

# NATIONAL AMERICAN UNIVERSITY



Graduate Catalog 2010-2012

*Quality higher education in a caring and supportive learning environment*



# NATIONAL AMERICAN UNIVERSITY CAMPUS LOCATIONS

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## Central Administration

www.national.edu  
5301 S. Highway 16, Suite 200  
Rapid City, SD 57701  
(605) 721-5200  
(605) 721-5241 (FAX)

## Albuquerque

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

## Austin

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

## Bloomington

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

## Brooklyn Center

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

## Burnsville Education Center

513 West Travelers Trail  
Burnsville, MN 55337  
(952) 563-1200  
(952) 563-1255 (FAX)

## Centennial Education Center

8242 South University Boulevard Suite 100  
Centennial, CO 80122-3157  
(303) 542-7000  
(303) 542-7005 (FAX)

## Colorado Springs

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

## Colorado Springs South Education Center

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

## Denver

1325 S. Colorado Boulevard, Suite 100  
Denver, CO 80222-3308  
(303) 876-7100  
(303) 876-7105 (FAX)

## Distance Learning

www.national.edu/distance  
5301 S. Highway 16, Suite 200  
Rapid City, SD 57701  
(605) 394-4953  
(800) 770-2959  
(800) 209-0182 Admissions  
(605) 394-5082 (FAX)

## Ellsworth AFB Extension

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

## Harold D. Buckingham Graduate School

5301 S. Highway 16, Suite 200  
Rapid City, SD 57701  
(800) 770-2959  
(605) 721-5241 (FAX)

## Independence

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

## Lee's Summit Education Center

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

## Minnetonka Education Center

10901 Red Circle Dr, Suite 150  
Minnetonka, MN 55343  
(952) 562-4200  
(952) 562-4205 (FAX)

## Overland Park

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

## Rapid City

321 Kansas City Street  
Rapid City, SD 57701-3692  
(605) 394-4800  
(605) 394-4871 (FAX)

## Rio Rancho

1601 Rio Rancho, Suite 200  
Highway 528 and Sara Road  
Rio Rancho, NM 87124-1903  
(505) 348-3750  
(505) 348-3755 (FAX)

## Roseville

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

## Sioux Falls

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

## Tulsa

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

## Watertown Education Center

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

## Wichita

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

## Wichita West Education Center

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

## Zona Rosa

7490 NW 87th Street  
Kansas City, MO 64153  
(816) 412-5500  
(816) 412-5505 (FAX)



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# GENERAL INFORMATION

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## HAROLD D. BUCKINGHAM GRADUATE SCHOOL

Harold D. Buckingham is widely considered to be the spiritual founder of National American University. A passionate advocate for higher learning, Mr. Buckingham embraced an open enrollment philosophy where quality educational opportunities exist for every person who desires it. He also strongly believed that it was the responsibility of colleges and universities to do everything in their power to ensure students succeed.

To honor the achievements of people like Mr. Buckingham, many business and graduate programs are housed within a "school" named after a person of distinction who has contributed to an academic field (such as business), the higher education institution or school itself and/or the community.

Following this great tradition, and upon approval of the National American University Board of Governors, the university is pleased to announce that the graduate school will henceforth be known as the Harold D. Buckingham Graduate School.

Over a decade after his death (1995), the university is committed more than ever to the goals and ideals of Harold Buckingham, who is even today widely considered to have been a pioneer in private proprietary higher education.

*"The success of our past greatly inspires us toward success in the future."*

*~ Harold D. Buckingham*

## MISSION STATEMENT

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

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

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

## CORE VALUES

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

## PURPOSES

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

8. Assist students in the development of ethical values and behaviors.
9. Foster an environment that encourages involvement by employees in the innovation and solution-seeking processes and provide an opportunity for personal and leadership development.
10. Provide a stable institutional environment where human, financial and physical resources are sufficient to accomplish its educational and institutional goals as a sound basis for continued growth and development.

*Adopted by the National American University Board of Governors, January 2009*

## ACCREDITATION - APPROVALS - AFFILIATIONS

National American University is accredited by the Higher Learning Commission and is a member of the North Central Association of Colleges and Schools, [www.ncahlc.org](http://www.ncahlc.org), (312) 263-0456.

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 Associate of Applied Science, Bachelor of Science, Master of Management, and Master of Business Administration degree programs in business through the International Assembly for Collegiate Business Education (IACBE), Olathe, Kan.

The medical assisting programs offered at Albuquerque, Bloomington, Colorado Springs, Denver, Independence, Overland Park, Roseville, and Sioux Falls are accredited by the Commission on Accreditation of Allied Health Education Programs ([www.caahep.org](http://www.caahep.org)) on the recommendation of the Medical Assisting Education Review Board (MAERB). The Commission on Accreditation of Allied Health Education Programs can be contacted at 1361 Park Street, Clearwater, FL 33756, phone (727) 210-2350, fax (727) 210-2354.

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

The pharmacy technician programs offered at Roseville and Sioux Falls are accredited by the American Society of Health-System Pharmacists (ASHP).

The veterinary technology program is accredited by the Committee on Veterinary Technician Education and Activities (CVTEA).

Continuing/one-year approval from July 1, 2010 to June 30, 2011 has been granted by the Kansas State Board of Nursing for the university's Practical Nurse Diploma and Associate of Science in Nursing (ASN) Mobility program.

Full approval has been granted by the Missouri State Board of Nursing for the university's Associate of Science in Nursing (ASN) program.

Full approval has been granted by the Colorado Board of Nursing for the university's Associate of Science in Nursing (ASN) program.

Program approval has been granted by the Minnesota Board of Nursing for the university's Bachelor of Science in Nursing (BSN) program.

Interim approval has been granted by the South Dakota Board of Nursing for the university's Bachelor of Science in Nursing (BSN) program.

Initial approval has been granted by the Kansas State Board of Nursing for the university's Bachelor of Science in Nursing (BSN) program, including LPN Bridge to BSN.

Full approval has been granted by the South Dakota Board of Nursing for the university's Online RN to BSN program.

The National League for Nursing Accrediting Commission (NLNAC) has granted initial accreditation for the NAU Zona Rosa, Mo. ASN program for spring 2009 through spring 2014. Information concerning NLNAC accreditation can be obtained at [www.nlnac.org](http://www.nlnac.org). Denver, Colo. ASN program is seeking NLNAC candidacy status.

The Commission on Collegiate Nursing Education (CCNE) has accepted the School of Nursing application for initial accreditation for NAU baccalaureate degree programs, including Online RN to BSN and Online MSN programs. Acceptance of the application means that the BSN programs must proceed towards accreditation within a specific time frame [www.aacn.nche.edu/CCNE/reports/rptNewApplicants.asp?sort=state#SD](http://www.aacn.nche.edu/CCNE/reports/rptNewApplicants.asp?sort=state#SD). CCNE has scheduled an on-site evaluation site visit in the spring 2011.

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 registered with the Minnesota Office of Higher Education pursuant to section 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

National American University is authorized by the Tennessee Higher Education Commission. This authorization must be renewed each year and is based on an evaluation by minimum standards concerning quality of education, ethical business practices, health and safety, and fiscal responsibility.

National American University is regulated by: The Indiana Commission on Proprietary Education, 302 W Washington St., Room E201, Indianapolis, IN 46204. Toll free number: 1-800-227-5695 or (317) 232-1320.

The Lee's Summit campus is an extension of the Independence, Missouri campus and is pending approval.

## ADMISSIONS STATEMENT

National American University admits students of any age, religion, race, sex, sexual orientation, cultural background, or national and ethnic origin to all of the programs, activities, rights, and privileges generally accorded or made available to students at the university. The university does not discriminate on the basis of these characteristics in the administration of its educational policies, admissions policies, scholarship and loan programs, or other university-administered programs.

No qualified disabled person shall be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any university-related program or activity. National American University reserves the right to make changes at any time in its policies and procedures, fees, class schedules, and/or programs.

## 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 Mr. Jason Warr, System Vice President for Student Services, 5301 S. Highway 16, Suite 200, Rapid City, SD 57701, or (605) 721-5274.

## THE CATALOG

This catalog reflects the regulations, policies, procedures, programs, and fees for National American University as of September 2010. National American University reserves the right to adopt, amend, and implement its policies and procedures as it deems appropriate and necessary. Under certain circumstances, National American University may grant exceptions to its policies and procedures in individual cases when it is determined, in the sole and absolute discretion of the university, that such action would be appropriate to further the mission and purposes of the university.

For the convenience of our university community, the undergraduate catalog has been published online. Students may access the catalog at <http://www.national.edu> or through the student portal. The most current version of the catalog will always be posted online. The university also reserves the right to correct clerical errors. Therefore, students should refer to the online version for updates, clerical corrections and other changes.

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

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

# INTRODUCTION

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National American University currently offers online degrees in Master of Business Administration (MBA), Master of Management (MM), and Master of Science in Nursing (MSN). The MBA and MM are also offered at the Rapid City campus. The graduate 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 our mission of providing career and professional education responsive to student interests and the needs of a variety of employers, the graduate degree programs focus on the needs that many employers have for graduate-level business, management and healthcare workers. This mission is accomplished by graduate-level programs that emphasize the synthesis of knowledge in relevant subject areas needed for those filling middle and upper management positions in a wide variety of organizations.

National American University's master's degree programs seek to assist students in developing the ability to communicate issues 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.

Additional elective courses enable graduate candidates to gain in-depth understanding in selected academic areas for which they have a special interest.

The student will meet with his/her graduate academic coordinator to develop a plan of study based on prior education and work experience, career goals and individual needs. The graduate academic coordinator will assist the student in assessing whether he/she has met the prerequisite course requirements. The resulting academic plan will be submitted to the dean of graduate studies for approval/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.

## GRADUATE PROGRAM MISSION

The mission of the practitioner-oriented graduate programs at National American University is to provide a blended learning environment where students can explore a global perspective while learning to make regionally relevant decisions.

## GRADUATE PROGRAM GOALS

The goals of the National American University Graduate Program are to:

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

# MASTER OF BUSINESS ADMINISTRATION

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The Master of Business Administration program provides students with the opportunity to advance their knowledge and skills in the field of business. Students may come from a business undergraduate degree or may elect to complete the foundation courses in order to ensure that all students enter the program with a solid background in the field of business. The core program courses provide students with an opportunity to enhance their analytical and practical skills in the areas of accounting, finance, economics, information systems, marketing, quantitative methods and leadership. The emphasis areas provide students with an opportunity to tailor the program to help them to meet their specific career goals. Emphasis areas include accounting, human resources, information systems, health care administration and management.

## MBA PROGRAM OUTCOMES

MBA students will:

- Demonstrate the ability to integrate knowledge of accounting, marketing, management information systems, organizational behavior, finance, economics, operations management and quantitative analysis.
- Demonstrate the ability to collect and analyze information and data in order to formulate analytically sound decisions and understand the likely consequences of those decisions.
- Demonstrate the verbal and written communication skills required of executive-level employees.
- Identify and manage ethical issues and multicultural diversity issues.
- Evaluate the actions of an organization operating in a global business environment.
- Demonstrate the ability to utilize technology in multiple ways to achieve project and/or organizational goals.
- Demonstrate leadership ability and team-building skills through class projects and involvement in student, community and/or professional organizations.

## MBA PROGRAM REQUIREMENTS

The Master of Business Administration degree provided by National American University consists of three academic requirements: foundation courses, graduate core courses and elective courses.

The MBA degree may be earned under a non-thesis or a thesis plan. Under the non-thesis option, the student must satisfy 31.5 hours of foundation requirements, and complete 40.5 hours of graduate-level core courses and 13.5 hours of electives. Under the thesis option plan, the student must satisfy 31.5 hours of foundation requirements, and complete 40.5 hours of graduate-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 FOUNDATION REQUIREMENTS

Foundation courses are offered online. These courses cannot be used to fulfill the 54 hours of MBA core and elective courses, and the student must be admitted to the graduate school before enrolling in the graduate-level foundation courses. Foundation courses are not included in the cumulative grade point average or the credits-earned calculations. Grades earned in foundation courses are designated by a # sign as follows: A#, B#, C#, F#, W# or I#.

The following National American University courses fulfill the foundation requirements:

BU5100	Foundations of Accounting
BU5300	Foundations of Statistics
BU5400	Foundations of Economics
BU5500	Foundations of Finance
BU5610	Foundations of Management
BU5620	Foundations of Marketing
BU5700	Research and Writing for Graduate Study

The foundation requirements may also be met in the following ways:

- The equivalent undergraduate courses or graduate courses may be taken at an accredited two- or four-year college or university, or from an international higher education institution approved by an appropriate national ministry of education or recognized country equivalent, **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.

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 academic coordinator prior to starting the program.

## MBA CORE COURSES

It is not necessary that all foundation courses be completed prior to enrolling in graduate courses. However, the writing requirement must be met during the first term while individual prerequisite foundation courses must be completed prior to enrolling in corresponding graduate core class. The relationships of the foundation courses to the core graduate courses are as follows:

	<b>Core Courses</b>	<b>Foundation</b>
AC6550	Managerial Accounting	BU5100
CI6400	Information Systems for Strategic Advantage	
EC6150	Managerial Economics	BU5400
FN6350	Financial Management	BU5100, BU5500 BU5300,
MA6600	Quantitative Methods for Management Decisions	
MG6500	Marketing Administration	BU5620
MT6200	Leading the Organization I: Communication, Culture and Change	BU5610
MT6250	Leading the Organization II: Productivity, Process and Programs	
MT6650	Strategy and Policy	eight graduate core courses

## MBA ELECTIVE AND EMPHASIS OPTIONS

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 develop a program of study that outlines the core and elective courses the student will complete. Final approval of each program of study is the responsibility of the dean of graduate studies.

### Accounting

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
AC6260	Accounting Ethics
AC6270	Accounting Information Systems and Computer Related Fraud

### Generalist MBA

Students who select the generalist MBA without an emphasis area will work with their graduate academic coordinator to select 13.5 hours of elective credit that best match their professional interests. These electives can be selected from any graduate courses not included in the MBA core courses, provided that the student meets any individual course prerequisites.

### Health Care Administration Emphasis

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

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

### 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:

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

### 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 of the following electives:

LA6100	Legal Environment for Global Organizations
LA6570	Human Resource Law
MT6XXX	Any Course Coded MT6XXX

### Information Systems Emphasis\*

Students who select this option will pursue the standard MBA curriculum with a three-course emphasis in information technology by completing three of the following courses. Completion of this graduate emphasis enables students to pursue careers as managers in information technology and related fields.

CI6510	Database Systems in the Enterprise
MT6600	Enterprise E-Business Strategy
MT6610	Managing and Optimizing Projects
MT6620	Knowledge Management

*\*This emphasis area is only available to students enrolled in the international Best of Both Worlds IDP® program with an NAU affiliate school.*

### International Business

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  
MT6570      International Business  
MT6580      International Management

## MBA Thesis Option

Students who select the thesis option must complete both thesis courses and one additional elective course.

MT6805      Thesis I  
MT6810      Thesis II  
One elective course

# MASTER OF MANAGEMENT

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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. Course topics focus on management issues in areas such as human resources, marketing, information technology, finance and accounting, leadership, communication and international business.

## M.M. PROGRAM OUTCOMES

M.M. graduates will:

- Demonstrate the ability to integrate knowledge of human resources, marketing, information technology, organizational development and change, accounting and finance, and relevant management theory.
- Demonstrate the ability to collect and analyze information and data in order to formulate analytically sound decisions and understand their likely consequences of these decisions.
- Demonstrate the verbal and written communication skills required of executive-level employees.
- Identify and manage ethical issues and multicultural diversity issues.
- Evaluate the actions of an organization operating in a global business environment.
- Demonstrate the ability to utilize technology in multiple ways to achieve project and/or organizational goals.
- Demonstrate leadership ability and team building skills through class projects and involvement in student, community and/or professional organizations.

## PROGRAM REQUIREMENTS

The Master of Management (M.M.) degree provided by National American University consists of three requirements: foundation courses, graduate core courses and elective courses.

The M.M. degree may be earned under a non-thesis or a thesis plan. Under the non-thesis option, the student must satisfy nine (9.0) hours of foundation requirements, and complete 40.5 hours of graduate-level core courses and 13.5 hours of electives. Under the thesis option plan, the student must satisfy nine (9.0) hours of foundation requirements, and complete 40.5 hours of graduate-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 M.M. core areas and is required in both the non-thesis and thesis options to

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

## FOUNDATION REQUIREMENTS

Foundation courses are offered online. These courses cannot be used to fulfill the 54 hours of M.M. core and elective courses, and the student must be admitted to the graduate school before enrolling in the graduate level foundation courses. Foundation courses are not included in the cumulative grade point average or the credits-earned calculations. Grades earned in foundation courses are designated by a # sign as follows: A#, B#, C#, F#, W# or I#.

The following National American University courses fulfill the foundation requirements:

BU5610 Foundations of Management  
BU5700 Research and Writing for Graduate Study

The foundation requirements may also be met in the following ways:

- The equivalent undergraduate courses or graduate courses may be taken at an accredited two- or four-year college or university, or from an international higher education institution approved by an appropriate national ministry of education or recognized country equivalent, **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.

The M.M. 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 graduate academic coordinator prior to starting the program.

## M.M. CORE COURSES

It is not necessary that all foundation courses be completed prior to enrolling in graduate courses. However, the writing requirement must be met during the first term while individual prerequisite foundation courses must be completed prior to enrolling in corresponding graduate core class. The relationships of the foundation courses to the core graduate courses are as follows:

	<b>Core Courses</b>	<b>Foundation</b>
CI6400	Information Systems for Strategic Advantage	
FN6200	Finance for Managers	
LA****	Select either LA6100 Legal Environment for Global Organizations OR	

	LA6570 Human Resource Law	
MG6200	Marketing and Sales Management	
MT6200	Leading the Organization I: Communication, Culture and Change	BU5610
MT6300	Managing Human Resources	
MT6580	International Management	
MT6700	Managerial Communication	
MT6650	Strategy and Policy	eight graduate core courses

**Elective Courses**

Three elective courses

## M.M. ELECTIVE AND EMPHASIS OPTIONS

In order to satisfy the M.M. program requirements, a student must complete a minimum of three elective courses as a part of his/her program. Each student will work with his/her graduate academic coordinator to develop a program of study that outlines the core and elective courses that the student will complete. Final approval of each program of study is the responsibility of the dean of graduate studies.

### CRIMINAL JUSTICE 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
CJ6200	Management Topics in Criminal Justice
CJ6250	Management of Critical Incidents
CJ6300	Criminal Justice Planning and Innovation

### GENERALIST

Students who select the generalist M.M. without an emphasis area will work with their academic coordinator to select 13.5 hours of elective credit that best match their professional interests. These electives may be selected from any graduate courses not included in the M.M. core courses, provided that the student meets any individual course prerequisites.

### HEALTH CARE ADMINISTRATION EMPHASIS

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

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

## HUMAN RESOURCE MANAGEMENT EMPHASIS

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

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

## INFORMATION SYSTEMS EMPHASIS\*

Students who select this option will pursue the standard M.M. curriculum with a three-course emphasis in information technology by completing three of the following courses. Completion of this graduate emphasis enables students to pursue careers as managers in information technology and related fields.

CI6510	Database Systems in the Enterprise
MT6600	Enterprise E-Business Strategy
MT6610	Managing and Optimizing Projects
MT6620	Knowledge Management

*\*This emphasis area is only available to students enrolled in the international Best of Both Worlds IDP® program with an NAU affiliate school.*

## PROPRIETARY HIGHER EDUCATION MANAGEMENT EMPHASIS

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

LA6200	Legal and Regulatory Environment in Higher Education
HE6100	History of American Higher Education
HE6200	Management Topics in Higher Education
HE6250	Student Retention and Learner Services
HE6300	Curriculum Design, Development and Assessment

## THESIS OPTION

Students who select the thesis option must complete both thesis courses and one additional elective course.

MT6805	Thesis I
MT6810	Thesis II
	One elective course

# SCHOOL OF NURSING

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## MISSION STATEMENT

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

## GOALS/PURPOSES

Revised 2009-03-05

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

## SCHOOL OF NURSING PHILOSOPHY

The School of Nursing derives its philosophy and purposes from the mission statement of National American University. The School of Nursing 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 "Transcultural Nursing" theories:

1. **Experiential:** student-centered and lifelong learning; Benner (1984, 2000, 2001) and Leininger (1991, 2002, 2006). The School of Nursing 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, 1984, 2000, 2001). Nursing is embraced as a discipline committed to the importance of lifelong learning for the maintenance and advancement of knowledge. The School of Nursing and faculty further believe culturally congruent care reflects an infinite number of factors that affect wellbeing 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, 1991, 2002, 2006).

2. **Caring:** essential to nursing and nursing education; Benner (1984, 2000, 2001) and Leininger (1991, 2002, 2006). The School of Nursing and faculty embrace Benner's (1984, 2000, 2001) 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 School of Nursing and faculty further embrace Leininger (1991, 2002, 2006) definition: "Care is the heart of nursing; Care is power; Care is essential to healing (or wellbeing); 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).
3. **Clinical Judgment:** qualitative distinction, evolves over time, integrative/dynamic; Benner (1984, 2000, 2001). The School of Nursing and faculty believe Benner's (1984, 2000, 2001) 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.
4. **Holistic Health/Illness/Death;** Leininger (1991, 2002, 2006) The School of Nursing 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 wellbeing within an individual, the family, and the community as a whole. National American University School of Nursing 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 School of Nursing. The School of Nursing 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 (1991, 2002, 2006) are threaded throughout the curriculums. 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 on-going reexamination of categories and concepts.

- The School of Nursing 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.

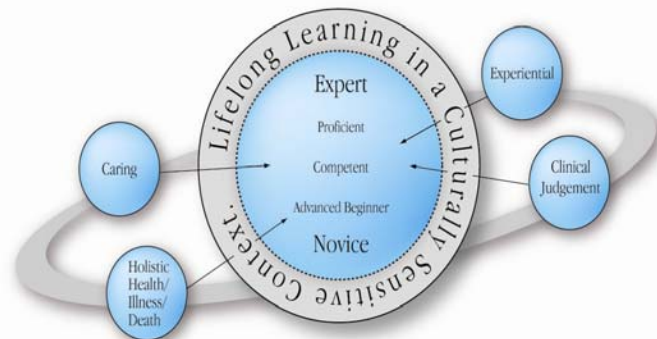
## NURSING PRACTICE AND NURSING EDUCATION

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. The practical nurse graduate provides direct patient care by assisting with data collection, contributing to a plan of care, performing basic therapeutic and preventive nursing measures, and assisting in evaluating the outcomes of nursing interventions of patients with commonly occurring health problems. The associate of science degree graduate is prepared to serve clients with more complex care needs, which require judgment, independent decision making within the professional nurse role, and collaborative decision making. The baccalaureate graduate has additional education in leadership, health care delivery systems, community and public health nursing, nursing research, and evidence based practice. The provision of care at this level requires a broad base of principles from science and the liberal arts. The NAU Masters of Science degree in Nursing with emphasis in Nursing Education was developed to prepare future educators for leadership in the field.

Educational preparation within each level of practice should build on previous knowledge to facilitate career mobility.



This model represents the organizing structure of NAU School of Nursing. The model illustrates the emphasis on lifelong learning throughout all programs in a culturally sensitive context for all populations. Students enter the NAU School of Nursing at varying points in their careers (pre-licensure PN, ASN, BSN, Online RN to BSN and/or Online 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.

## REFERENCES

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- Leininger, M., & McFarland, M. (2002). *Transcultural nursing: Concepts, theories, research and practice*. New York: McGraw Hill.
- Leininger, M., & McFarland, M. (2006). *Culture Care Diversity and Universality*. Boston: Jones and Bartlett.

## ONLINE MSN CURRICULUM DESCRIPTION

The Online Master of Science in Nursing Education program is based on three sets of core courses. Each course within the

12 course program awards 4.5 credits for a total of 54 credits. The graduate nursing education core courses provides students the basis for development of refined analytical skills, broad-based perspectives, enhanced abilities to articulate viewpoints and positions, clearer ability to connect theory to practice, and enhanced skills in the nurse educator profession. These are consistent with the Graduate Core Curriculum established by the AACN Essentials of Master's Education (1996) and the NLN Certified Nurse Educator test plan. The purpose of courses in the graduate nursing education core is to provide the content that forms the foundation of all graduate nursing education irrespective of specialty such as advanced clinical practice roles, nursing administration, community health, or nursing education. These courses include:

NS6110 Theories in a Global World (4.5 cr)\*  
NS6120 Ethics (4.5 cr)\*  
NS6130 Research (4.5 cr)\*  
NS6140 Online Nursing Education (4.5 cr)  
NS6150 Simulation in Nursing Education (4.5 cr)  
MT6200 Leading the Organization I: Communication, Culture and Change (4.5 cr)

\*May be transferred into the program from a regionally accredited graduate nursing program; BS or MS degree in nursing program; other health professionals with permission of chair and dean.

Attention: MT6200 is a prerequisite for all of the NS courses unless waived by special permission.

The core specialty competencies for the Online Master of Science in Nursing Education is based on the National League of Nursing Scope of Practice for Academic Nurse Educators (2005) and the NLN Certified Nurse Educator test plan. The courses in the nursing education cores provide teaching and learning in program and curriculum, pedagogy, teaching and learning methods, instructional design, assessment and evaluation, and the nurse educator roles.

These courses include:

NS6210 Nursing Curriculum and Program Design (4.5 cr)  
NS6220 Nursing Instructional Design, Educational Methods and Teaching Strategies (4.5 cr)  
NS6230 Assessment and Evaluation in Nursing Education (4.5 cr)  
NS6240 Nurse Educator Roles (4.5 cr)

The capstone core courses provide a culminating practicum and project that synthesizes the foundational courses in graduate nursing core and nursing education core courses with a focus on either online education or simulation education. These courses include:

NS6250 Nursing Capstone Project (4.5 cr)  
NS6260 Nursing Capstone Practicum: Simulation or Online (4.5 cr)

During the Online Master's of Nursing Education program, the student acquires the ability to analyze, synthesize, and utilize knowledge to provide nursing education and facilitate student learning. This is accomplished through a variety of

teaching and learning experiences including formal courses using online, practicum experiences, and a culminating project. This approach allows a student to integrate prior and current learning while providing flexibility and scholarship.

## STUDENT LEARNING OUTCOMES

Graduates of the Online MSN program, with emphasis in Nursing Education, will:

1. Analyze moral, ethical and legal issues that impact the delivery of nursing care and nursing education in a diverse, global world.
2. Integrate theory, research and practice using critical thinking and effective problem solving for the advancement of the nursing profession.
3. Utilize technological media to educate and communicate collaboratively with internal and external stakeholders throughout the global world.
4. Synthesize principles of education, innovative methodologies and learning approaches to achieve curricular outcomes.
5. Model professional, scholarly and leadership behaviors that foster clinical reasoning and lifelong learning.

# ADMISSIONS

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## ADMISSION CRITERIA

The ideal graduate student is highly motivated, values lifelong learning opportunities, has the ability to perform academic work at the graduate level, and is able to contribute positively to the learning environment of fellow graduate students. Admission requirements are designed to acquire a graduate student body with these attributes.

## ADMISSION REQUIREMENTS – MBA AND MM

### Regular Admission Status

- A baccalaureate degree from an accredited institution of higher learning in the United States or from an international institution of higher learning recognized by the ministry of education or other appropriate government agency, **and**
- A minimum grade point average of 2.75 achieved for all undergraduate work, **or**
- A minimum grade point average of 2.9 achieved for the last one-half of the credits earned toward a baccalaureate degree, **or**
- A minimum grade point average of 3.0 in two or more graduate-level courses taken at a regionally accredited institution of higher learning or recognized foreign equivalent.

## ADMISSION REQUIREMENTS – ONLINE MSN - SCHOOL OF NURSING

1. Regular admission status includes the following:
  - a. Graduation from a baccalaureate degree program in nursing from an accredited institution.
  - b. Current active unencumbered RN license from any state within the United States. Evidence of current licensure must be present in the student's departmental file.
  - c. Minimum cumulative GPA of 3.0 or above on a 4.0 scale during the BSN degree completion. Applicants who do not meet the cumulative GPA requirement are reviewed on a case by case basis and may be admitted under probationary status.
2. All nursing prefix (NS) courses and MT6200 Leading the Organization I must be completed through NAU online.\*
3. All international nurses must have a current active unencumbered registered nurse license to practice (in the state of their choice in the United States) and an international professional evaluation of their prior education credentials.

\* Only the following NS courses may be transferred into the MSN program of study: Theories in a Global World, Ethics and Research.

## STUDENTS ADMITTED ON A PROBATIONARY ADMISSION STATUS

Students may be admitted on a probationary status if they hold a baccalaureate degree from an accredited institution of higher learning or international institution of higher learning recognized by the ministry of education or other appropriate government agency but do not meet the minimum grade point requirements as described above.

## CONVERSION OF STUDENTS ADMITTED ON A PROBATIONARY ADMISSION STATUS TO REGULAR ADMISSION STATUS

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

- A grade point average of 3.0 is achieved in the first two graduate program courses taken at National American University (does not include foundation courses), and
- No more than one final grade of "C" or lower is recorded in the first two graduate program courses taken at National American University.

## TERMINATION FROM THE GRADUATE PROGRAM

Students who are unable to convert their probationary admission status to regular admission status may be terminated from the program. The student's progress towards completing the program along with his/her grades will be considered in making this determination. A student may submit a written request to the dean of the graduate school to be considered for re-admission to the program. Students should contact the graduate office for further information about termination/re-admission procedures.

## ADMISSION SUBMITTALS

Each applicant for admission to the graduate program must submit all of the following items:

- Official undergraduate transcript(s) from an accredited institution of higher learning or from an international institution of higher learning recognized by the ministry of education or other appropriate government agency. Transcripts must include all courses and grades that are pertinent to receiving the baccalaureate degree.

- Official transcripts from an accredited institution of higher learning or from an international institution of higher learning that is approved by the appropriate national ministry of education or its equivalent, indicating completion of any prerequisite courses which may have been taken after receiving the baccalaureate degree. MSN students must also submit a transcript evaluation from an organization approved by the National Association of Credential Evaluation Services (NACES).
- A completed National American University graduate application for admission and submission of a \$45 application fee.
- MSN applicants must submit proof of current, unrestricted state Registered Nurse licensure

## INTERNATIONAL STUDENT ADMISSION REQUIREMENTS \*

International graduate student applicants who wish to study in the National American University graduate program must satisfy all of the following criteria for admission:

1. Complete and submit an International Graduate Student Application for Admission.
2. Pay a one-time, non-refundable application fee of \$45 U.S. at the time of application (*The fee requirement may be waived for students from higher education institutions with which National American University has an affiliation agreement.*).
3. Provide evidence of completion of a baccalaureate degree in the form of official transcripts from (i) an international higher education institution recognized by the ministry of education or other appropriate government agency and a transcript evaluation from an organization approved by the National Association of Credential Evaluation Services (NACES) or (ii) an accredited U.S. higher education institution. Transcripts should show marks and credits earned for all post-secondary work. All records should be submitted in the native language, and credentials written in languages other than English must be accompanied by a certified English translation. Translations should be literal and not interpretive. A key to the marking system or grading scale should also be included if it is not indicated on the transcript.
4. Demonstrate proficiency in English through satisfaction of one of the following requirements:
  - a. Provide an official Test of English as a Foreign Language (TOEFL) score report indicating a minimum score of 550 for a paper-based, 213 for a computer-based or 80 for an Internet-based exam (The TOEFL must have been taken within the past two calendar years. Official test scores must be sent from the testing agency to National American University. When ordering TOEFL test results, include the university's school code of 6464.).
  - b. Provide an official International English Language Testing System (IELTS) score report with an overall minimum score of 6.0 (The IELTS must have been

taken within the past two calendar years. Official test scores must be sent from the testing agency to National American University.).

- c. Provide evidence of completion of two 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.
  - d. Provide evidence of English language proficiency as deemed appropriate by National American University.
5. Complete and submit the International Financial Certification form and attach an original bank statement. International students are required, as part of the application process, to show evidence of sufficient funding during their studies. The amount and source of funds are also shown on the Certificate of Eligibility (I-20) needed to apply for an F-1 visa. In addition, students planning to bring a spouse and/or children are required to show additional funds for those individuals.

Students requesting the Certificate of Eligibility (Form I-20) to apply for an F-1 (student) visa to enter the U.S. to attend National American University must fulfill all listed international student admissions requirements. Upon acceptance by and approval from the university, Form I-20 will be issued to eligible students.

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

Additional documentation in support of an applicant's candidacy may be requested as deemed necessary by National American University. 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). National American University reserves the right to reject any and all student applicants.

### Financial Aid

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

\* For Online MSN program please see number three on Admission Requirements - MSN - School of Nursing

## ADMITTANCE PROCESS

Once the required admissions submittals have been received and are deemed in order, the application process is considered to be complete.

MBA and MM: Upon evaluating the completed application submittals, the graduate school will notify the student as to whether he/she is accepted into the MBA or MM program.

MSN: Upon evaluating the completed application submittals, the school of nursing in conjunction with the graduate school will notify the student as to whether he/she is accepted into the MSN program.

An applicant meeting the admission requirements will normally be granted regular admission into the graduate program. Probationary admission status may be granted to an applicant who does not meet all of the conditions for regular admission but provides definite evidence that a capability for graduate-level study exists.

#### MINNESOTA STUDENTS

Under Minnesota law, students need to submit a complete immunization record or meet one of the legal exemptions before being admitted to NAU. Students are exempt if they graduated from a Minnesota high school in 1997 or later, were previously enrolled in another college in Minnesota, or were born before 1956. Other exemptions include religious or philosophical objections to being immunized, in which the student needs to submit a notarized statement of his/her beliefs, or if the student has already had one of the diseases covered in the state immunization requirement. A doctor may sign an exemption if the student has another medical reason, for example, immune to the disease or currently pregnant. Please see an admissions representative for further details.

#### SOUTH DAKOTA STUDENTS

Under South Dakota law, students (born after 1956) who are entering a postsecondary institution in South Dakota for the first time after July 1, 2008, must submit, within 45 days after the start of classes, certification from a licensed physician that the student has received or is in the process of receiving the required two doses of immunization against measles, rubella, and mumps. As an alternative to the requirement for a physician's certification, the student may present: (1) Certification from a licensed physician stating the physical condition of the student would be such that immunization would endanger the student's life or health; (2) Certification from a licensed physician stating the student has experienced the natural disease against which the immunization protects; (3) Confirmation from a laboratory of the presence of adequate immunity; or (4) A written statement signed by the student that the student is an adherent to a religious doctrine whose teachings are opposed to such immunizations. If the student is under the age of 18, the written statement shall be

#### TEXAS AND TENNESSEE STUDENTS

The Online MSN program is offered through NAU Distance Learning in all states except Texas and Tennessee.

# TUITION AND FEES

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

Tuition and fees are due on the first day of each 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% per year (1.5% per month) on the unpaid balance.

## FEES

Application Fee: (applies up to one year from the original scheduled start date)*	\$ 45.00
Dual Option Undergraduate/Graduate Specialty Course Fee (per course)	\$ 300.00
Foundation Course Prior Learning Portfolio evaluation fee (per class, due at time of portfolio submittal)	\$ 50.00
Matriculation Fee (paid once)	\$ 50.00
Material Fee, per course for all courses not coded NS	\$ 90.00
Nursing Course Fee, per NS coded course	\$150.00
Graduation Application Fee (per degree at time of graduation application)	\$ 60.00

Quarter tuition does not include the cost of books and supplies.

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

# ACADEMICS

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## EDUCATIONAL PHILOSOPHY OF NATIONAL AMERICAN UNIVERSITY

National American University stresses academic excellence. Its programs emphasize the importance of thinking rationally, communicating effectively, acting purposefully, and dealing effectively with others and with the environment. The curriculum is designed to enable students to acquire a breadth as well as a depth of knowledge. The general education core classes emphasize broad knowledge in several areas, including communications, computers, the humanities, science, mathematics, and the behavioral and social sciences. Specialization in a major field gives students the opportunity to develop depth of knowledge as they pursue goals consistent with their individual interests, skills, and abilities.

National American University faculty members are committed to excellence in the classroom and to the challenge of nurturing the intellectual growth of students. Additionally, because of our commitment to a collegiate environment of caring, concern, and professional service, students at National American University have the opportunity to establish close personal and professional relationships with their instructors.

## ENROLLMENT STATUS

### **Full-time Student**

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

### **Part-time Student**

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

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

A special status student is one who is not degree seeking at the graduate program. 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 graduate program before enrolling in additional classes. Special students generally are not eligible for federal financial aid. However, alternative loan programs may be available. Contact the National American University Financial Aid office for more information.

### **Auditing**

Students who wish to attend the class sessions of a university course but do not wish to receive credit or a letter grade must meet with their graduate academic coordinator to request auditing privileges. Privileges will be extended to students upon recommendation of the student's advisor and approval of the graduate dean.

The following students are eligible to request auditing privileges:

1. Students who are already carrying at least eight hours of credit may audit one or more on-campus or online courses, on a space available basis, at no additional cost.
2. Graduates of National American University may audit, on a space available basis, a course they have previously taken and passed at National American University at no additional cost.

Students may not audit independent study courses or courses not already completed that are required in the program of study.

## STUDENT RE-ENTRY

Students who re-enter the graduate program after more than three consecutive terms will be required to enter the university under new program requirements. 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 re-entry 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 conditioned upon a successful appeal with the Academic Standards Committee.

### **Time Limitations**

Students are expected to complete the graduate degree within seven years of beginning graduate study at National American University. Please see Time Limitations under Enrollment Status.

## CANCELLATION OF CLASSES

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

## 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 National American University 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 or survey participation.

## 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 graduate-level courses with a minimum CGPA of 3.0

The independent study course will start on the first day of a term and end on the last day of the term.

## STUDENT COURSE LOAD POLICY

In order to complete the graduate program in 18 months, the student course load would consist of nine credit-hours per quarter for six consecutive quarters. A minimum of nine credits per quarter is required to be considered as a full-time student. Students receiving federal financial aid should check

with their financial aid advisor to determine if they meet the federal requirements for full-time status. Registration for course loads exceeding 13.5 quarter-credits requires a minimum cumulative grade point average (GPA) and approval as follows:

Credit Hours	Min. Cumulative GPA	Signature(s)
over 13.5	3.0	dean of the graduate school

## GRADING STANDARDS

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

D\* - 1 grade point - Passing

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.
- WF Withdrawal-Fail (applies to the school of nursing). The student voluntarily withdrew from the course or was dropped from the course before completing 60 percent of the academic term. The student was earning a failing grade in the course at the time of withdrawal. This grade has no bearing on the grade point average but may affect eligibility for financial aid.
- S Satisfactory. Used in courses in which credit is awarded and credit hours count toward graduation.
- U Unsatisfactory. Used in courses for which credit is awarded and credit hours count toward graduation but are not calculated into the GPA.

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 National American University.

Students will be informed of their progress in each course on a regular basis by grades given on tests, papers, and other assignments. Additionally, students will receive a notice halfway through each quarter if their grades are below a "C". Grade reports are issued at the end of each quarter.

\* Does not apply to the program.

## REPEATING COURSES - GRADUATE

Any course may be repeated a maximum of two times, regardless of the letter grade earned, at the current cost per unit. When a course is repeated, the higher grade will be used in computation of the grade point average and the other grade, while remaining on the transcript, will not be computed in the grade point average. *Students who do not successfully complete a course after three attempts will be terminated from the graduate program.*

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

## 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.

## STUDY TOUR OPPORTUNITIES

National American University recognizes the importance of opportunities for students to experience the global nature of business. Companies are seeking professionals who understand and have experienced the global marketplace, who know the importance of cultural diversity, and who can strengthen the organization's global presence. In response to this need, the graduate program offers the opportunity for students to participate in Study Tour courses.

Study Tour courses blend global opportunities with current graduate courses. Students will complete a portion of the course in the normal manner, but in lieu of certain assignments, the students may opt to take the Study Tour option. Students who select this option will travel with a faculty member to another country where they will participate in lectures, discussions, and case studies with international students as well as spend time touring businesses, meeting with local business leaders, and experiencing the local culture.

All expenses for Study Tour opportunities are the responsibility of the student as a part of the Study Tour course. Students planning to participate in study tours should visit with their financial aid advisor to determine funding options that may be available to assist in covering these costs.

Students who are interested in the Study Tour opportunities should contact the graduate office for more information.

## GRADUATE TRANSFER COURSES

### MBA and MM

A total of 13.5 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 a regionally accredited institution of higher learning **or** at an international higher education institution that is approved by an appropriate national ministry of education or recognized country equivalent; **and**
2. All courses must be graduate level and relevant to the student's area of study; **and**
3. Courses included in a program of study which were taken more than seven years prior to the anticipated date of graduation must be repeated or validated as to currency by the candidate. Contact the dean of graduate studies to obtain the validation procedures; **and**
4. Transferred courses that replace core courses must be academically comparable to the National American University 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.

### Online MSN

A total of 13.5 quarter-hours of graduate transfer 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 a regionally accredited institution of higher learning; **and**
2. All courses must be graduate level and relevant to the student's area of study; **and**
3. Courses included in a program of study which were taken more than five years prior to the date of graduation must be repeated or validated as to currency by the candidate. Contact the dean of graduate studies/ SON dean to obtain the validation procedures; **and**
4. Transferred courses that replace core courses must be academically comparable to the National American University 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; **and**
6. Only the following courses may be transferred into the MSN program of study:
  - a. Research
  - b. Ethics
  - c. Theories in a Global World

## TIME LIMITATIONS

A student is expected to complete the graduate degree within seven years of beginning graduate study at National American University, with the exception of the MSN program in which the expected length of study is five years. Credits taken in the program, which were completed more than seven years prior to graduation, will be reviewed by a committee composed of the dean of graduate studies and graduate faculty. The criterion for accepting or rejecting these credits as part of the student's program is based on the relevance of the material at the time of review. If the committee does not validate a course

or courses, the student must retake the appropriate graduate course(s) as part of his/her program of study.

## GRADUATION REQUIREMENTS – MBA AND MM

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

- Successful completion of at least 54 quarter-credits composed of nine 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, and
- Successful completion of MT6650 with a grade of "A" or "B", and
- Successful fulfillment of foundation course requirements (see Program Requirements section – Foundation Requirements), 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 graduate-level course will be approved for graduation, and
- A grade of "C" or above in all courses used to meet the foundation requirement regardless of whether the courses were taken from National American University or from another institution.

## GRADUATION REQUIREMENTS – ONLINE MSN

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

- Successful completion of 54 quarter-credits composed of nine core courses and a minimum of three elective courses.
- Successful completion of NS6250 and NS6260 with a grade of "A" or "B".
- Successful fulfillment of foundation course requirements (see Program Requirements section – Foundation Requirements).
- A minimum grade point average of 3.0 in the core and elective courses.
- 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 graduate-level course will be approved for graduation.

- A grade of "C" or above in all courses used to meet the foundation requirement regardless of whether the courses were taken from National American University or from another.

## REQUIREMENTS FOR GRADUATION WITH AN MBA AND AN M.M.

Students who elect to pursue both an MBA and an M.M. are required to complete all of the degree requirements for each degree (includes prerequisite requirements) and a minimum of 15 total courses regardless of degree requirements. Students should work closely with their graduate academic coordinator early in the program to plan for both degrees.

## COMMENCEMENT

Commencement exercises are conducted annually in the spring. Students should check with their graduate academic advisor for scheduled dates and locations.

# SATISFACTORY ACADEMIC PROGRESS POLICY

## GENERAL

The graduate degrees are professional-level courses of study. Accordingly, standards of satisfactory progress are required for candidates during their matriculation.

Satisfactory Academic Progress Standards are administered by the Academic Standards Committee, which is composed of administrative staff and faculty as applicable. Actions taken by the Academic Standards Committee affect not only the student's academic status, but also his/her financial aid eligibility.

Satisfactory academic progress for all students including on-campus and online students will be evaluated when the student has attempted nine or more credit hours and incrementally every academic quarter the student attends thereafter. *Each student's status will be evaluated only once per quarter.* To graduate, students must meet all graduation requirements.

### 1. Qualitative Progress

- The student must maintain a specified cumulative grade point average (CGPA) consistent with the university's graduation requirements.
- For a given number of credit hours attempted plus transfer credits hours, the minimum CGPAs as follows:

#### Satisfactory Academic Progress Table

Minimum Required GPA	Quarter Credit Hrs attempted and transfer credits
2.5 CGPA	1 – 18 credit hours
2.6 CGPA	19 – 22.5 credit hrs.
2.7 CGPA	23 – 31.5 credit hrs.
2.9 CGPA	32 – 45 credit hrs.
3.0 CGPA	46 + credit hrs.

- All foundation courses regardless of grade and any core or elective courses with an Incomplete (I) or Withdrawal (W) grades are not used in calculating the CGPA, but are counted in the quarter hours attempted.
- When a course is repeated, the highest grade achieved will be used in calculating the CGPA.
- The CGPA requirements listed in the above table apply to full-time and part-time students.
- Transfer credits accepted by National American University are not used in the calculation of the student's National American University CGPA, but are added to the number of credit hours attempted when locating the minimum CGPA in the above table. For example: A student completing a graduate degree with 13.5 transfer credits and 18 credits earned must have a CGPA of 2.7 or better. This will help to insure the

student has a 3.0 or better CGPA by the end of his/her maximum time frame.

### 2. Quantitative Progress

- The student must complete his/her academic program within seven years of graduate study at National American University.

## SATISFACTORY ACADEMIC PROGRESS STATUS

A student's satisfactory academic progress status applies for all NAU campuses. This status remains his/her status even during periods of non-enrollment. The Satisfactory Academic Progress Policy sets forth the following academic and financial aid status definitions:

- Good Standing Status – In general this means the following:
  - the student has a Cumulative Grade Point Average (CGPA) equal to or greater than the "minimum CGPA" value listed in the National American University Satisfactory Academic Progress Table on the previous page; *and*
  - the student has not exceeded the seven year maximum time allowed to complete his/her graduate study at National American University.
- Academic Probation Status – Students who fall below the minimum CGPA listed in the National American University Satisfactory Academic Progress Table will be in probation status. Financial aid will be disbursed to eligible students in this status. Students placed in this status will be given one quarter to correct the deficiency. At the end of the probation status quarter, students who correct the deficiency will be returned to good standing status. Students who do not correct the deficiency will be placed in suspension status.
- Suspension Status – Students who do not return to good standing after one quarter of attendance following their assignment of probation status will be placed in suspension status. A suspended student *may not enroll* following the assignment of the suspension status or receive federal or NAU financial aid. Students in suspension status stay in suspension status until they have a successful appeal, no matter how many quarters of non-enrollment have passed. See Appeals for specifics regarding appeals.
- Provisional Readmission Status – A suspended student is eligible for provisional readmission *after the one-quarter* suspension period and a successful appeal if:
  - the student meets the readmission stipulations as set by the Academic Standards Committee; *and*
  - it is evident that the student can progress toward a successful completion of the educational objective.

Federal financial aid will *not* be disbursed to students who are in provisional readmission status. Students may qualify for alternative loans.

5. Maximum Time Frame - Students who have exceeded seven years of graduate study (five years for Online MSN program) at National American University will not be eligible for further federal financial aid disbursements. Students may qualify for alternative loans.

## NOTIFICATION

Students who are placed on or removed from academic probation status, suspension status, provisional readmission status, or who have exceeded seven years ( five years for Online MSN students) of graduate study at National American University will receive a notification letter stating their academic and financial aid status.

## APPEALS

Students in suspension status, *after one quarter of non-enrollment*, may appeal to re-enter NAU on a provisional readmission status.

Students in suspension status *with extenuating circumstances* may appeal their suspension status without one quarter of non-enrollment or anytime thereafter to a probation or provisional readmission status. Extenuating circumstances can be, but are not limited to: incomplete grades that are now completed, medical conditions or death in the immediate family.

Students may appeal their suspension status to the Academic Standards Committee. Appeals are made to the campus at which the student intends to enroll, no matter which NAU campus the student has previously attended. Appeals will be in writing and will be considered on a case-by-case basis and must be submitted to the Academic Standards Committee *no later than the last day of the first week of the quarter for which the student wishes to enroll*. For specific details on the appeals process and the Appeal for Reinstatement from Suspension Form, please see your academic dean.

## REINSTATEMENT OF FINANCIAL AID

### ELIGIBILITY

Students who have lost eligibility for financial aid as a result of satisfactory academic progress deficiency can be reinstated by improving their status according to the standards of satisfactory academic progress, or with extenuating circumstances through the appeals process. (See Appeals.)

# UNIVERSITY POLICIES/PROCEDURES

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## ACADEMIC INTEGRITY

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

### Students

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

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

#### *Cheating:*

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

#### *Plagiarism:*

- Using the ideas, data or language of another without specific and proper acknowledgement. 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 given at the discretion of the academic dean and/or system vice president of academic operations and learner services (SVPAOLS) and are determined 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 SVPAOLS)

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.

## 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/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. Our goal is to prepare students to be conscientious and productive employees.

NAU creates a caring and supportive learning environment. The university believes that students are more successful if they participate in class, and that they receive great benefit from classroom discussions and the relationships formed with other students and faculty members. Instructors are more

likely to recognize that a student is in need of tutoring or other academic support if the student is regularly attending class.

## ATTENDANCE POLICY

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

Attendance is taken each week in all classes. Students enrolled in online courses are counted as present if they actively participate weekly within the course in the university's learning management system. For more information regarding online requirements, please refer to the Distance Learning section of the academic catalog.

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.

## CONDUCT

As a student at National American University, appropriate conduct and integrity are expected. In some instances of student misconduct, the university will issue a warning or will place the student on disciplinary probation, suspension, or will dismiss the student from the university. A written policy on student conduct is available from the office of the academic dean or the campus executive officer who has authority and responsibility for overseeing student conduct.

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 key words in the institutional expectations of students in their interaction with each other and with other members of the university community. Legal violations will be turned over to police authorities.

## CONFIDENTIALITY POLICY

MSN students should refer to the SON 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.

## DISABILITY SERVICES

National American University strives to make its programs 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. Its purpose is to create and maintain an environment in which students may achieve their fullest potential, limited to the least extent possible by individual disabilities. Such disabilities include physical or mental impairment that substantially limits major life functions. All faculty, staff, and students of the university are expected to adhere to this philosophy of equal access to educational opportunity and to assume broad responsibility for its implementation.

Disclosure of a disability is not required, but if disclosed, it is the responsibility of the individual to seek available assistance and make his/her needs known.

The system student services office is the designated office at National American University that maintains disability-related documents, certifies eligibility for services, and determines and provides reasonable accommodations for students with disabilities. It is located in Rapid City, South Dakota. All requests for accommodation, documentation reports, and inquiries should be directed to:

Mr. Jason Warr, System Vice President for Academic Operations and Learner Services  
5301 South Highway 16, Suite 200  
Rapid City, SD 57701  
(605) 721-5274

For more details regarding the university's policies and procedures for providing reasonable accommodations for students with disabilities, please see the System Student Handbook.

## DRUG AND ALCOHOL POLICY

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

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

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

## ENROLLMENT DATES AND QUARTER SYSTEM

The National American University graduate program is on a four-quarter calendar schedule. Graduate classes are delivered in 5 ½ week or 11 week sessions, occurring in weeks one through six, in weeks six through eleven, or for the entire eleven-week quarter.

The instructional methods employed by National American University include discussions, case studies, written assignments, research papers, and a variety of interactive learning strategies.

## REGISTRATION

Any changes in a student's registration (including class sections and adding or dropping classes) must be completed by the student through National American University's Student Portal. Once the student submits the changes electronically they will be reviewed by the graduate studies office for approval.

## 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 National American University, or permanent suspension from continuing as a student with the university.

## GRIEVANCE

Written policies and procedures of National American University describe processes through which students may question or contest most institutional determinations. There are specific descriptions related to privacy, harassment, conduct, grades, drugs and alcohol, and other campus concerns and conditions. Due process is integral to university procedures; students are encouraged to voice their concerns and to interact productively with the university in the administration of policies that relate to them or to the well-being of other students.

Student problems or issues not otherwise addressed by a formal policy may be appealed through a grievance policy and procedure document. Grievances can be pursued by obtaining information and printed material from a university academic dean or campus executive officer.

## INTERNET POLICY

Open access through computers, networks, and the Internet is a privilege. National American University's goal in providing

this service to our students, faculty and staff is to promote educational excellence by facilitating resource sharing, innovation and communication.

National American University'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 a National American University 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 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 National American University Institutional Review Board is to assure highest quality research involving human subjects conducted under the auspices of the university. In that regard, safeguarding the rights and welfare of human subjects in research is a general institutional policy delegated by the president through the provost to the Institutional Review Board (IRB). Therefore, any research project involving human subjects which is conducted by National American University faculty, staff, students, or external persons (or that takes place on any National American University campus or as a part of an academic affiliation agreement) is subject to review and approval by the IRB. The IRB's main purpose is to ensure protection of human subjects through the review, approval, modification, or disapproval of

research applications submitted by faculty, staff, student, and/or external investigators. The IRB is further responsible for communication, recordkeeping, reporting, monitoring, education of the university community about ethical issues, and oversight of all research activity involving human subjects. The IRB is guided by ethical principles outlined in the Belmont Report (1979) and legal mandates outlined in the Code of Federal Regulations Title 45 Part 46 (1994).

#### **Committee Composition**

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

#### **Definitions**

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

#### **IRB Procedures**

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

- Risks to subjects are minimized by using tests or procedures which are consistent with sound research design and which do not unnecessarily expose subjects to risks, and whenever appropriate, use tests or procedures already being used for learning, diagnostic, or treatment purposes.
- Risks to subjects are reasonable in relation to the anticipated benefits, if any, to subjects, and the importance of knowledge that may reasonably be expected to result. In evaluating risks and benefits, the IRB shall consider only those risks and benefits that result from the research (as distinguished from risks and benefits of interventions subjects would receive even if not participating in the research).
- Selection of the subjects is equitable. In making this assessment, the IRB shall take into account the purposes of the research and the setting in which the research will be conducted.
- Voluntary informed consent will be sought from each prospective subject or the subject's legally authorized representative, in accordance with, and to the extent required by Title 45 Code of Federal Regulations, Part 46.116 (see Informed Consent).
- Informed consent will be appropriately documented, in accordance with, and to the extent required by 45 CFR 46.117.

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

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

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

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

**Reference**

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

## REFUND POLICY: ON-CAMPUS AND ONLINE STUDENTS

### Definition of a Student

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

### Add/Drop Period

A student may add or drop any course during the first scheduled week of a standard term of enrollment with no penalty. A student who drops individual courses during this week will receive a full refund for the credit hours dropped. No refunds will be made for individual courses attended and then dropped following this period. The add/drop dates for standard and interim terms are posted in the Academic Calendar on page 38.

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

### Withdrawals/Refunds

Students should give written notice of withdrawal to the university academic dean 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 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 for which the student is registered, from the first scheduled day of attendance through the last scheduled day of classes for this student.

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

The following refund policy from National American University applies to all students in all academic programs and all student categories at all campuses. The following refund policy does not apply to contract agreements or other arrangements where a separate refund policy is stated.

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

Students who completely withdraw from National American University 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

If a postsecondary proprietary educational institution utilizes a refund policy of their recognized national accrediting agency or the new United States Department of Education (USDOE) Title IV refund policy enacted by the 1992 Amendments to the Higher Education Act, the postsecondary proprietary educational institution must provide written verification in the form of a final refund calculation, upon the request of the commission, that its refund policy is, indeed, more favorable to the student than that of the commission's. Postsecondary proprietary educational institutions accredited by a nationally recognized accrediting agency must uniformly apply the commission's tuition refund policy or the refund policy of their recognized accrediting agency, as previously approved by the commission to all first-time students enrolled. Postsecondary proprietary educational institutions using a refund policy other than that of the commission's must list the complete policy and its origination in the institutional catalog and the enrollment agreement. (*Indiana Commission on Proprietary Education; 570 IAC 1-8-4.5; filed Jan 17, 1995, 1:00 p.m.: 18 IR 1476; readopted and extended filed Jan 9, 2002, 10:58 a.m.: 25 IR 1731; readopted filed Sept 11, 2008, 9:53 a.m.: 20080924-IR-570080518RFA*)

## RIGHT TO PRIVACY - FERPA

The Family Educational Rights and Privacy Act (FERPA) of 1974 is a federal law which states: (a) that a written institutional policy must be established and (b) that a statement of adopted procedures covering the privacy rights of students be made available. The law provides that the institution will maintain the confidentiality of each student's educational records.

National American University accords all the rights of privacy under the law to students who are declared independent. Students who are minors are still accorded the protection of the law with the exception that a parent or guardian may have the right to information in the student's file. No individual organization outside the institution shall have access nor will the institution disclose any information from students' educational records without the prior written consent of students, except to personnel within the institution or officials of other institutions in which students seek to enroll. Persons or organizations providing students' financial aid, accrediting agencies carrying out their accreditation function, persons in compliance with a judicial order, and persons who, in an emergency, seek to protect the health or safety of students or other persons may also have access. Within the university, only those members of the faculty or staff individually or collectively acting in students' educational interests are allowed access to student records.

At its discretion, the institution may provide student directory information in accordance with the provisions of the Act to include the following: name, local and permanent addresses, local and permanent telephone numbers, e-mail address, date

and place of birth, dates of attendance, class, college, major, most recent school attended, full-time or part-time status, honor roll, participation in officially recognized activities and sports, weight and height of members of athletic teams, degree(s) and honors conferred, and commencement program information.

A student may withhold directory information by notifying the office of the registrar or the branch campus administrative office in writing no later than the 15th day after the first day of the term in which the student is enrolled. Requests for nondisclosure will be honored by the university until removed by the student. Please note that such withholding requests are binding for all information to all parties other than for educational purposes.

In addition, FERPA affords students certain rights with respect to their education records. These rights include the following:

1. the right to inspect and review their education records within 45 days of the day the university receives a request for access;
2. the right to request an amendment of their education records that they believe are inaccurate or misleading;
3. the right to consent to disclosures of personally identifiable information contained in their education records, except to the extent that FERPA authorizes disclosure without consent (One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the university in an administrative, supervisory, academic or support staff position.);
4. the right to file a complaint with the U.S. Department of Education concerning alleged failures by the university 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 20202-5920.

## SELF-DIRECTED

### LEARNER/ACCOUNTABILITY STATEMENT

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

Success depends upon the individual student's self-motivation and ability to undertake independent study. Experience has shown that some students fail to realize the degree of effort and time that is required to successfully complete the course(s). Based upon the foregoing, National American University requires that students carefully review and submit a Statement of Accountability, which specifically identifies their commitment to success in self-directed study.

## STUDENT CONCERNS - MINNESOTA

### STUDENTS

Those students enrolled at NAU campuses located in the state of Minnesota and who have been unable to resolve their concerns through the university's normal channels may also contact the Minnesota Higher Education Services Office, 1450 Energy Park Drive, Suite 350, St. Paul, MN 55108-5277.

## STUDENT CONCERNS - TENNESSEE

### STUDENTS

Those Tennessee Students enrolled in the distance learning program with student concerns may contact the distance learning campus learner services advisor at 800-548-0602. Those who have been unable to resolve their concerns through the university's normal channels may also contact the Tennessee Higher Education Commission, 404 James Robertson Parkway, Nashville, TN 37243-0830, telephone: 615-741-5293.

## TIME COMMITMENT/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, and
- completing quizzes, exams, case studies and other written assignments.

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

# STUDENT SERVICES/LEARNER SERVICES

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The program of student services at National American University campuses 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.

## ACADEMIC ADVISING SERVICES

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

### **MBA and MM**

Graduate academic coordinators can be reached through email at [graduatestudies@national.edu](mailto:graduatestudies@national.edu) or by phone at 1-800-209-0867.

### **MSN**

Nursing advisors can be reached at 1-605-721-5288 or 1-800-209-0867 (ask for MSN advising).

## ALUMNI

Graduates of National American University become members of the National American University Alumni Association.

A recent initiative has been undertaken to enhance communication by way of newsletters and other means, and to build a more active and mutually beneficial relationship. Regular input from recent graduates helps the university evaluate its programs and personnel in terms of assessing outcome determinations and establishing improvement measures.

Alumni of National American University are encouraged to assist the university with the placement responsibility by sharing information regarding employment opportunities. Referral of prospective students to the university by alumni is also welcomed. Job search assistance on a long-term basis is available at no added charge to graduates through the campus career services offices. Alumni may activate involvement on the National American University web site at <http://www.national.edu/Alumni/Pages/default.aspx>

## CAREER SERVICES

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

The learner services office at each campus assists 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, on-campus recruitment by employers, part-time employment, internships, Internet utilization, and Federal Work-Study jobs are some of the means used by National American University to facilitate employment and career development of students and graduates. The university prepares and reports statistical information on employment of graduates. National American University 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: [www.national.edu/careerservices](http://www.national.edu/careerservices).

## FINANCIAL AID

Financial aid and student participation in federal, state, local and private assistance programs are very important aspects of National American University's effort to assist students at all locations. Almost every National American University student at every location utilizes some form of assistance in meeting the financial requirements of higher education. The university's financial aid staff is skilled and up-to-date in understanding and providing assistance to students who wish to apply for various scholarships, grants, and loan programs.

## GROUPS/ORGANIZATIONS

Student groups on National American University campuses have been organized for specific functions or on the basis of a common interest or goal. Student groups may include student government, student advisory councils, or other campus student organizations that exist on the basis of ethnic, recreational, athletic or academic interests.

## HEALTH AND ACCIDENT INSURANCE

Health and accident insurance in the form of a student group policy exists for all National American University students. The financial impact of illness or an accident on educational opportunity may be reduced by electing this optional coverage. Information regarding this benefit may be obtained from campus learner service coordinators.

## LEARNING RESOURCE CENTER/ONLINE

### LIBRARY

National American University's Learning Resource Center (LRC)/Online Library is dedicated to assisting and supporting students, faculty and staff at all campuses in achieving success in their academic programs and careers through the development and maintenance of a collection of current and timely information in a variety of formats. Most campuses have traditional hard copy resources including books, journals, magazines, newspapers and publications that support all the

academic programs. All campuses have access to the NAU Online Library. The Online Library provides access to the National American University online catalog, e-books, and myriad electronic searchable full-text databases including those provided by: including ProQuest, EBSCO, Gale, LearningExpress, NetLibrary, Mosby's, OVID, LexisNexis, NBC, and WorldCat. All campus students have access to public libraries as well as often support from local university and college libraries in their region.

## NAU FOUNDATION ACADEMIC EXCELLENCE AWARD

Each National American University campus recognizes and rewards academic achievement through an NAU Foundation Academic Excellence Award and the NAU Foundation Alumni Academic Excellence Award program. To be eligible to apply for the Academic Excellence Award, the student must have attended half-time (six or more undergraduate credit hours *or* 4.5 or more graduate credit hours) at National American University fall and winter quarters 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 each campus in the spring. Letters of reference and a brief autobiography must be included with the application.

Scholarship recipients are selected on the basis of the following:

1. academic achievement at National American University;
2. participation in institutional activities or community involvement/service while a National American University student;
3. financial need.

## ONLINE ORIENTATION

National American University's online orientation introduces students to BlackBoard, the software program used by National American University to distribute all online courses. The online orientation familiarizes the student with the process of submitting assignments, participating in discussions, and communicating with the instructor online.

## RECOGNITION AND SCHOLARSHIPS

National American University recognizes students for their academic achievements, leadership abilities, and community service. Information on scholarship programs can be obtained by contacting the financial aid office at the campus of interest.

In addition to various quarterly honors, the university participates in the national program Who's Who Among Students in American Universities and Colleges. Outstanding upper division students in bachelor's programs are selected and recognized yearly at each location. Academic excellence, leadership and service are factors used to select qualified candidates for Who's Who.

## STUDENT INTERACTION

Because National American University, at each of its campus locations, is a relatively small institution, it enjoys and encourages the interaction of students, not only with each other but with the members of the faculty and professional staff. As a small private university, a family-type interaction with almost everyone in the campus community is possible and encouraged.

The university promotes student and staff involvement in university and community affairs in a service context and in a professional way. The university also interacts positively, supportively, and cooperatively with student families by assisting in student progress toward graduation and employment.

## STUDENT WELFARE

National American University, through its policies, procedures and student life programs, attempts to build a positive institutional climate and minimize the effects of conditions or situations on campus or off campus that might reduce student effectiveness.

As a private institution, National American University has greater control of campus conditions, for maximizing educational outcomes and building an effective collegiate environment.

In Rapid City, on-campus housing and food service are part of the effort to meet student needs. Details regarding the residence hall are covered in the residence hall handbook and the application-agreement form.

## TECHNICAL SUPPORT

Technical support is available for students taking online courses. Students experiencing technical problems are encouraged to contact NAU Technical Support at [nausupport@national.edu](mailto:nausupport@national.edu).

## TUTORING SERVICES

Tutoring services for selected courses are available for students taking online courses. To request tutoring services students should contact their campus academic dean or academic advisor.

# COURSE DESCRIPTIONS

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## ACCOUNTING (AC)

AC6250 - Forensic Accounting and Fraud Examination - 4.5 Credits

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 deterrence, controls and countermeasures; and fraud examination procedures and techniques.

Prerequisite: BU5100, BU5500 and MT6200

AC6260 - Accounting Ethics - 4.5 Credits

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: BU5500 and MT6200

AC6270 - Accounting Information Systems and Computer Related Fraud - 4.5 Credits

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: BU5500 and MT6200

AC6550 - Managerial Accounting - 4.5 Credits

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.

Prerequisites: BU5100 or equivalent

## BUSINESS (BU)

BU5100 - Foundations of Accounting - 4.5 Credits

This course is an introduction to financial and managerial accounting providing a survey of basic accounting principles. Emphasis is placed on the content, interpretation, and uses of accounting reports. This course is designed to provide students with a background necessary for graduate studies and may not be applied towards meeting degree requirements.

Prerequisite: Acceptance into the graduate program

BU5300 - Foundations of Statistics - 4.5 Credits

This course engages students in learning to convert data into information through the use of statistical methods including

probability, descriptive and inferential statistical procedures, exploratory data analysis, and forecasting. This course is designed to provide students with a background necessary for graduate studies and may not be applied towards meeting degree requirements.

Prerequisite: Acceptance into the graduate program

BU5400 - Foundations of Economics - 4.5 Credits

This course is a survey of the principles of economics and the application of these principles to the economic problems including resource allocation, inflation unemployment, and economic growth. This course is designed to provide students with a background necessary for graduate studies and may not be applied towards meeting degree requirements.

Prerequisite: Acceptance into the graduate program

BU5500 - Foundations of Finance - 4.5 Credits

This course introduces students to basic finance concepts and how they are used in decision-making. Topics include evaluation of financial performance, capital budgeting, management of assets and liabilities, and evaluation of financing alternatives. This course is designed to provide students with a background necessary for graduate studies and may not be applied towards meeting degree requirements.

Prerequisite: Acceptance into the graduate program; BU5100 or equivalent

BU5610 - Foundations of Management - 4.5 Credits

This course is an introduction to fundamental theories associated with the management of organizations. Emphasis is placed on the managerial process and the application of management theory in organizational settings. This course is designed to provide students with a background necessary for graduate studies and may not be applied towards meeting degree requirements.

Prerequisite: Acceptance into the graduate program

BU5620 - Foundations of Marketing - 4.5 Credits

This course provides an overview of marketing terminology, concepts and principles. Students will study the role of marketing in an organization and developing, planning and assessing marketing strategies. This course is designed to provide students with a background necessary for graduate studies and may not be applied towards meeting degree requirements.

Prerequisite: Acceptance into the graduate program

BU5700 - Research and Writing for Graduate Study - 4.5 Credits

This course familiarizes students with the tools and techniques to do acceptable graduate work. Emphasis will be given to critical thinking, research methods, study skills, and graduate-level writing. Students will also review the American Psychological Association's guidelines for properly formatting and citing research papers. This course is designed to provide

students with a background necessary for graduate studies and may not be applied towards meeting degree requirements.

Prerequisite: Acceptance into the graduate program

## INFORMATION TECHNOLOGY (CI)

CI6400 - Information Systems for Strategic Advantage - 4.5 Credits

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: None

## CRIMINAL JUSTICE (CJ)

CJ6100 - Law and Public Policy - 4.5 Credits

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: MT6200

CJ6200 - Management Topics in Criminal Justice - 4.5 Credits

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: MT6200

CJ6250 - Management of Critical Incidents - 4.5 Credits

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: MT6200

CJ6300 - Criminal Justice Planning and Innovation - 4.5 Credits

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: MT6200

## ECONOMICS (EC)

EC6150 - Managerial Economics - 4.5 Credits

This course emphasizes applied decision-making using economic principles. It examines both internal and external economic environmental factors (such as production costs, competition, government regulation, and international concerns) and applies them to business and economic forecasting as well as to price and output determination.

Prerequisite: BU5400 or equivalent

## FINANCE (FN)

FN6200 - Finance for Managers - 4.5 Credits

This course provides students with a framework for understanding and interpreting accounting and financial information. Topics include reading and interpreting financial statement information, developing budgets and using financial information to make informed managerial decisions.

Prerequisite: None

FN6350 - Financial Management - 4.5 Credits

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.

Prerequisite: BU5100 and BU5500 or equivalent

FN6370 - Investment Management - 4.5 Credits

This course is an analysis of various investment media such as preferred and common stock, and corporate and government bonds. Methods of appraisal of securities and management of investment accounts are also covered.

Prerequisite: BU5500, FN6350 or consent of instructor

## HEALTH CARE (HA)

HA6500 - Fiscal and Regulatory Issues in Health Services - 4.5 Credits

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: None

HA6510 - Global Issues in Health Care - 4.5 Credits

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: None

HA6520 - Health Care Administration & Policy Seminar - 4.5 Credits

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: None

## HIGHER EDUCATION MANAGEMENT (HE)

HE6100 - History of American Higher Education - 4.5 Credits

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: MT6200

HE6200 - Management Topics in Higher Education - 4.5 Credits

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.

Prerequisite: MT6200

HE6250 - Student Retention and Learner Services - 4.5 Credits

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: MT6200

HE6300 - Curriculum Design, Development and Assessment - 4.5 Credits

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: MT6200

## LAW (LA)

LA6100 - Legal Environment for Global Organizations - 4.5 Credits

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: None

LA6200 - Legal and Regulatory Environment for Higher Education - 4.5 Credits

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.

Prerequisite: MT6200

LA6570 - Human Resource Law - 4.5 Credits

This course is a survey of the legal and institutional framework that businesses and organizations work within from the standpoint of human resources. An examination of the substantive regulation of the employee/employer relationship, especially through common law and statutes, is covered.

Prerequisite: None

## MATHEMATICS (MA)

MA6600 - Quantitative Methods for Mgmt Decisions - 4.5 Credits

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: BU5300 or equivalent

## MARKETING (MG)

MG6200 - Marketing and Sales Management - 4.5 Credits

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.

Prerequisite: None

MG6500 - Marketing Administration - 4.5 Credits

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.

Prerequisite: BU5620 or equivalent

## MANAGEMENT (MT)

MT6100 - Research Design - 4.5 Credits

This course provides students with a framework for research design. Students will conduct a literature review, create research questions and hypotheses, design a research plan, construct and administer a questionnaire, interpret research findings, and create a management report with recommendations. Students will also discuss ethical issues in research.

Prerequisite: Statistics or research design coursework

MT6200 - Leading the Org I: Comm/Culture/Change - 4.5 Credits

This course emphasizes the leader's role in communication, culture, and change. Students will investigate how leaders utilize effective communication, build culture and encourage change to create a successful organization.

Prerequisite: BU5610 or equivalent

MT6250 - Leading the Org II: Productivity/Process/Program - 4.5 Credits

This course emphasizes the leader's role in productivity, processes, and programs in a competitive global environment. Students will investigate the leadership and decision-making role of managers in the operations functions of an organization.

Prerequisite: None

MT6270 - Independent Research - 4.5 Credits

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: None

MT6300 - Managing Human Resources - 4.5 Credits

This course is an in-depth examination of selected human resource management issues from a contemporary manager's viewpoint. Topics examined include: personnel planning; employee selection; performance appraisal, training, and development; compensation; legal issues; discipline; and labor relations. The course examines these topics as they relate primarily to operational activities in organizations.

Prerequisite: BU5610

MT6310 - Training and Development in Human Resource Management - 4.5 Credits

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: None

MT6320 - Employee Evaluation and Compensation - 4.5 Credits

This course is a detailed examination of employee evaluation and compensation. Topics include performance assessment, compensation/benefits philosophy, role of compensation/benefits in recruiting and retention, design of compensation plans, and assessment of the effectiveness of evaluation and compensation plans.

Prerequisite: None

MT6350 - Strategic Human Resource Management - 4.5 Credits

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: None

MT6510 - Environmental Economics - 4.5 Credits

This course introduces students to environmental economics, policy, and decisions affecting organizational performance. Related topics including legal/regulatory issues, ethical considerations, cost/benefit analysis, and planning will be covered.

Prerequisite: None

MT6570 - International Business - 4.5 Credits

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.

Prerequisite: None

MT6580 - International Management - 4.5 Credits

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 with. 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: None

MT6610 - Managing and Optimizing Projects - 4.5 Credits

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: None

MT6620 - Knowledge Management - 4.5 Credits

This course is designed to facilitate the understanding of knowledge management, and how it can be used to gain competitive corporate advantage. This course will provide a forum for in-depth discussions of knowledge management (KM) topics that include; knowledge and organizational knowledge, intellectual capital, knowledge processes, organizational decision-making, organizational learning, productivity and innovation, socio-technical system design, as well as decision support systems enabled by knowledge management, "KM" technologies and best practices.

Prerequisite: None

MT6650 - Strategy and Policy - 4.5 Credits

This is a capstone course designed to integrate concepts, theories, and skills learned in other graduate 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.

Prerequisites: Eight graduate core courses

MT6700 - Managerial Communications - 4.5 Credits

This course addresses communication techniques in contemporary organizations. Students learn about the challenges that middle managers face in employing appropriate communication to resolve conflict, promote workplace efficiency, and achieve organizational goals. Students also learn how to be more effective communicators in a variety of organizational settings.

Prerequisite: None

MT6800 - Masters Thesis I - 4.5 Credits

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

MT6810 - Masters Thesis II - 4.5 Credits

This course is a continuation of MT6505 - Master's Thesis I. The student will continue his/her research in a pertinent field of studies as chosen determined in MT6505. 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: MT6800 and approval of dean of graduate studies

MT6990 - Special Problems in Business - 4.5 Credits

This course allows students to pursue special topics in contemporary business and management and in other related fields.

Prerequisite: None

## NURSING (NS)

NS6110 - Theories in a Global World - 4.5 Credits

The goal of this course is to provide students with the theories within the context of a culturally diverse society and articulate a personal philosophy of nursing. Students will do an in-depth analysis of a concept. Theory and practice will be used to define nursing problems and develop a research proposal.

NS6120 - Ethics - 4.5 Credits

This course reviews ethical theories and principles, relates them to current and future challenges in the healthcare delivery system and explores the potential impact of a changing healthcare delivery system on nurse leaders and practitioners. Ethical decisions are examined in light of legal issues and ethical decision-making frameworks are used to explore ethical dilemmas. This course will be taught through the use of readings, analysis and discussion of cases.

NS6130 - Research - 4.5 Credits

This course is designed to focus on the steps of the research process. Students will gain skills necessary to evaluate the relationship between practice and published research. Course content includes an overview of the qualitative and quantitative methods, designs, inquiry and critical analysis of scholarly literature.

NS6140 - Online Nursing Education - 4.5 Credits

This course is designed to explore the knowledge and competencies needed to develop and apply innovative strategies and emerging technologies in online nursing

education. Students will explore theory behind online learning and will be introduced to the principles of instructional design, assessment and evaluation, practice teaching strategies and best practices for teaching a diverse population in a distance education and online environment. Learning styles and instructional strategies in the online environment will be examined and effective course objectives with associated outcomes will be explored.

#### NS6150 - Simulation in Nursing Education - 4.5 Credits

This course is designated to explore the knowledge, skills and competencies needed to develop, implement and evaluate the integration of simulation into nursing curriculum. It examines educational theories and simulation framework related to the utilization of simulation in teaching and learning. Teaching-learning strategies and educator tools will be provided to facilitate the instruction of the simulation pedagogy.

#### NS6210 - Nursing Curriculum and Program Design - 4.5 Credits

This course explores philosophies of nursing curriculum, guidelines for curriculum development, implementation and evaluation necessary to meet the needs of adult learners and multicultural students. Faculty develop curricula reflecting philosophical and theoretical underpinnings, broad goals and learning objectives. Principles of program design, development of teaching syllabi and assessment of nursing education are key concepts of this course.

#### NS6220 - Nursing Instructional Design, Ed Methods and Teaching Strategies - 4.5 Credits

This course offers the student practical applications in the design and assessment of individual courses within the design of programmatic nursing curricula. This includes development of learning objectives and teaching strategies to achieve program learning outcomes and systematic test construction using multiple choice and alternative formats. Principles of interpretation and use of item analysis for the critique of tests and test items will be introduced.

#### NS6230 - Assessment and Evaluation in Nursing Education - 4.5 Credits

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.

#### NS6240 - Nurse Educator Roles - 4.5 Credits

This course focuses on the roles of the nurse educator as clinician, educator, researcher, expert, leader and change agent. The roles are presented and explored. The primary focus is the role of the nurse educator in academia but examines diverse settings in which the nurse educator may be employed.

#### NS6250 - Nursing Capstone Project - 4.5 Credits

This capstone course will include a faculty guided study of a research-based, nursing education project. The project culminates in a thesis that will be presented to the specialized

committee. A professor must act as a supervisor/mentor for this project. A variety of topics or projects within nursing education may be chosen in agreement with the thesis mentor. Prerequisites: Completion of all prior MSN education coursework

#### NS6260 - Nursing Capstone Practicum-Simulation Online - 4.5 Credits

This practicum guided experience allows the learner the opportunity to initiate a simulation or online teaching project which will allow the student to build on the project completed in NS6250. The learner will gather student learner assessment data and utilize this data to plan and develop integrated simulation experiences into a course or an online course.

Prerequisites: Completion of all prior MSN education coursework

# GRADUATE ACADEMIC CALENDAR

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## Summer 2011

July 5	Quarter Begins - Tuesday
July 11	Last Day to Drop/Add Classes without financial penalty
August 9	Second Session starts
August 15	First Session ends
August 19	Last day to drop classes without punitive grade
September 5	Labor Day-No classes
September 20	Second Session ends, Quarter ends
September 21- October 2	Quarter Break

## Fall 2011

October 3	Quarter Begins
October 9	Last Day to Drop/Add Classes without financial penalty
November 11	Veteran's Day-No classes
November 19	Last day to drop classes without punitive grade
November 24& 25	Thanksgiving - No classes
December 21	Second Session ends, Quarter ends
December 22-January 2	Quarter Break

## Winter 2011/12

January 3	Quarter Begins
January 9	Last Day to Drop/Add Classes without financial penalty
January 16	Martin Luther King Jr. Day-No classes
February 18	Last day to drop classes without punitive grade
March 21	Second Session ends, Quarter ends
March 22-April 1	Quarter Break

## Spring 2012

April 2	Quarter Begins
April 8	Last Day to Drop/Add Classes without financial penalty
April 6	Good Friday-No classes
May 18	Last day to drop classes without punitive grade
May 28	Memorial Day-No classes
June 19	Second Session ends, Quarter ends
June 20 - July 1	Quarter Break

## Summer 2012

July 2	Quarter Begins
July 4	July 4-No Classes
July 8	Last Day to Drop/Add Classes without financial penalty
August 17	Last day to drop classes without punitive grade
September 3	Labor Day-No classes
September 18	Second Session ends, Quarter ends
September 19-October 30	Quarter Break

# NATIONAL AMERICAN UNIVERSITY

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## BOARD OF GOVERNORS

Robert D. Buckingham	Chairman of the Board of Governors; President, DLORAH, Inc., Rapid City, SD
Linda Copper	Assistant to the President, DLORAH, Inc., San Marcos, CA
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Richard L. Halbert	Senior Member, Halbert, Dunn & Halbert, LLC, Falls City, NE
Susan Livingston	Consulting Occupational Therapist, Bayfield, CO
Dr. Sam Rankin	Huber Heights, OH
Dr. Richard H. Mosier	President Emeritus of Rogers State University; President of Oklahoma Higher Education Heritage Society, Claremore, OK
Kamal Puri	Ex Officio Member, Managing Director of Skyline College, Sharjah, United Arab Emirates
Koichi Sato	Ex Officio Member, Chancellor, The Human Group, Osaka, Japan
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## National American University Holdings, Inc.

### Officers

Dr. Ronald Shape - CEO/CFO  
 Dr. Jerry L. Gallentine - President  
 Dr. Samuel D. Kerr - Secretary

## OWNERSHIP

National American University is a division of Dlorah, Inc. organized under the laws of the state of South Dakota. On November 23, 2009 Dlorah, Inc. was acquired by and became a wholly owned subsidiary of National American University Holdings, Inc., incorporated in the state of Delaware. National American University Holdings, Inc. is a publicly traded company with its principle office located at 5301 S. Highway 16, Suite 200, Rapid City, SD 57701.

**National American University Holdings, Inc.**

## CENTRAL ADMINISTRATION

### **University President**

Jerry L. Gallentine, BS, Fort Hays State University (1962); MEd, University of Toledo (1963); MS, University of Toledo (1965); PhD, University of Toledo (1965).

### **Chief Executive Officer**

Ronald Shape, BA, Dakota Wesleyan (1991); MBA, University of South Dakota (1996); EdD, University of South Dakota (2001).

### **Provost/General Counsel**

Samuel D. Kerr, BS, Black Hills State University (1982); BS Ed, Black Hills State University (1982); MEd, South Dakota State University (1986); JD, University of Nebraska-Lincoln (1992); EdD, University of South Dakota (2001).

### **Chief Financial Officer**

Venessa Green, BS, DeVry Institute (1993); MBA, National American University (2006); CPA

### **System Vice President of Institutional Support and Military Service**

Scott Toothman, BS, National American University (1997); MBA National American University (2002).

### **Associate Provost/System Vice President for Curriculum and Instruction**

Marilyn Holmgren, BA, College of St. Scholastica (1976); MS, The Tri-College University (1990); PhD, University of Nebraska (2008).

### **System Vice President of Graduate Studies/Dean of the Graduate School**

Phyllis Okrepkie, BBA, University of San Diego (1980); MBA, National University (1984); DM, Colorado Technical University (2001); CMA.

### **System Vice President for Academic Operations and Learner Services**

Jason Warr, BS, University of Utah (1994); MBA, Westminster College of Salt Lake City (1997); CPA.

### **System Director of Curriculum**

Dave Courson, BA, Biology, Southern Illinois University (1968); MBA, University of Wyoming (1974); MA, Public Administration, University of Northern Colorado (1979).

### **Registrar**

Tom Mahon, BS, Eastern Montana College (1979); MEd, Eastern Montana College (1985).

### **System Director of Alumni Services**

Guy W. Tillet, BA, Butler University (1959); MAT, Indiana University (1968).

### **System Assessment Coordinator**

Travis Brink, AAS, National American University (2002); BS, National American University (2003); BS, National American University (2004); MBA, National American University (2004).

### **System Director of Financial Aid**

Cheryl Bullinger

### **System Director of Human Resources**

Jackie Peterson, Senior Professional in Human Resources Certification; BBA, University of Wisconsin (1981); MILR, University of Wisconsin (1993).

### **System Director of Information Technology**

John Buxton, BS, University of Nebraska (1993); MBA, University of Tulsa (1995).

### **System Librarian**

Pat Hamilton, BA, University of South Dakota (1974); Master of Library Science, University of Washington-Seattle (1979).

### **System Director of Marketing**

Tiffany Smith, BA, Chadron State College (1997).

### **System Director of Student Accounts**

Linda Pottorff, BS, National American University (1995).

### **Dean of the School of Nursing**

Julia Bronner, BSN, College of St. Teresa (1965); MSN, Winona State University (1990); PhD, Capella University (1999); RN, CTN.

### **System Criminal Justice Program Chair**

John Preston, BA, University of Alabama (1993); MS, University of Alabama (1999).

### **System General Education Program Chair**

Marilyn Carlson-Aronson, BS, University of Sioux Falls (1960); MA, University of South Dakota (1973); MA, University of South Dakota (1992); EdD, University of South Dakota (1997).

### **System Business Program Chair**

Todd Herseth, BA, Dakota Wesleyan University (1995); MBA, University of South Dakota (2004).

### **System IT Program Chair**

Bob Thrall, BA, St. Mary's University (1972); MS, Dakota State University (2004); Certified Professional, Microsoft.

### **System Legal Studies Program Chair**

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

### **System Medical Assisting and Medical Administrative Assistant Program Chair**

Cathie Ogdie, AA, Mount Saint Clare College (1974); BA, University of Guam (1976); MS, University of South Dakota (1995); DLM (ASCP), MT (ASCP).

### **System Pharmacy Technician Program Chair**

Pat Schommer, BS, University of Wisconsin (1982); MA, St. Mary's University of Minnesota (2009), CPhT.

### **System Therapeutic Massage Program Chair**

Laura Woitte, AAS, National American University (2003); BA, Dakota Wesleyan University (1998); MSAS, University of South Dakota (2007).

## HAROLD D. BUCKINGHAM GRADUATE SCHOOL STAFF

### **System Vice President of Graduate Studies and Dean of the Harold D. Buckingham Graduate School**

Phyllis Okrepkie, B.B.A., University of San Diego (1980); MBA, National University (1984); D.M., Colorado Technical University (2001); Certified Management Accountant.

### **Associate Dean of the Harold D. Buckingham Graduate School**

Mary Dereshiwsky, B.S., Southern Connecticut State University (1974); M.S., University of New Haven (1977); Ph.D., University of Massachusetts at Amherst (1985).

### **Graduate Academic Coordinators**

Rani Mitchell, A.A.S., Western Nebraska Community College (1997); B.A. Chadron State College (1999); M.S., South Dakota State University (2005).

Bruce Hamby, B.S., National American University (2000); MBA, National American University (2002).

Karen Hoffman, B.S., South Dakota School of Mines and Technology (2001); M.M., National American University (2009).

### **Graduate Enrollment Coordinator**

Rochelle Hagel, B.A., South Dakota State University (1992).

## GRADUATE SCHOOL BUSINESS ADVISORY COMMITTEE

Phyllis Okrepkie, System Vice President for Graduate Studies, and Dean of the Harold D. Buckingham Graduate School.

Dennis Nitschke, Consultant and author of *Leader or Not, Here I Come*.

Charles Baldwin, Vice President and Chief Human Resource Officer, Cabella's Inc.

Chadd Smith, Senior Manager, Deloitte Consulting, Chicago, IL.

Marlene Erickson, Financial Advisor/Bank Development Officer, Bank West, Rapid City, SD.

## GRADUATE SCHOOL FACULTY

Wendy Achilles, B.S., Accounting, East Carolina University (1994); M.S.A., Accounting, East Carolina University (1994); Ph.D., Accounting, Virginia Commonwealth University (2006); Certified Public Accountant.

Archie Addo, Ph.D. Computer Information Systems, Nova Southeastern University; B.S., Computer Science, South Bank University.

Peter Ambs, MBA, College of Santa Fe, (1995); B.A., Business Administration, College of Santa Fe, (1990); Project Management Professional, (2005); Six Sigma Green Belt, (2000); Microsoft Certified Systems Engineer, (1998); Microsoft Certified Professional + Internet, (1998); Novell Certified Netware Engineer, (1995).

Mark Anderson, A.S., Communication Technologies, A.S., Construction Technologies; M.S., Organization Management, University of La Verne; Ed.D., Higher Education and Leadership.

Jackie Brewer, B.A., Computer Information Systems, Ottawa University (1998); M.A., Human Resources, Ottawa University (1999); Ph.D., Organization and Management, Leadership, Capella University (2006).

Richard Caldarola, B.S., English, LaSalle University (1972); MBA, Friends University (1992); D.B.A., Marketing, Nova Southeastern University (1998); Postdoctoral Studies in Finance and Accounting, Nova Southeastern University (2002-2003); Certified Management Accountant; Certified in Financial Management.

Mary Dereshiwsky, B.S., Education with a concentration in Mathematics, Southern Connecticut State University (1974); M.S., Accounting, University of New Haven (1977); Ph.D., Business Administration with a concentration in Accounting and Quantitative Analysis, University of Massachusetts at Amherst (1985).

Samia Friesen, B.A., Political Science & History, American University (1967); MSW, Social Work, University of Manitoba (1970); Ph.D, Business: Org. Management & Marketing, Capella University (2005); Ph.D., Human Services: Health Care Management, Capella University (2010).

Richard Gayer, B.G.S., Political Science/History, Chaminade University of Honolulu, (1976); M.P.A., Pepperdine University, (1977); MBA, Financial Management, National University, (1979); Ph.D., Organization and Management, Capella University, (2006).

Laura Gilbert, B.A., Music Pedagogy and Performance, Boston Conservatory and Metro State University (1976); M.A.I.R, Industrial Relations, University of Minnesota (1987); Ph.D., Educational Psychology, University of Minnesota; J.D., Hamline University School of Law (2005).

Venessa Green, B.S., Accounting, DeVry University (1993); MBA, Management, National American University (2006); Certified Public Accountant.

Bruce Hamby, B.S., Business Admin. Emphasis Marketing; National American University (2000); MBA, National American University (2002).

Gary Hanney, B.S., Business Administration – specialization Health Administration and B.S.O.E., Occupational Education – specialization Nursing Services, Wayland Baptist University (1998); MBA, Wayland University (2000); D.B.A., Management, Argosy University (2005).

Paul Hardt, B.S., Secondary Education, University of Minnesota, Minneapolis; Ed. D, Human Resource Development, University of Minnesota - Minneapolis.

Carolyn Helton, B.S., Business Management, University of Phoenix (2003); MBA Emphasis Marketing, University of Phoenix (2005); D.M., Organizational Leadership (2010).

Douglas Letsch, B.B.A., Accounting, University of Phoenix; M.B.A., Accounting, University of Phoenix, and Ph.D. AMDS-Accounting, Walden University.

Bill Luton, B.B.A., Western Governors University (2005); M.B.A, Western Governors University (2006); Ph.D., Organization and Management, Capella University (2010).

John Malpass, B.S., Engineering, United States Military Academy – West Point; M.S., Physical Education, Indiana University; M.A., Business Management, Central Michigan University; M.B.A., Pepperdine University; M.S., Engineering Management, West Coast University; Ph.D., Education Psychology, University of Southern California.

David Mitchell, B.S, Economics, Truman State University, (1994); M.A., Economics, Central Missouri State University (1996); Ph.D., Economics, Oklahoma State University (2001).

Jeremy Nauman, B.S., Political Science and Criminal Justice, University of South Dakota (1999); J.D. University of South Dakota School of Law, (2002).

Lizzie Ngwenya-Scoburgh, A.A.B., Accounting and Finance, Rhodes State College (1997); B.S., Business Management, The University of Findlay (1999); M.B.A. Organizational Leadership/International Business, The University of Findlay (2001); Ph.D., Organization and Management Human Resource Management, Capella University (2009).

Phyllis R. Okrepkie, B.B.A., Accounting, University of San Diego (1980); MBA, Financial Management, National University (1984); D.M., Colorado Technical University (2001); Certified Management Accountant; Postdoctoral Studies in Accounting, Northcentral University, (2011).

John Quinn, B.A., Political Science, Yale University (1966); J.D., University of Pennsylvania (1968); L.L.M., Corporation Law, New York University (1974); J.S.D., New York University (1979); M.A., Comparative Asian Studies, University of Hong Kong (1987).

James Rairdon, B.A., International Studies, Ohio State University, (1976); M.A., Management, Webster University, (1993); D.M., Colorado Technical University, (2007).

Robert Rhodes, B.U.S., University Studies, Ohio State University (1976); MBA, Eastern New Mexico University (1991); Ed.D, Education Management & Development, New Mexico State University (2009).

Janet Smith, B.S., Manufacturing and Construction, University of Central Missouri (1989); M.B.A., Colorado State University (1993); Ph.D., Adult/Curriculum Development/Industrial Education, University of Missouri – Columbia (1999).

## SCHOOL OF NURSING GRADUATE SCHOOL STAFF

### **Dean, School of Nursing, Online MSN Program Chair**

Julia Bronner, PhD, RN, CTN

BSN, College of St. Theresa (1965); MSN, Winona State University (1990); PhD, Capella University (1999)

### **Online RN to BSN/ MSN Program Administrative Assistant**

Oksana Janz

BS, MS, Ukrainian Academy of Printing (1983)

## SCHOOL OF NURSING GRADUATE SCHOOL ADVISORY COMMITTEE

- Dr. Julie Bronner, dean, School of Nursing
- Dodie Serafini, associate dean
- Dr. Phyllis Okrepkie, Graduate School dean
- Rita Haxton, Vice President of Patient Care, Rapid City Regional Hospital
- Dr. Nancy Meyer
- Dr. Hyacinth Martin
- Dr. Augustine Rios
- Dr. Rita D’Aoust, Associate Dean for Academic Affairs, Director for Interprofessional Initiatives, USF College of Nursing
- Dr. Nancy White, faculty
- Dr. Tim Bristol, faculty
- Dr. Larry Simmons, faculty

## SCHOOL OF NURSING GRADUATE SCHOOL FACULTY

Nancy White, PhD, RN

BSN, University of Virginia (1971); MS, University of  
Colorado (1975); PhD, University of Arizona (1985)

Larry Simmons, PhD, RN

BSN, University of Missouri (1987); MSN, University of  
Missouri (1992); PhD, University of Missouri (1999)

Timothy Bristol, PhD, RN

BSN, University of Wisconsin (1998); MSN, Clarkson  
University (2000); PhD, Capella University, (2005).

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