing practice setting of a chosen concentration area (nursing education, nursing administration, nursing informatics or care coordination). The learner will implement the capstone project planned in a preceding course. Additionally, the learner will evaluate the project completion through an oral presentation and written documentation.

Prerequisite: Completion of all prior MSN courses; completion of certificate emphasis courses..

NS6601 - Advanced Practice: Evidence-Based Health Maintenance and Promotion (4.5)

In NS6601 learners analyze theories and practice from evidence-based research related to health maintenance, promotion and epidemiology, as applicable. Students develop an understanding of the scope of practice and a framework for the transition into the advanced practice registered nurse role relevant to health maintenance and promotion. Data obtained from epidemiological studies, health histories, and family/community assessments are examined as the basis for identification of risk factors and delivery of culturally diverse, population-focused holistic care. Students explore the APRN role with an associated practicum experience in NS6611.

Prerequisite: One graduate-level NS core course..

NS6602 - Advanced Practice: Common Health Presentations for Adult-Gerontological Clients (4.5)

NS6602 focuses on comprehensive assessment and management of common health presentations seen in the care of adult-gerontological clients. Students transition into the advanced practice registered nurse (APRN) role to provide holistic care for adult-gerontological clients with acute episodic or chronic health presentations. Students utilize knowledge learned in graduate and APRN core courses in preparation for delivering culturally diverse, population-focused client care. Students explore the APRN

role with an associated practicum experience in NS6612 and NS6613.

Prerequisite: One graduate-level NS core course..

NS6603 - Advanced Practice: Common Multi-System Health Presentations in Adult-Gerontological Clients (4.5)

NS6603 focuses on comprehensive assessment and management of common multi-system health presentations seen in the care of adult-gerontological clients. Students transition into the advanced practice registered nurse (APRN) role to provide holistic care for adult-gerontological clients with common multi-system health presentations. Students utilize knowledge learned in graduate and APRN core courses in preparation for delivering culturally diverse, population-focused client care. Students explore the APRN role with an associated practicum experience in NS6614.

Prerequisite: One graduate-level NS core course..

NS6605 - Advanced Practice: Common Health Presentations for Reproductive and Pediatric Clients (4.5)

NS6605 focuses on comprehensive assessment, family systems theory, health maintenance/promotion, sexuality and reproductive care across the lifespan. The reproductive population includes female, male, and/or transgender clients. Students transition into the advanced practice registered nursing (APRN) role to provide family-centered care for pediatric clients with common acute episodic and chronic health presentations. In addition, students learn knowledge/skills to provide health screenings, maintenance and promotion for the reproductive client. Students utilize knowledge learned in graduate and APRN core courses in preparation for population-focused client care. Students explore the APRN role with an associated practicum experience in NS6615.

Prerequisite: One graduate-level NS core course..

NS6611 - Advanced Practice Practicum I (4.5)

NS6611 emphasizes supervised comprehensive assessment in order to determine preventative/diagnostic procedures for health maintenance/promotion of adult-gerontological clients. Students utilize the knowledge learned in graduate and advanced practice registered nursing (APRN) core courses to transition into the role of the APRN relevant to health maintenance and promotion. Requires completion of 125 hours of clinical practice under supervision by a faculty member and individual preceptor. Students must receive a grade of satisfactory to progress.

Prerequisite: Prerequisite/Corequisite: NS6601.

NS6612 - Advanced Practice Practicum II (4.5)

NS6612 emphasizes supervised comprehensive assessment, diagnoses and planning of client-centered care for individuals with common acute episodic or chronic health presentations. Students utilize the knowledge learned in graduate and advanced practice registered nursing (APRN) core/emphasis courses, to advance in the role of the APRN when delivering culturally diverse, population-focused client care. Requires completion of 125 hours of clinical practice under supervision by a faculty member and individual preceptor. Students must receive a grade of satisfactory to progress.

Prerequisite: Prerequisite / Corequisite: NS6602.

NS6613 - Advanced Practice Practicum III (4.5)

NS6613 emphasizes growth in independent practice through assessment, diagnoses and planning of client-centered care for individuals with common acute episodic or chronic health presentations. Students utilize the knowledge learned in graduate and advanced practice registered nursing (APRN) core/emphasis courses, to advance in the role of the APRN when delivering culturally diverse, population-focused client care. Requires completion of 125 hours of clinical practice under supervision by a faculty member and individual preceptor. Students must receive a grade of satisfactory to progress.

Prerequisite: Prerequisite / Corequisite: NS6603.

NS6614 - Advanced Practice Practicum IV (4.5)

NS6614 emphasizes integration of evidence-based research into assessment, diagnoses, planning and evaluation of client-centered care of individuals with common multi-system health presentations. Students utilize the knowledge learned in graduate and advanced practice registered nursing (APRN) core/emphasis courses, to advance in the role of the APRN when delivering culturally diverse, population-focused client care. Requires completion of 125 hours of clinical practice under supervision by a faculty member and individual preceptor. Students must receive a grade of satisfactory to complete the adult-gerontological nurse practitioner program.

Prerequisite: Prerequisite NS6601, NS6602, NS6603.

NS6615 - Advanced Practice Practicum (4.5)

NS6615 emphasizes supervised comprehensive assessment, health maintenance and promotion, family systems theory, sexuality and reproductive care for common health presentations across the lifespan. Students transition into the advanced practice registered nursing (APRN) role to provide family-centered care for pediatric clients with common acute episodic and chronic health presentations. In addition, students provide health screenings, maintenance and promotion for the

reproductive client. Students utilize knowledge learned in graduate and APRN core courses in preparation for delivering population-focused, family-centered care. Requires completion of 125 hours of clinical practice under supervision by a faculty member and individual preceptor. Students must receive a grade of satisfactory to progress.

Prerequisite: Prerequisite / Corequisite: NS6605.

PRO - PROTECTION

PRO500 - Advanced Executive Protection (4.5)

The modern personal security specialist has evolved far beyond the dull, stereotypical "bodyguard" or "muscle men" whose primary approach is intimidation. Today's executive protection specialist is highly trained and sophisticated and protects clients by preventing trouble rather than relying on ad hoc responses during a crisis. Students who complete this course will learn more advanced methods and techniques for ensuring the safety of a client in more unstable and rapidly evolving situations. They will also learn to plan, conduct, and maintain protection operations as a team leader or manager.

PRO510 - Advanced Protocol, Manners, Etiquette (4.5)

This course teaches the rules of social interaction, protocol and etiquette for diplomatic and military occasions, with special emphasis on working with international guests and doing business overseas. This information will help the student learn to blend in and to do his or her work in such situations without inadvertently embarrassing themselves or the client.

PRO520 - Stalking and Workplace Violence (4.5)

This course focuses on the development and implementation of safe hiring methods, discipline and termination methods, the management of stalking threats, violent and potentially violent incidents, and the role of security directors and security personnel in efforts to protect employees. In addition to the above skills, students will learn the principles of evaluating possible threats in "stalking" situations, how to build a profile of a stalker, different strategies for securing the client, the role of law enforcement in stalking situations, and distinguishing the most effective means of intervening if necessary.

PRO521 - Building and Perimeter Security (4.5)

As part of the task of protecting people, the executive protection specialist must also protect property as part of their duties. Physical security concerns the protection of buildings and perimeters through the use of locks, fences, lighting, alarm systems, and other access control methods. Upon completion of this course, the student will

be able to apply advanced concepts of perimeter and building security to conduct a systematic security and safety evaluation, taking into account the function of the building being evaluated and the needs of its occupants. They will also be able to develop a plan for procedures and process that will make that property less vulnerable to security breaches. Students will also be able to distinguish the pros and cons of different options available to the security professional, including guards, card keys and alarm systems, fencing, and improved training of the people who work in or use the facility.

PRO535 - Advanced Vehicular Security (4.5)

This course equips the student to apply essential principles of executive/dignitary protection to the problem of conveying the client via motor vehicle. Students will be able to explain how to protect the client when entering and exiting a vehicle, planning and executing a motorcade. The class will discuss how to secure vehicles from threats, employ proper responses during an ambush, and use correct driving strategies.

PRO540 - Topics in Advance Work (4.5)

This course provides an examination of the security work necessary to prepare for a principle's arrival at a particular location or prior to the occurrence of a scheduled event. Students taking this course will learn to apply techniques of intelligence gathering, use of an assortment of checklists, how to set up security posts and surveillance posts, and plan and carry out an advance as the leader of an advance team for a client with particularly high security risk or other factors beyond those encountered in a typical advance.

PRO595 - Advanced Protection Operations (4.5)

Students will receive a broad understanding of executive protection and protective operations. They will explore the basic tenets and terminology used in protection of persons in both the public and private sectors. Students will learn about protective concepts including assessing the threat; working the principle; comprehensive security planning; developing a relationship with the person being protected; skills and resources needed.

PRO596 - Advanced Protective Intelligence (4.5)

This course will prepare the student to conduct a protective intelligence assessment of a client. Unlike threat assessments, which concentrate on the determination of the general level of danger faced by a particular client, protective intelligence concentrates on the investigation of historical background of a specific subject who shows an "unusual direction of interest" towards a client, the determination of the subject's threat to a client, and finally, the management of the subject's interest towards a client.

PRO605 - Advanced Consequence Management and Incident Command System (4.5)

This course addresses issues relating to consequence management of natural disasters and acts of terrorism, including weapons of mass destruction (WMD) events. Students receive an introduction to the Incident Command System (ICS) at the local, state, and federal levels. Students gain a foundational knowledge of higher level ICS training. After completing the course, the student can describe and explain the history, features and principles, and organizational structure of the ICS. At the federal level, the student will review the National Incident Management System (NIMS), including the Unified Command System, to deal with disaster events over multi-jurisdictional areas (e.g., several governmental entities). Additionally, the student will be able to discuss the relationship between ICS and NIMS.

PRO660 - Explosives and Arson Security (4.5)

Explosives and Arson Security is based on a thorough understanding of safety conditions in and around organizations and companies. This course teaches the student how to apply standard methods to prevent security breaches that allow an attack on a client or the client's property using explosive devices. Students will learn such topics as risk identification, personal and property security, and protection of information. The student will also learn how to identify explosive devices, how to conduct searches, and how to respond in the event of a bomb threat.

PRO690 - Advanced Threat Assessment (4.5)

The findings from threat assessments determine the type and level of protection required for a client and the level of resources that should be devoted to stopping a particular adversary. This course builds on the introductory course and provides more detailed methods for analyzing potential threats and types of targets, as well as possible defenses based on proper planning, training and observations. Case studies include profiles of threats from foreign countries, terrorists, fans of celebrities and stalkers.

RES - RESEARCH

RES500 - Academic Writing and Research (4.5)

This course is designed to be taken as the first course in all HPSSS master's programs coursework. This is a research and writing course in which students will devote significant time to improving upon their research, writing, sourcing, and citing skills. Students will learn the importance of accuracy, brevity, and clarity in strategic security communications. Students will focus on academic essay organization including thesis statements, ethical use of source materials using scholarly methods.

SEC - SECURITY

SEC360DC - Information Security (4.5)

The information age has brought with it added vulnerabilities, especially regarding electronic information and computer networks, but also added opportunities for intelligence gathering. Students taking this course will be able to identify the dangers and opportunities presented by information warfare. They will be able to describe and explain basic cyber warfare strategies and tactics. Students will be able to secure a computer network through such measures as proactive vulnerability analysis, firewalls, and secure remote access. This entails addressing computer hacking techniques (viruses, worms, password sniffers) and security holes in popular platforms like UNIX and Windows.

SEC505 - Advanced Strategies / Crisis Preparedness (4.5)

Experience has shown that the best way to deal with crises is to have a plan prepared in advance for coping with them. Planning for disasters and accidents is an important aspect of the security professional's job. This course teaches methods and techniques for developing and updating crisis preparedness procedures to anticipate and prepare for the consequences of a wide range of natural and man-made crises.

SEC530 - Evidence and Crime Scene Management (4.5)

This course examines crime scenes and evidence in general, helping the student develop a more thorough understanding of the meaning of "crime scene" and how to assess a situation in order to proceed in a manner that protects and preserves evidence for more practiced or jurisdictional investigators. This course also teaches the role of locating and interviewing witnesses at a crime scene and the concept of crime scene sketches for use as evidence. Students will participate in reading and writing assignments that will aid their development of analysis and evaluation skills in respect to the securing and processing of a crime scene.

SEC537 - Crisis Negotiation (4.5)

By the end of this course, students will be able to explain and discuss the history of hostage negotiation. They will be able to describe the psychological profiles of typical hostage takers and how to apply those profiles to various hostage negotiation scenarios. The class will also provide insights into hostage survival, explain the principles of hostage negotiation, and describe the role of local law enforcement personnel.

SEC621 - Background Investigations (4.5)

Strategic security professionals must know as much as possible about the people with whom they must deal. This often requires at least a limited background check and sometimes a more detailed investigation. Students taking this course will learn how to plan and conduct efficient, thorough, and accurate background investigations and analysis while adhering to legal and ethical guidelines.

SEC665 - Cyber Security (4.5)

This course covers the development and effect on business and government of computer hacking, with special emphasis on methods, tools, and hacker culture. Students will learn to describe the specific tools of hackers and system administrators as well as the literature and subcultures of hackers and groups dedicated to malicious computer hacking. They will also be able to distinguish appropriate countermeasures to be applied to shore up specific vulnerabilities and to fend off specific types of intrusion attempts.

TCT - TERRORISM AND COUNTERTERRORISM

TCT508 - Extremist Organizations (4.5)

Extremist organizations have grown in numbers and, due to modern communication and transportation systems, in influence. Such organizations espouse extreme economic, political, religious, and/or social ideologies. This course will examine these organizations, the individuals that join them, and the views they express.

TCT517 - WMD Terrorism (4.5)

This course reviews key elements of Weapons of Mass Destruction technology and introduces characteristics and motivations of terrorist groups that might acquire and use WMD. It will familiarize the students with critical issues being debated about the WMD terrorist threat and place that threat into a broader political and strategic context. The course will also discuss various measures for coping with (preventing or responding to) terrorist attacks using WMD. In addition, it will cover how to collect information about this topic, how to analyze it and how to prepare reports about this topic for government decision makers.

TCT525 - Advanced Counterterrorism Analysis (4.5)

The task of counterterrorism is one that is particularly analysis-intensive. It requires its practitioners to employ a melded set of analytical tools and interoperable capabilities. This objective can be complicated by the fact that many counterterrorism operations might involve several entities, including both the intelligence community

and unclassified counterterrorism efforts. This course will explore how to create a unified, integrated, and multi-disciplinary counterterrorism analysis program that makes the best use of all available resources.

TCT570 - Cults and Charismatic Leaders (4.5)

This course offers an introduction to thought reform techniques employed by various states and organizations that have exercised extraordinary degrees of social control over their members. Students taking this course will be able to describe the “brainwashing” methods used by the Chinese and North Korean communists and the social control mechanisms employed by religious cults and other highly authoritarian groups to recruit, control, and deploy their followers. They will be able to explain and discuss the nature of charismatic leadership. Among the groups covered as case studies in this course are the Manson Family, the Unification Church, the People’s Temple, the Order of the Solar Temple, Aum Shinrikyo, and Heaven’s Gate.

TCT571 - Secret Societies (4.5)

This course is designed to provide an understanding on secret societies and how they operate. Students will learn to distinguish between clandestine and semi-clandestine operations. It will address issues of membership and influence, operations, the underground economy, and how this relates to intelligence and counterterrorism.

TCT576 - Analyzing the Terrorist Mind (4.5)

Popular belief is that “normal” people do not kill civilians indiscriminately. Add to this the use of suicide as a terrorist tactic, and all acts of terrorism are viewed as irrational. Hence, the search is for some inner attributes to explain these acts as well as try to understand the basics of how terrorists think. This course will explore and assess various characteristics that may explain this behavior as well as delve into de-humanization factors that affect these individuals. This course will also address behavior and verbal signs the student can learn to assist in predicting the level of danger presented.

TCT595 - Advanced Counterterrorism Operations (4.5)

This course provides an overview of the prevalent types of terrorism, their impact throughout the world, and its relative significance to the United States. The course will also look at the genesis of terrorist organizations and the moral, financial and logistical support they receive. By the end of this course, students will understand the strategies and tactics terrorist groups employ to achieve their aims as well as the role of the international community in defining terrorism, controlling the supply of money and weapons, and developing and implementing an active international counterterrorism policy.

TCT596 - Origins, Evolutions, and Trends in Terrorism (4.5)

This course provides an accelerated introduction to terrorism by exploring the circumstances that promote terrorism and terrorist activity. Special emphasis is given to social extremists, including efforts to manipulate such marginalized groups by sponsors of terrorism, and their rationalizations for terrorist behaviors. Case studies from throughout history are used to give students an exposure to the diversity of identities and motivations that give rise to terrorism. This course is designed for upper level students who need an expository class on terrorism and not those who have studied it at the undergraduate level.

TCT600 - Advanced Counterterrorism (4.5)

This course will focus on U.S. Domestic based terrorist organizations including those subscribed to by convicted Oklahoma City Bomber, Timothy McVeigh. The course will identify known organizations, their perceived structure, goals and degree of operational capacity. Further, this course will present historical perspectives on international terrorism, which through legal and illegal immigration and infiltration can now be considered “domestic” in nature.

Prerequisite: TCT525 or INT584.

TCT617 - Cyberterrorism, Cyberwarfare, Cybercrime (4.5)

This course will teach the student to identify the ways that computers can be used by terrorists and criminals. Students completing this course will be able to appraise and assess the potential of different kinds of cyber attacks. The course examines technological advancements on the horizon and the opportunities they may present for terrorists, as well as how one can devise plans, countermeasures, and contingencies against future attacks. Students will also learn how to determine the efficacy of current U.S. policy regarding critical infrastructure protection and future avenues for addressing the threat.

TCT620 - Advanced Domestic Terrorism (4.5)

This course will explore the phenomenon of domestic terrorism by directing the focus of the student on a single violent or potentially violent domestic extremist group, chosen by the student in consultation with the instructor. Students will develop a group history, create profiles of key members, identify allies and rivals of the group, pinpoint any relationships with foreign extremist groups or governments, and create a general threat assessment of the target organization’s potential for violence.

TCT640 - Advanced Islamism and Terrorism (4.5)

By the end of this course, students will be able to explain and discuss the history, philosophy, political and theological tenets across the modern Islamist movement, with special focus on those segments that have embraced violence. The student will also select at least one major Islamist thinker or founding ideologist for whom they will be able to demonstrate specialized knowledge and describe in detail the influence of that person in the larger context of violent Islamism.

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Associate Dean, General Education

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Dean, Henley-Putnam School of Strategic Security

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NATIONAL AMERICAN UNIVERSITY FACULTY

- Abhayaratne, Praveen, BA, International Studies, Washington College (2001); Cert, Conflict Resolution, Middlebury Institute of International Studies (2003); Cert, Nonproliferation Studies, Middlebury Institute of International Studies (2003); MA, Monterey Institute of International Studies, International Policy Studies (2003)
- Ackerman, George, BA, Criminal Justice, Florida Atlantic (1999); MS, Criminal Justice, Nova Southeastern University (2006); PhD, Public Safety, Capella University (2012)
- Al-Asfour, Ahmed, BS, Business Administration, New York Institute of Technology (2004); MS, Administrative Studies, University of South Dakota (2006); EdD, Educational Leadership, University of Wyoming (2014)
- Anderson, Mark, AS, Construction Technologies, Community College of the Air Force (1993); MS, Organizational Management, University of LaVerne (1996); EdD, Nova Southeastern University (2008)
- Bowman, Amie, Graduate Certificate in Strategic Foresight, University of Houston, 2016; MS, Information Systems (Security Emphasis) Johns Hopkins University, 2002
- Bowser, Gary, BS, United States Naval Academy (1961); MS Aeronautics and Astronautics, Massachusetts Institute of Technology (1963); MPS, Auburn University Montgomery (1972)
- Brown, Pamela, AAS, Medical Lab Tech, Alamance Community College (1996); BS, Clinical Laboratory Science, Winston Salem State University (2002); MHA, Healthcare Administration, Winston Salem State University (2010); PhD, Health Services, Walden University (2018)
- Bushman, Chad, BS, Behavioral Sciences, United States Air Force Academy (1995); MS, Aeronautical Science, Embry-Riddle (1999); MA, Naval Postgraduate School, Security Studies (2009); MSc, Special Education Advanced Studies, Montana State University (2015).
- Butler, Rufina, AAS, Business, Denver Technical College (1989); BA, Business, University of Phoenix (1991); MA, Communications, Regis University (1998); PhD, Higher Education Leadership, Northcentral University (2013)
- Corbin, Alex, BA, Mid East Stud: Arabic, University of Utah (1997); BA, Political Science, University of Utah (1997); MA, Military Studies, American Military University (2001); MS, Strategic Intelligence, National Intelligence University (2008).
- Courts, Bari, BA, Mathematics, Kenyon College (1989); MBA, Management, University of Cincinnati (1991); Cert, Instructional Design for Online Learning, Capella University (2003); PhD, E-Business, Capella University (2005)
- Cunningham, Jennifer, BS, Business Administration, Colorado State University (2006); JD, Washburn University School of Law (2010)
- Curts, Raymond, BS, Aeronautical and Astronautical Engineering, University of Illinois (1970); MA, Business Administration and Management, Webster College (1977); PhD, George Mason University, Information Technology (1994)
- Drew, Christopher, BS, Criminal Justice/Fire Safety/Security Administration, New Jersey City University (1996); MEd, Administration and Supervision, Seton Hall University (1999). DSc, New Jersey City University, Civil Security Leadership (2016)
- Dunlap, Susan, BA, Business, Metropolitan State University (1987); MM, Management and Leadership, Metropolitan State University (1995); DBA, Marketing, Argosy University (2012)
- Eisenfeld, Beth, BLA, Landscape Architecture, Michigan State University (1980); MUP, Urban, Technological & Environmental Planning, University of Michigan (1981); Certificate, Computer Career Program, DePaul University (1986); Graduate Certificate in Intelligence Analysis, American Military University (2013); DSS, Henley-Putnam University, Strategic Studies (2016).
- Fischer, Curtis, AS, Accounting, Tulsa Community College (1993); BBA, Accounting, Langston University (1998); MBA, University of Phoenix (2011)
- Flores, Jimmie, BBA, Corporate Financial Management, St. Mary's University (1990); MBA, Finance, University of St. Thomas (1992); MS, Educational Technology, DeVry University (2008); MEd, Curriculum Instruction and Assessment, Regis University (2009)
- Grier, Sean, BS, Religion, Liberty University (2007); MA, Theological Studies, Liberty University (2009); MDiv, Church Ministries, Liberty University (2010); MRE, Religious Education, Liberty University (2010); MS, Criminal Justice, University of Cincinnati (2012); PhD, Criminal Justice, Nova Southeastern University (2018).

- Griffith, Lora, MS, University of Washington, Political Science; MA, Catholic University International Affairs (1989)
- Grigoryan, Arsen, MS, Industrial Engineering, University of Illinois (2001); PhD, Industrial Engineering and Operations Research, University of Illinois (2003)
- Grunenwald, Matthew, BS, Management, Texas A&M University (1997); MS, Business Administration, University of Phoenix (2000)
- Guggenberger, Bruce, PhD, Indiana State University, Education Technology (2008) – no transcripts on file as of 7/26/19
- Halupa, Colleen, AAS, Medical Laboratory Technology, Community College of the Air Force (1987); BS, Health Care Management, Southern Illinois University (1989); MS, Administration/Health Administration, Central Michigan University (1994); EdD, Curriculum and Instruction/Leadership, The University of West Florida (2003)
- Henke, Jenifer, BBA, University of Wisconsin Milwaukee (2001); BSN, Milwaukee School of Nursing, (2007); MSN-ED, University of Phoenix (2013); DNP, Grand Canyon University (2017)
- Hernandez, Dirce, MS, Information Systems and Security, Our Lady of the Lake University (2012)
- Johnson, Allison, BA, Communications, University of North Florida (1989); MS, Technical Communication, Mercer University (1998)
- Johnson, Hurel, MPM, Project Management, DeVry University (2006); MBA, Business Administration, Webster University (2007); DBA, Business Administration International Business, Argosy University (2012)
- Jones, Angela, BS, Accounting, Liberty University (2003), MBA, Webster University (2004), DBA, Argosy University (2013)
- Kemp, Herb, BA, Political Science, West Virginia University (1973); MS, Systems Management, University of Southern California (1981); PhD, Capella University, Organization and Management (2014)
- Kjellerson, Mark, AAS, Electronics, ND State College of Science (1982); BA, Business Administration, Minot State University (1991); MSA, General Administration, Central Michigan University (1995); EdD, Educational Administration, The University of South Dakota (2009)
- Lay, Peggy, BA, Political Science, St. Ambrose University (1985); JD, Law, University of Iowa (1990)
- List, Jill, BS, Clothing Textiles and Related Art, Virginia Tech (1980); MBA, Business Administration, Virginia Tech (1983); PhD, Educational Research and Evaluation, Virginia Tech (1995)
- Lucas, Susan, BA, English, St. Catherine University (1988); MA, Teaching English as a Second Language, Saint Michael's College (1992); PhD, Instructional Leadership, University of Alabama (2005)
- Martinez, Eduardo, BA, International Studies, University of Texas (1978); MA, Legal Studies, Antioch University (1983); JD, Law, Mississippi College (1990); MSS, Strategic Studies, United States Army War College (2003)
- McCaffery, Jack, JD, Law, Barry University School of Law (2004); DBA, Business Administration, Argosy University (2008); Certificate, Advanced Professional Graduate Business, Argosy University (2008); Certificate, International Economics, Nova Southeastern University (2016)
- McKnight, Mark, BA, English, Virginia Tech (1997); MS, Corporate and Professional Communications, Radford University (2001); PhD, Workforce Education, Southern Illinois University (2005); MS, Accounting, Indiana Wesleyan University (2015); CERT, Post Doctoral Certification, Finance and Accounting, University of Florida (2016)
- Mitchell, David, BS, Economics, Truman State University (1994); MA, Economics, Central Missouri State University (1996); PhD, Economics, Oklahoma State University (2001)
- Mwangi, George, DBA, Business Administration, Walden University, (2016); MBA, Business Administration, Seton Hill University, (2006)
- Nimon, Harry, AAS, Criminal Justice Technology, University of Akron (1976); BS, Technical Education, University of Akron (1976); MA, Management and Supervision, Central Michigan University (1980); DBA, University of Phoenix, Business Administration (2008).
- Olivera, Daisy, BBA, Management, Texas Tech University, (1995); MBA, Business Administration, Texas State University, (1999)
- Paluch, Edward, BA, Biology, New York University (1974); MA, Pathology, Columbia University (1976); PhD, Pathology, Columbia University (1978)
- Proehl, Carl BA, History, Florida State University (1969); MPA, Public Administration, The University of West Florida (1975); PhD, Political Science, The University of Georgia (1980)
- Randall-Clausen, Anthony, BS, Liberal Arts, Excelsior College (2000); MS, American Military University, Strategic Intelligence (2010)
- Roeder, Travis, BS, Psychology, University of Nebraska – Omaha (2007); MBA, Strategic Leadership, Trident University International (2014)

- Savasta, Michael, BS, Criminal Justice Administration, Columbia Southern University (2006); MS, Columbia Southern University, Criminal Justice (2007)
- Schillinger, Thomas, BS, Interdisciplinary Studies, SUNY Empire State College (2007); MJA, Justice Administration, Norwich University (2008); PhD, Walden University, Public Policy and Administration (2014)
- Shah, Pranav, BS, Information Systems, Pace University (2004); MS, Information Systems, Pace University (2007).
- Sow, Mouhamadou, BS, Accounting and Information Management, The University of Texas at Dallas (2006); Certificate in Project Management from Amberton University (2008); MBA, Strategic Leadership, Amberton University (2009); DBA, Business Administration, Walden University (2015); MS, Information Security, City University of Seattle (2018)
- Straight, Benjamin, BA, Spanish, Radford University (2001); MA, Sociology, University of South Florida (2003); JD, Law, University of Florida (2008); PhD, Criminal Justice, Nova Southeastern University (2019)
- Sullivan, Adam, BA, Business and Finance, Liberty University (2003), MS, Business Administration, Liberty University (2004), MS, Accounting, Strayer University (2006), PhD, Philosophy in Applied Management and Decision Sciences, Walden University (2007)
- Swinehart, Robyn, BAS, Accounting, Mount Mercy University (1984), MBA, Nova Southeastern University (1987), PhD, Management, Colorado Technical University (2014)
- Szymczak, Milosz, BA, Intelligence Studies, American Military University (2011); MPS, Security & Safety Leadership, George Washington University (2015).Certificate, Lifelong Education, Michigan State University (2017);
- Thomas, Jason, BS, Business/Information Systems, University of Phoenix (1999); MBA, Business Administration, University of Phoenix (2001); PhD, Business Administration - Marketing, Northcentral University (2016) ;Cert, Information Systems Security, American Military University (2017); Cert, Homeland Security, Texas A&M University (2018); MS, Information Technology, American Military University (2018)
- Wendt, Jeffrey, BBS, Finance, Dallas Baptist University, (2006); MBA, Business Administration, University of Dallas (2008); MML, Transportation and Logistics, North Dakota State University (2016)
- Wenger, Anthony, BS, Pennsylvania State University (1984); MS, Criminal Justice Admin, University of Central Texas (1989); MEd, Educational Psychology, University of Oklahoma (1992); DM, Colorado Technical University, Management (2014)
- White, Gary, BA, Environmental Sciences, LaSalle College (1977); MS, Organizational Dynamics, University of Pennsylvania (1992); PhD, Educational Leadership, Union Institute and University (2009)
- Williams, Dominique, BS, Mathematics, Prairie View A&M University (2002); MBA, Business Administration, American InterContinental University, (2007); MS, Mathematics, Prairie View A&M University (2004); PhD, Organization and Management, Capella University (2015)
- Winegar, Rhonda, AAS, Nursing, Redlands Community College (1991); BS, Nursing, Northwestern Oklahoma State University (1994); MSN, Nursing Family Nurse Practitioner, Texas A&M University (2000); DNP, Nursing Practice, Saint Louis University (2014)

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