National American University

Harold D. Buckingham Graduate School
Roueche Graduate Center

Catalog
for
Master's Programs

2016-2017

Quality higher education in a caring and supportive learning environment

That's the American Way.

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NATIONAL AMERICAN UNIVERSITY LOCATIONS

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

COLORADO

Aurora (Westwood Teach-Out)
350 Blackhawk St.
Aurora, CO 80011
(303) 876-7100
(303) 876-7105 (FAX)

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

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

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

INDIANA

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

KANSAS

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

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

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

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

MINNESOTA

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

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

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

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

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

MISSOURI

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

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

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

NEBRASKA

Bellevue
3604 Summit Plaza Drive
Bellevue, NE 68123-1065
(402) 972-4250
(402) 972-4255 (FAX)

NEW MEXICO

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

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

OKLAHOMA

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

SOUTH DAKOTA

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

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

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

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

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

Workforce Development & Continuing Education
5301 Mount Rushmore Rd.
Rapid City, SD 57701
(855) 299-7915

TEXAS

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

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

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

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

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

Lone Star College-University Center at Montgomery
3232 Colleg Park Drive
Conroe, TX 77384
(972) 773-8800
(972) 773-8805 (FAX)

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

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

GENERAL INFORMATION

HAROLD D. BUCKINGHAM GRADUATE SCHOOL

Harold D. Buckingham is widely considered 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. Over two decades after his death in 1995, the university is still committed more than ever to his goals and ideals. In his honor, the graduate school is known as the Harold D. Buckingham Graduate School.

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

~ Harold D. Buckingham

ROUECHE GRADUATE CENTER

National American University established the Harold D. Buckingham Graduate School in 2000 in Rapid City, S.Dak. In 2012, the graduate school moved its headquarters to Austin, Texas and is now housed in the Roueche Graduate Center located at 6836 Austin Center Boulevard, Ste. 270, Austin, TX 78731.

The center is named in honor of Dr. John E. Roueche, president of the center. Dr. Roueche is Director Emeritus of the Community College Leadership Program and Sid W. Richardson Chair Emeritus at The University of Texas at Austin.

The purpose of the Roueche Graduate Center is to coordinate all graduate programs at NAU. The university recognized the importance of focusing on master's and doctoral student experiences to prepare future practitioners and leaders.

MISSION STATEMENT

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

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

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

CORE VALUES

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

PURPOSES

1. Offer quality technical and professional degree programs, as documented by institutional and academic assessment processes at the associate, bachelor's and graduate level, diplomas, certificates and adult degree completion programs to traditional, adult and international learners.
2. Provide a general education program to build awareness, abilities and interests to empower lifelong learners as knowledgeable citizens of the global community.

3. Provide a collegiate experience through instructional and support services that create a stimulating, caring and supportive learner-centered environment in which students are encouraged to achieve the educational goals established by the university.
4. Promote a learning and working environment by providing new technologies, methodologies and practices that enhance and extend quality programs and services.
5. Prepare students to provide leadership and services for the employment needs of business, industry and government worldwide.
6. Pursue communication, cooperation and alliances with educational institutions, organizations and associations on a local, regional, national and international basis.
7. Respond to the ever-changing societal demands for personal and professional development and continuing education through flexible scheduling and convenient access via traditional, accelerated and distance delivery methodologies.
8. Assist students in the development of ethical values and behaviors.
9. Foster an environment that encourages involvement by employees in the innovation and solution-seeking processes and provide an opportunity for personal and leadership development while promoting diversity in culture and perspective.
10. Provide a stable institutional environment where human, financial and physical resources are sufficient to accomplish its educational and institutional goals as a sound basis for continued growth and development.

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

ACCREDITATION – APPROVALS - AFFILIATIONS

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

National American University is approved by the Higher Learning Commission to offer programs and courses through distance education. The university is authorized to offer online programs and courses in over 40 states through its participation in the State Authorization Reciprocity Agreement (SARA). A list of SARA member states is available at http://nc-sara.org/.

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

National American University has received specialized accreditation for its business programs through the International Assembly for Collegiate Business Education (IACBE), located in Lenexa, Kan., USA. The business programs in the following degrees are accredited by the IACBE:

- Master of Business Administration (p. 17)
- Master of Business Administration with emphasis in Accounting (p. 17)
- Master of Business Administration with emphasis in Aviation Management (p. 18)
- Master of Business Administration with emphasis in E-Marketing (p. 17)
- Master of Business Administration with emphasis in Health Care Administration (p. 17)
- Master of Business Administration with emphasis in Human Resource Management (p. 17)
- Master of Business Administration with emphasis in Information Technology Management (p. 17)
- Master of Business Administration with emphasis in International Business (p. 17)
- Master of Business Administration with emphasis in Management (p. 17)
- Master of Business Administration with emphasis in Operations and Configuration Management (p. 17)
- Master of Business Administration with emphasis in Project and Process Management (p. 17)
- Master of Management (p. 23)
- Master of Management with emphasis in Aviation Management (p. 23)
- Master of Management with emphasis in Criminal Justice Management (p. 23)
- Master of Management with emphasis in E-Marketing (p. 23)
- Master of Management with emphasis in Health Care Administration (p. 23)

- Master of Management with emphasis in Human Resource Management (p. 23)
- Master of Management with emphasis in Information Technology Management (p. 23)
- Master of Management with emphasis in Operations and Configuration Management (p. 23)
- Master of Management with emphasis in Project and Process Management (p. 23)
- Bachelor of Science in Accounting
- Bachelor of Science in Management
- Bachelor of Science in Business Administration
- Bachelor of Science in Business Administration with emphasis in Accounting
- Bachelor of Science in Business Administration with emphasis in Entrepreneurship
- Bachelor of Science in Business Administration with emphasis in Financial Management
- Bachelor of Science in Business Administration with emphasis in Human Resource Management
- Bachelor of Science in Business Administration with emphasis in Management
- Bachelor of Science in Business Administration with emphasis in Management Information Systems
- Bachelor of Science in Business Administration with emphasis in Marketing
- Bachelor of Science in Business Administration with emphasis in Pre-Law
- Bachelor of Science in Business Administration with emphasis in Retail Management
- Bachelor of Science in Business Administration with emphasis in Supply Chain Management
- Bachelor of Science in Business Administration with emphasis in Tourism and Hospitality Management
- Associate of Applied Science in Accounting
- Associate of Applied Science in Management
- Associate of Applied Science in Business Administration

The health information technology associate degree program is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) (www.cahiim.org).

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

The medical assisting programs offered at Albuquerque, Austin, Bellevue, Bloomington, Brooklyn Center, Centennial, Colorado Springs, Georgetown, Independence, Overland Park, Roseville, Sioux Falls, Tulsa, Wichita, and Zona Rosa are accredited by the Commission on Accreditation of Allied Health Education Programs (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 25400 U.S. Highway 19 North, Suite 158 Clearwater, FL 33763, (727) 210-2350.

The Occupational Therapy Assistant (OTA) programs offered at the Centennial, Co. and Independence, Mo. campuses, are accredited through the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE’s telephone number, c/o AOTA, is 301-652-AOTA. www.acoteonline.org.

The paralegal studies program offered at the Rapid City and Sioux Falls campuses are separately approved by the American Bar Association (ABA). The program offered in the Minneapolis/St. Paul metro area, including the Bloomington campus, Brooklyn Center campus, Burnsville campus, and Roseville campus, is separately approved by the ABA.

The pharmacy technician programs offered at Independence and Roseville 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).

Conditional approval was granted by the Missouri State Board of Nursing for the university’s ASN program (Zona Rosa campus).

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

Initial approval was granted by the Texas Board of Nursing for the university's BSN program (Austin campus).

The pre-licensure BSN program offered at the Bloomington campus is approved with conditions by the Minnesota Board of Nursing.

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

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

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

The Accreditation Commission for Education in Nursing (ACEN) granted continuing accreditation for the NAU Zona Rosa, Missouri ASN program. For more information, please contact the ACEN at 3343 Peachtree Road NE Suite 850, Atlanta, GA 30326, (404) 975-5000, www.acenursing.org.

The baccalaureate and master's (p. 26) degree programs in nursing at National American University are accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington DC 20036, (202) 887-6791.

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

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

National American University is registered with the Minnesota Office of Higher Education pursuant to Minnesota Statutes sections 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 Indiana Commission for Higher Education/The Indiana Board for Proprietary Education, 101 W. Ohio Street, Suite 670, Indianapolis, IN 46204-1984. Telephone number (317) 464-4400 ext. 141.

EQUAL EDUCATIONAL OPPORTUNITY POLICY

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

Questions and comments concerning the university's EEO Policy may be directed to Dr. Manuel Gomez, Associate Provost and Dean of the Faculty, 5301 Mount Rushmore Rd., Rapid City, SD 57701, email: mgomez@national.edu, or phone: (605) 721-5274.

THE CATALOG

This catalog reflects the regulations, policies, procedures, programs, and fees for National American University as of March 2017. National American University reserves the right to adopt, amend, and implement its policies and procedures as it deems appropriate and necessary. Under certain circumstances, National American University may grant exceptions to its policies and procedures in individual cases when it is determined, in the sole and absolute discretion of the university, that such action would be appropriate to further the mission and purposes of the university.

For the convenience of our university community, the undergraduate and graduate catalogs have been published online. Students may access the catalogs at www.national.edu or through the student portal. The most current version of the catalogs

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 NAU.

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

National American University (NAU) currently offers online degrees in Master of Business Administration (MBA), Master of Management (MM), Master of Science in Nursing (MSN) and Executive Master of Business Administration (EMBA). Core courses for the MBA and MM are also offered at the Rapid City and Ellsworth campuses. 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. The EMBA is designed for experienced managers who want to advance in their career to a higher, executive leadership position.

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 the relevant subject areas needed for those filling middle and upper management positions in a wide variety of organizations.

NAU's master's degree programs seek to assist students in developing the ability to communicate 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 an in-depth understanding in selected academic areas for which they have a special interest.

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

STUDENT CORE ABILITIES

Student core abilities are the intrinsic intellectual skill sets that all students will have successfully demonstrated upon completion of any of NAU's degree programs. These fundamental competencies are the underlying basis of all course, program, and institutional learning goals and outcomes.

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

GRADUATE PROGRAM MISSION

The mission of the practitioner-oriented graduate programs at NAU 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 NAU graduate program are to:

1. Provide students with a thorough understanding of theory and application related to the area of study so they can collect and analyze data to formulate analytically sound decisions and understand the likely consequences of those decisions.
2. Provide students with graduate-level knowledge and skills in current technology application for use in communication, data collection/analysis, and problem solving.
3. Involve students in leadership development through participation in classroom and professional activities.

4. Foster an interest by students for involvement in student and professional organizations.
5. Provide students with an understanding of professional ethics and application to the work environment.
6. Prepare students for future leadership positions in for-profit, nonprofit, and/or government organizations.
7. Develop a high level of proficiency in verbal and written communications skills required in leadership positions.
8. Provide students with opportunities to develop their awareness of the global perspective and to understand how diversity may impact decisions.

ADMISSIONS

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 ensure that the students in the master's programs reflect these attributes.

ADMISSION REQUIREMENTS - MBA AND MM

A minimum of a baccalaureate degree or equivalent from an institution recognized or accredited by an appropriate government or third-party agency. Transcripts from other organizations may be reviewed on a case-by-case basis.

ADMISSIONS REQUIREMENTS - EXECUTIVE MBA

Admission to the EMBA requires the following:

1. A minimum of a baccalaureate degree or equivalent from an institution recognized or accredited by an appropriate government or third-party agency. Transcripts from other organizations may be reviewed on a case-by-case basis.
2. Minimum of seven years of acceptable management experience

Applicants for admission to the EMBA must submit the following items:

1. A completed online application
2. Official transcripts reflecting all academic work completed at the baccalaureate level from an institution recognized or accredited by an appropriate government or third-party agency
3. Current résumé demonstrating seven years of related professional experience
4. Personal and professional goal statement (up to 500 words)
5. A recommendation from supervisor at current employer (NAU may contact this reference)

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

Note: GRE scores will not be required.

ADMISSION REQUIREMENTS - MSN - SCHOOL OF NURSING

1. Policy: The MSN program reviews applications and admits students every academic quarter. Admission decisions are made and communicated in writing once the program application and admission requirements have been completed and reviewed.
2. Admission criteria include the following:
   a. Graduation from a baccalaureate degree program in nursing from an accredited institution.
   b. Current active unencumbered registered nurse (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 grade point average (CGPA) of 3.0 or above on a 4.0 scale during the baccalaureate degree completion.~
3. The following NS courses may be considered for transfer or prior learning assessment (PLA) credit into the MSN program of study: NS6115 Leadership in Health Care: A Collaborative Approach to Theory/Ethics/Health Policy; NS6125 Facilitating Health I: Health Assessment/Pathophysiology; NS6135 Facilitating Health II: Advanced Pharmacology, and NS6160 Technology Utilization in Advanced Nursing Roles. In addition, NS6240 Nurse Educator Roles may be considered for prior learning assessment credit.
4. 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.

~ Please note that the MSN program will pilot the following changes in the admission criteria from fall 2015 through fall 2017 in order to be consistent with other NAU graduate programs:

Admission GPA will not be taken into consideration for student admission into the MSN program. During the pilot project period, the MSN program team will monitor student academic success (progression) in the program. Academic support services and individual advising are available to students. The program team will review pilot project outcomes in fall 2017 and make a final decision regarding revisions in admission criteria.

The MSN program is not offered in Arkansas nor Tennessee.

ADMISSION SUBMITTALS

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

- Official transcripts from an accredited institution of higher learning or from an international institution of higher learning recognized by the ministry of education or another 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.
- Transcripts that need to be evaluated for graduate transfer credit have to be received within the student's first term at NAU.
- MSN students must also submit a transcript evaluation from an organization approved by the National Association of Credential Evaluation Services (NACES).
- A completed NAU graduate application for admission and submission of a $45 application fee. (The fee requirement may be waived for students from organizations with which National American University has an affiliation agreement.).
- MSN applicants must submit proof of a current active unencumbered RN license from any state within the United States.

ADMITTANCE PROCESS

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

MBA, EMBA 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, EMBA, 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.

ARKANSAS STUDENTS

The MSN program is not offered in Arkansas.

TENNESSEE STUDENTS

The MSN program is not offered in Tennessee.

INTERNATIONAL STUDENT ADMISSION REQUIREMENTS

National American University encourages diversity within its student body, and international students from many countries study at NAU campuses in the United States or online. An international student is a student who is not a citizen of, nor a permanent resident of, nor a refugee in, the United States of America or Canada and has demonstrated English proficiency or English is the native language.

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

1. Complete and submit a 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 organizations 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) a 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. The official transcript should be sent directly from the approved agency to the graduate school.
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 trimesters (or equivalent) of college-level English (excluding ESL courses) with a grade of C or higher at a college or university whose language of instruction is English.

d. Provide evidence of English language proficiency as deemed appropriate by National American University.

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 NAU must fulfill all listed international student admissions requirements. Upon acceptance by and approval from the university, Form I-20 will be issued to eligible students. Students with an F-1 visa may take on-campus classes at the Rapid City campus only. They are not eligible to enroll in classes online.

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

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

NON-NATIVE ENGLISH SPEAKING STUDENTS

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

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

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

TERMINATION FROM THE GRADUATE PROGRAM

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

TRANSCRIPTS

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

To request an official transcript, a Transcript Request Form is available through the student portal under 'My Academics'.

MASTER OF BUSINESS ADMINISTRATION

The Master of Business Administration program provides students with the opportunity to advance their knowledge and skills in the field of business. Students may come from a business undergraduate degree or may elect to complete the foundational 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, e-marketing, health care administration, human resources, information technology, international business, management, and operations and configuration management, and project and process 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 MBA degree provided by NAU consists of two academic requirements: graduate core courses and elective courses. The degree program consists of 10 courses and successful completion of 45.0 credit hours.

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

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

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

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

This requirement may also be met in the following ways:

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

Option B

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

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

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

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

proficiency with their admissions advisor prior to starting the program.

MBA Core Courses

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

Core Courses:

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

Elective Courses:

Three elective courses.

MBA 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. Emphasis courses are not offered every term. Once a student has completed the first course (MT6255), they will begin taking the emphasis courses providing they have met the prerequisites for those courses.

Accounting Emphasis

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

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

Aviation Management Emphasis

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

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

E-Marketing Emphasis

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

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

Generalist MBA

Students who select the generalist MBA without an emphasis area will work with their graduate advisor 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. Students wishing to pursue the MBA who have not completed sufficient undergraduate coursework in accounting, business finance, statistics and economics shall be required to choose the general emphasis.

MBA Thesis Option (Generalist Emphasis Only)

Thesis Process

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

Identify Thesis Topic and Committee

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

THESIS OPTION:

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

MT6100	Research Methods	4.5
MT6805	Master's Thesis I	4.5

MT6810	Master's Thesis II	4.5

Health Care Administration Emphasis

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

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

Human Resource Management Emphasis

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

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

Information Technology Management Emphasis

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

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

International Business Emphasis

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

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

Management Emphasis

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

LA6100	Legal Environment for Global Organizations	4.5
LA6200	Legal and Regulatory Environment for Higher Education	4.5
LA6570	Human Resource Law	4.5
MT6XXX	Any Course Coded MT6XXX	

Operations and Configuration Management Emphasis

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

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

Project and Process Management Emphasis

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

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

MBA Student Learning Outcomes

Graduates of the MBA program will:

1. Integrate business administration principles, including accounting, finance, economics, and statistics: in order to formulate analytically sound decisions, and predict their likely outcomes.
2. Demonstrate leadership through effective communication and use of technology to achieve project and/or organizational goals.
3. Evaluate corporate social responsibility in the global business environment.
4. Demonstrate collaboration and team-building.

Graduates of the MBA program with an emphasis in Accounting will evaluate anti-fraud deterrents and controls and the fraud examination plan for an organization's accounting systems and processes and recommend improvements.

Graduates of the MBA in Aviation Management will demonstrate the critical thinking and problem solving skills required of successful managers in the field of aviation, including planning, operations management, and forecasting.

Graduates of the MBA program with an emphasis in E-Marketing will develop, implement and monitor marketing plans utilizing digital marketing technologies such as social media sites, websites and e-commerce platforms.

Graduates of the MBA program with an emphasis in Health Care Administration will create plans for healthcare initiatives based on documented best practices with consideration given to related fiscal, regulatory, and policy issues.

Graduates of the MBA program with an emphasis in Human Resource Management will develop strategies for human resource management consistent with legal and regulatory requirements.

Graduates of the MBA program with an emphasis in Information Technology Management will understand the types and nature of threats to a company's technology system. In addition, graduates will identify, assess and manage the risks to minimize the effects of such threats.

Graduates of the MBA program with an emphasis in International Business will develop effective international competitive strategies for firms.

Graduates of the MBA program with an emphasis in Project and Process Management will manage projects efficiently and effectively following the five process groups: Initiating, Planning, Executing, Monitoring & Controlling, and Closing.

EXECUTIVE MASTER OF BUSINESS ADMINISTRATION

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

Created for the working executive and mid-management, the NAU blended online Executive MBA can be completed in less than two years. A contemporary, practical-focused curriculum will enhance global business acumen, decision-making analytical skills, leadership ability and communication skills across cultures, and global perspective in an increasingly complex, interlinked and volatile international business and financial environment.

Customized EMBA programs can be designed for a company so employees learn what they need to be successful in a specific organization and industrial or services sector of the economy. Alternatively, a small group of non-competing companies can be organized into a Consortia Company Program in which participants gain insights from different industries and learn best practices from different market perspectives.

EXECUTIVE MBA PROGRAM FORMAT

Format and Credit Hours

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

Courses are offered sequentially over two eight-week periods in a trimester with two courses each eight-week session. Core courses are structured with one and one-half credit hours, including 23 hours of instruction per course.

The instructional methods employed in the EMBA include online with discussions meeting in a synchronous format once a week for three hours for each course. There will be two courses offered each eight-week session.

EXECUTIVE MBA ADMISSION PROCESS

The EMBA program admission committee reviews applications and admits students in cohorts starting in the fall and spring of each academic year.

EXECUTIVE MBA LEARNING MODEL AND METHODOLOGY

The EMBA will use the following methodology to maximize learning outcomes:

- Conceptualization – macro-learning overview for context of usefulness for various functions and career paths.
- Competencies - identification of required skills or competencies to achieve macro-learning. Some course delivery will be by smart phones.
- Test understanding of competencies for relevance to macro-learning, conceptualization, and application in various career pathways.
- EMBA core courses will focus on general analytical and creative thinking for various career paths. Team projects will be used to support this objective as well as attending annual conferences with practicing Executive experts speaking.
- Both direct and indirect assessment methods will be used.
- Independent, self-paced learning will also be used to retain learners with different backgrounds, different previous learning experiences, different environments, learning methodologies and preferences, and different cultural backgrounds.

EXECUTIVE MBA PROGRAM REQUIREMENTS

The EMBA degree consists of the following academic requirements:

- Completion of 36 trimester credit hours of master's studies comprised of:
  - 33 trimester credit hours of core coursework
  - 3 trimester credit hours of four skills courses
  - One week residency

EXECUTIVE MBA COURSES

Core Courses:

MT7650	Management Decision Making	1.5
MA7660	Business Statistics and Analysis	1.5
EC7500	Global Macroeconomics	1.5
EC7550	Global Managerial Economics	1.5
AC7150	Corporate Financial Report and Financial Statement	1.5

AC7152	Managerial Cost and Performance Accounting	1.5
FN7401	Corporate Finance	1.5
FN7402	Corporate Financial Management	1.5
FN7403	Global Financial Risk Management	1.5
MT7900	Global Strategy	1.5
MT7810	Leading Change	1.5
MG7500	International Marketing Management	1.5
MG7510	International Marketing Strategy	1.5
MT7610	Evaluating and Selecting Core Business Technologies	1.5
FN7451	Global Leadership in International Trade	1.5
LA7100	International Corporate Law, Governance and Ethics	1.5
MT7300	Managing Human Capital Strategy	1.5
MT7600	Managing Corporate Entrepreneurship and Innovation	1.5
MT7920	Managing Production and Operations Strategy	1.5
MG7600	International Digital Marketing	1.5
MG7650	International Brand Marketing	1.5
MG7610	International Services Marketing	1.5

EMBA Skills Courses:

SK7000	Creating Significant Learning (2 days)	0.75
SK7001	Executive Business Writing (2-3 Days)	0.75
SK7002	Executive Business Presentations (2 days)	0.75
SK7003	Leadership Communications (2-3 days)	0.75

TERMINATION FROM THE EXECUTIVE MBA

Failure to complete the EMBA within the five year time limit may require the student to take additional courses to complete the program. This will be determined by a review committee comprised of the dean of graduate students and academic support and the vice president and dean of global graduate business programs. The committee will determine if any courses need to be retaken for program relevance at the time of review. If the committee does not validate a course or courses, the student must retake the appropriate EMBA course(s) as part of his/her program of study to complete the degree.

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

MASTER OF MANAGEMENT

The Master of Management program offers graduates of diverse undergraduate programs the opportunity to expand their knowledge and skills base in the area of management. The program is designed to help the student develop a well-rounded portfolio of management knowledge, skills and abilities along with a holistic view of the organization. Course topics focus on management issues in areas such as human resources, marketing, information technology, finance and accounting, leadership, communication and international business. The degree program consists of 10 courses and successful completion of 45 credit hours.

MM PROGRAM OUTCOMES

MM 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.

MM PROGRAM REQUIREMENTS

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

The MM degree may be earned under a non-thesis or a thesis plan. Under the non-thesis option, the student must complete 31.5 hours of graduate-level core courses and 13.5 hours of electives. Under the thesis option plan, the student complete 31.5 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 MM core areas and is required in both the non-thesis and thesis options to satisfy the university's requirement for a comprehensive program assessment.

MM PREREQUISITE REQUIREMENTS

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

MM CORE COURSES

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

Core Courses:

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

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

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

Elective Courses:

Three elective courses.

MM ELECTIVE AND EMPHASIS OPTIONS

In order to satisfy the MM program requirements, a student must complete a minimum of three elective courses as a part of his/her program. Each student will work with his/her graduate advisor to 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 the graduate school.

Aviation Management Emphasis

Graduates in Aviation Management will demonstrate the critical thinking and problem solving skills required of

successful managers in the field of aviation, including planning, operations management, and forecasting. Graduates must also exhibit their understanding of the ever growing challenges of safety and security ubiquitous in the field of aviation. To complete this emphasis, the student must complete three (3) the following three electives:

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

Criminal Justice Management Emphasis

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

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

CI6100: in place of the LA core course

E-Marketing Emphasis

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

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

Generalist

Students who select the generalist MM without an emphasis area will work with their graduate advisor 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 MM core courses, provided that the student meets any individual course prerequisites.

Thesis Option (General Emphasis Only)

Thesis Process

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

Identify Thesis Topic and Committee

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

***THESIS OPTION**

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

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

Health Care Administration Emphasis

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

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

Higher Education Emphasis

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

Two Standard MM Core Courses:

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

Higher Education Core Courses:

HE6105	History and Emerging Issues of American Higher Education	4.5
HE6255	Contemporary College Student Retention and Learner Services	4.5
LA6205	Legal and Regulatory Environment for Higher Education	4.5
HE6800	Higher Education Analytics	4.5
MT6655	Strategy and Policy in Higher Education	4.5

Three Higher Education Electives:

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

Human Resource Management Emphasis

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

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

Information Technology Management Emphasis

Students who select this option will pursue the standard MM curriculum with a three-course emphasis in

information technology management by completing three of the following courses:

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

Operations and Configuration Management Emphasis

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

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

Project and Process Management Emphasis

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

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

MM Student Learning Outcomes

Graduates of the MM program will:

1. Integrate management and organizational principles, including human resources and marketing in order to formulate sound decisions and predict likely outcomes.
2. Demonstrate leadership through effective communication and use of technology to achieve project and/or organizational goals.
3. Evaluate corporate social responsibility in the global business environment.
4. Demonstrate collaboration and team-building.

Graduates of the MM in Aviation Management will demonstrate the critical thinking and problem solving skills required of successful managers in the field of aviation, including planning, operations management, and forecasting.

Graduates of the MM program with an emphasis in Criminal Justice will examine management and leadership challenges in the field of criminal justice and apply appropriate theories and methods in these situations to achieve organizational goals.

Graduates of the MM program with an emphasis in E-Marketing will hone skills for developing, implementing, and monitoring digital marketing strategies.

Graduates of the MM program with an emphasis in Health Care Administration will create plans for healthcare initiatives based on documented best practices with consideration given to related fiscal, regulatory, and policy issues.

Graduates of the MM program with an emphasis in Higher Education will refine their teaching skills and design learner centered curriculum in order to create an effective learning environment for diverse student populations.

Graduates of the MM program with an emphasis in Human Resource Management will develop strategies for human resource management consistent with legal and regulatory requirements.

Graduates of the MM program with an emphasis in Information Technology Management will identify and manage risks that might threaten a firm’s information security.

Graduates of the MM program with an emphasis in Project and Process Management will manage projects, efficiently and effectively, from inception to completion.

SCHOOL OF NURSING

MISSION STATEMENT

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

VISION

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

CORE VALUES

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

GOALS/PURPOSES

1. Prepare learners to influence the delivery of healthcare services through safe and accountable clinical judgment.
2. Promote and facilitate (student-centered) lifelong learning opportunities responsive to the needs of students, graduates, faculty, community, and profession.
3. Commit to the advancement of nursing knowledge and application to health care by collaborating with faculty within and external to the university and with professionals in healthcare and community agencies.
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 lifespan.

SCHOOL OF NURSING PHILOSOPHY

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

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

   The SON and faculty further believe culturally congruent care reflects an infinite number of factors that affect well-being which is important for today's diverse society. It is through culturally congruent care that nursing finds an infinite number of explored and unexplored dimensions of care as a pursuit for enhanced knowledge which may result in predictable care outcomes (Leininger).
2. Caring: essential to nursing and nursing education; Benner (1984, 2000, 2001) and Leininger (1991, 2002, 2006). The SON and faculty embrace Benner's tenet that caring practice is the invisible work of nursing, acknowledges a common human condition and is required to nurture and sustain human life.

   The SON and faculty further embrace Leininger's definition: "Care is the heart of nursing; Care is power; Care is essential to healing (or well-being); Care is curing; and Care is (or should be) the central and dominant focus of nursing and transcultural nursing decisions and actions" (Leininger, 1991, 2002, 2006).
3. Clinical Judgment: qualitative distinction, evolves over time, integrative/dynamic; Benner (1984, 2000, 2001). The SON and faculty believe Benner's tenet that clinical judgment is based on recognition of dynamic patient/family/community transitions across time in response to conditions and associated treatment. The nurse's clinical judgment evolves over time as the nurse gains experience and furthers education in the profession.

4. Holistic Health/Illness/Death; Leininger (1991, 2002, 2006). The SON and faculty believe nursing education should embrace the care of clients as addressed within all stages of health from wellness to death. Within the art of healing and comforting, utilization of a holistic perspective should support and enhance human dignity. This holistic perspective views cultural insight as a pivotal factor that directs and shapes well-being within an individual, the family, and the community as a whole.

The SON uses the tenets of Benner (1984, 2000, 2001) and Leininger (1991, 2000, 2006) to form the eclectic conceptual framework. Specifically, Benner's work on *Novice to Expert* (1984) provides a framework for the SON. The SON programs are built upon various student levels of education and experience and designed to enhance career mobility. Concepts of care and culture based on Leininger are threaded throughout the curricula. The constructs: experiential learning, caring, clinical judgment, and holistic health/illness/death provide horizontal threads that serve as broad categories under which a variety of content can be addressed. They are not considered mutually exclusive. It is recognized that the rapid evolution of nursing science, practice, and education demands ongoing reexamination of categories and concepts.

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

NURSING PRACTICE AND NURSING EDUCATION

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

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

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

The NAU Associate of Science in Nursing (ASN) program prepares students to serve clients with complex care needs, which require judgment, independent decision making within the professional nurse role, and collaborative decision making. The National League for Nursing (NLN) publication *Outcomes and Competencies for Graduates of Practical/Vocational, Diploma, Associate Degree, Baccalaureate, Master's, Practice Doctorate, and Research Doctorate Programs in Nursing* (National League for Nursing, 2010) provides guidelines for associate degree nursing education and practice.

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

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

The model below represents the organizing structure of the NAU SON and illustrates the emphasis on lifelong learning throughout all programs in a culturally congruent context for all populations. Students enter the SON at varying points in their careers (pre-licensure ASN, BSN, online RN to BSN and/or MSN). Although students enter Benner's (1984, 2000, 2001) continuum at different

starting points (as a result of additional knowledge and experience), they continually move toward higher levels of competence. The implication for teaching and learning is emphasized by the constructs of caring, experiential, clinical judgment, and holistic health/illness/death.

Organizing Structure of NAU SON

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MSN Curriculum Description

MSN Student Learning Outcomes (SLOs)

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

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

Overview

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

MSN Courses

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

Core Courses

The MSN core courses provide students the foundation for advance nursing practice consistent with the graduate core curriculum established by the AACN Essentials of Master's Education in Nursing (2011). The foundational

concepts are: leadership, quality improvement, integrating scholarship into practice, inter-professional collaboration, innovated practice, and evidence-based practice.

The core courses include:

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

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

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

MSN Emphasis Areas

Nursing Administration

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

These courses include:

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

Care Coordination

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

These courses include:

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

Education

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

These courses include:

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

Nursing Informatics

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

The Nursing Informatics specialty courses include:

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

Applied Capstone

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

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

ACADEMICS

ASSESSMENT PHILOSOPHY

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

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

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

ATTENDANCE AND PARTICIPATION POLICY

Students are expected to attend all class sessions. If a student misses 14 consecutive calendar days of classes without contacting the instructor or graduate advisor, he/she will be administratively dropped from the course.

Faculty may implement grade adjustments based on the university's attendance policy. Each faculty member's requirements for make-up work, if applicable, are stated in the course syllabus.

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

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

This policy also applies to veterans and military students.

CANCELLATION OF CLASSES

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

CERTIFICATE OF AUTHORSHIP

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

CHANGE OF GRADES

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

COMMENCEMENT

Commencement exercises are conducted annually in the spring. Students should check with their graduate advisor for scheduled dates and locations. Eligibility to walk at a ceremony depends on when in the annual cycle a student

will complete their program requirements. Participation in a ceremony is not evidence of graduation.

Not all campuses host ceremonies.

Educational Philosophy of National American University

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

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

Enrollment Status

Students enrolled in the MBA, MM, or MSN will use the following definitions:

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 seeking a degree 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 NAU financial aid office for more information at DLGradFinancialAid@national.edu.

Auditing

Individuals who wish to attend the class sessions of a university course but do not wish to receive credit or a letter grade must request auditing privileges from their advisor, campus director, or the provost’s office.

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

The following individuals are eligible to request auditing privileges:

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

Expectation of Master's Students

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

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

- Participate in teamwork and group leadership activities
- Act in a professional manner in all interactions with faculty, staff, fellow students, and as a representative of NAU.

GRADING STANDARDS - GRADUATE

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

Grade designations for which grade points are not earned include:

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

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

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

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

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

GRADUATION REQUIREMENTS - MBA AND MM

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

- A student must successfully complete a specified number of courses or credits at NAU to be eligible to graduate. Non-traditional or prior learning credit does not apply toward the number required.
    - A minimum of 13.5 quarter-credits must be taken at NAU unless otherwise specified by the degree or articulation. (Non-traditional or prior learning credit does not apply to this requirement).
- Successful completion of at least 45 quarter-credits composed of seven core courses and a minimum of three elective courses. If the student selects the thesis option, he/she must complete both thesis courses for nine credits.
- Successful completion of MT6650 with a grade of "A" or "B", and
- A minimum grade point average of 3.0 in the core and elective courses, and
- A grade of "C" or below in no more than two core and elective courses. Courses in which a "C" or below is received may be repeated a maximum of two times by the student at his/her discretion. However, no program of study with more than two core and elective courses in which a "C" or below is received as a final grade in a graduate-level course will be approved for graduation.
- A graduation application must be completed by the student and sent to the registrar for evaluation of degree completion. After the student has completed the last course and sent in the necessary paperwork, the registrar will process the graduation application. The time frame for this process is four to six weeks. A diploma and final transcript will be mailed to the student providing they have met all academic requirements of the degree and have no financial obligations with NAU. The degree cannot be confirmed until this process has been completed.

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

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

GRADUATION REQUIREMENTS - EXECUTIVE MBA

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

- A student must successfully complete a specified number of courses or credits at NAU to be eligible to graduate. Non-traditional or prior learning credit does not apply toward the number required.
    - A minimum of 60% of credits must be taken at NAU unless otherwise specified by the degree or

articulation. (Non-traditional or prior learning credit does not apply to this requirement).

- Successful completion of at least 36 trimester-credits composed of 22 core courses and four skills courses;
- Maintaining a minimum grade point average of 3.0;
- A grade of "C" or below in no more than two core and skills courses. Courses in which a "C" or below is received may be repeated a maximum of two times by the student at his/her discretion. However, no more than two courses in which a “C” is received as a final grade will be approved for graduation.
- A graduation application must be completed by the executive participant and sent to the program dean and the registrar for evaluation of degree completion. After the executive participant has completed the last course and sent in the necessary paperwork, the registrar will process the graduation application. The time frame for this process is four to six weeks. A diploma and final transcript will be mailed to the executive participant providing they have met all academic requirements of the degree and have no financial obligations with NAU. The degree cannot be confirmed until this process has been completed.

Graduation Requirements - MSN

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

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

Incomplete Policy

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

Incomplete grades and arrangements for the completion of course work must be discussed with the instructor prior to the end of the course. If the instructor feels that the student will be eligible for an incomplete grade, the appropriate paperwork will be forwarded to the dean of the graduate school for approval. If granted an incomplete grade, the student will be allowed a four-week extension from the end of the course to complete all missing coursework, without penalty. In circumstances of military deployment or natural disasters, students may qualify for a one-year extension from the end of the course to complete their coursework. Please see the Military Deployment (p. 59) and Natural Disaster Academic Accommodation policies for more information. Financial aid eligibility under the Satisfactory Academic Progress (SAP) policy (p. 56) will not be evaluated for students who receive an incomplete grade until the incomplete grade has been converted to a final grade.

Independent Study

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

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

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

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

Master's Transfer Courses

MBA and MM

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

1. All such courses must have been completed at an institution recognized or accredited by an appropriate government or third-party agency. Transcripts from other organizations may be reviewed on a case-by-case basis; and

2. All courses must be graduate level and relevant to the student's area of study, with the exception of one non-relevant graduate level general elective; and
3. Courses included in a program of study which were taken more than seven years prior to the anticipated date of graduation must be repeated; and
4. Transferred courses that replace core courses must be academically comparable to the NAU course it is intended to replace; and
5. Any course to be transferred into a program of study must have been completed with at least a "B" grade.

Executive MBA

A total of 13.25 trimester hours of master's transfer credits or American Council on Education (ACE)-approved military master's level credits are permitted to be included in a student's program of study. A transfer credit review committee will review transcripts received with EMBA applications and transfer credit requests received from students. Approved transfer credits will not be charged a tuition fee. The following conditions apply:

1. All such courses must have been completed an institution recognized or accredited by an appropriate government or third-party agency. Transcripts from other organizations may be reviewed on a case-by-case basis; and
2. All courses must be graduate level and relevant to the student's area of study; and
3. Courses included in a program of study, which were taken more than five years prior to admission to the program must be repeated or validated as to currency by the candidate. Contact the vice president and dean, global graduate business programs to obtain the validation procedures; and
4. Transferred courses that replace core courses must be academically comparable to the NAU course it is intended to replace; and
5. Any course to be transferred into a program of study must have been completed with at least a "B" grade.
6. Work experience or not-for-credit certificate courses may also be used to satisfy a course requirement in the EMBA program. The process of assessment of prior learning or work experience includes several methods of validating that knowledge acquired from work experience and/or executive certification not-for-credit courses taken at a community college, in military training and for-credit community college courses. Validation may be by testing or by identifying competencies that may separately or together result in a learning experience or outcomes comparable to completing and obtaining at least a B- grade or better in a graduate program for-credit course to be offered by NAU in its MBA and MM specialization degrees. It is also required that the executive is current in terms of application proficiency of the developments in the course subject area within the past five years.

MSN

A total of 13.5 credit-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 an institution recognized or accredited by an appropriate government or third-party agency. Transcripts from other organizations may be reviewed on a case-by-case basis; and
2. All courses must be graduate level and relevant to the student's area of study; 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; and
4. Transferred courses that replace core courses must be academically comparable to the NAU course it is intended to replace; and
5. Any course to be transferred into a program of study must have been completed with at least a "B" grade; and
6. A minimum of 70 percent of credit must be taken at NAU.If all transfer requirements are met, three of the following courses may be transferred into the MSN program of study:

    a. Leadership in Health Care: A Collaborative Approach to Theory/Ethics/Health Policy
    b. Facilitating Health I: Health Assessment/Pathophysiology
    c. Facilitating Health II: Advanced Pharmacology
    d. Technology Utilization in Advanced Nursing Roles

MSN Progression Standards

Progression

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

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

Regular and Substantive Interaction Learner Statement

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

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

Repeating Courses

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

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

Special Student Status

Special status students at NAU are those students who wish to take NAU courses, but who are not seeking a degree from the university. These students may be pursuing courses for their own personal interest, for transfer to another institution, for career advancement, or in preparation to apply to the university for a new degree program. Prospective special status students must indicate that they are non-degree seeking on the application and must meet the educational requirements specified. Some courses are available only to degree-seeking students. The dean of the graduate school or the provost may approve exceptions.

If at some point special status students wish to become degree-seeking, they must complete the university's entry process, including entry testing and placement as applicable, and must complete all required courses and their prerequisites per university policy.

NAU does not offer financial aid to special status students.

Student Reentry - Graduate

Students who reenter the graduate program after more than four consecutive terms will be required to enter the university under the 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 reentry is within two years, and the university still offers the program. If the program is a limited enrollment program, the student will be readmitted on a space available basis. Students who leave the university due to military deployment may request special re-admittance consideration.

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

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

Student Course Load Policy - MBA, MM, and MSN

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

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

Thesis Policy

Thesis Policy

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

Identify Thesis Topic and Committee

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

*THESIS OPTION

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

TIME LIMITATIONS

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

TRANSFERABILITY OF CREDIT DISCLOSURE

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

UNDERGRADUATE/MASTER'S DUAL CREDIT COURSES

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

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

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

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

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

If you are interested in learning more about dual credit courses, please call a graduate advisor at (877) 398-0118 or email graduniversityservices@national.edu.

TUITION AND FEES

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

MBA, MM, and MSN Tuition

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

Debts that are not paid in full within 30 days after the student's last date of attendance are considered late and will be subject to late charges of 18 percent per year (1.5 percent per month) on the unpaid balance.

Executive MBA Tuition

Tuition and fees are due on the first day of each trimester unless advance arrangements are made. By registering and joining the program, students become responsible for paying this tuition.

Debts that are not paid in full within 30 days after the student's last date of attendance are considered late and will be subject to late charges of 18 percent per year (1.5 percent per month) on the unpaid balance.

FEES

Application Fee: (applies up to one year from the original scheduled start date)*	$45.00
Foundation Course Prior Learning Portfolio evaluation fee (per class, due at time of portfolio submittal)**	$50.00
Matriculation Fee (paid once)	$75.00
Professional Liability Fee: (for Nursing Capstone class)	$25.00
Technology Fee, per credit hour**	$20.00

Tuition does not include the cost of books and supplies.

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

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

FINANCIAL AID PROGRAMS

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

SCHOLARSHIPS

The following sites are free scholarship searches:
www.fastweb.com
www.scholarships.com
www.petersons.com/finaid/file.asp?id=780
www.collegeboard.com/student/pay
www.scholarshipexperts.com
www.findtuition.com/scholarships

Nursing scholarship site:
www.nursingscholarship.us

In the reference section of the NAU library and in the financial services office, further information is available concerning outside scholarships and how to apply for them.

Veterans Administration (VA)

Veterans and/or dependents of veterans who are disabled or deceased may qualify for educational financial assistance through the Veterans Administration. Since the regulations regarding eligibility are quite extensive and many times need interpretation, the student is referred to the Veterans Administration Center. State Veterans Administration office locations may be found at www.va.gov/statedva.htm. Or you may call 1-888-442-4551 or contact your local Veterans Service Organization.

Notice to Military Service Members, Veterans, and Dependents using VA Benefits: Some VA educational programs limit the total amount of financial benefits a student may apply toward tuition, which may include cash, scholarships, and other forms of financial aid. For more information please contact military@national.edu or call (877) 500-1310.

Other State and Federal Programs

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

FEDERAL DIRECT LOANS

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

Annual and Aggregate (Program) Limits for Direct Unsubsidized Loans

	Independent Student
Graduate Students	$20,500
Graduate Aggregate limits for Loans	$138,500

This includes amounts received during periods of undergraduate study.

EXECUTIVE MBA FINANCIAL AID AND SCHOLARSHIP INFORMATION

The EMBA program is an investment of both your time and resources. For most EMBA programs, company tuition assistance is the primary source of funds for the participant. Often the percent of tuition covered is dependent on the participant's performance in the program.

The second most available source of funding is from the participant's savings. In some cases financial assistance consists of family or relatives financial support which may or may not have repayment and interest rate obligations.

Third, private credit-based alternative loans are available from banks, credit unions, insurance companies, and/or asset managers. The terms of the loan(s) is set by the lender which may in part be based on the borrower's credit history. In the US search for a lender you prefer at: https://www.mygreatlakes.org

Non-US Citizens or Permanent Residents should seek financial aid from their families, foreign government agencies, or foreign commercial banks.

The Executive MBA degree program is not eligible for any federal financial aid.

COURSES

AC - ACCOUNTING

AC6250 - Forensic Accounting and Fraud Examination (4.5)

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

Prerequisite: MT6255 and FN6200 or equivalent.

AC6260 - Accounting Ethics (4.5)

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

Prerequisite: MT6255 and FN6200 or equivalent.

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

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

Prerequisite: MT6255 and FN6200 or equivalent.

AC6280 - Auditing and Information Assurance (4.5)

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

Prerequisite: AC6550.

AC6550 - Managerial Accounting (4.5)

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

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

AC7150 - Corporate Financial Report and Financial Statement (1.5)

Corporate financial reporting will focus on the role of financial accounting using United States Generally Accepted Accounting Principles (GAAP) and, to a lesser extent, International Financial Reporting Standards (IFRS). To interpret and work with GAAP one must first understand the basics of accounting (principles of accounting). This course will go beyond the principles of accounting and consider the rules (accounting standard updates) that are used to measure, record and prepare financial statements and disclosure materials, which will lead to interpreting and analyzing its impact on management decision making. One of the primary roles of financial reporting is to present quantitative and qualitative information to aid in the capital allocation process. Resources are limited and people try to use them effectively and efficiently, allocating them to the most attractive investment alternatives after considering the level of risk they are willing to take on. The role of financial reporting in this allocation process is to provide information to the users (present and potential) who in turn determine how and at what cost money is allocated among competing interests. These competing interests vying for resources are not only found in the external capital markets, but also intra-company. This course also provides the tools to analyze and explore information provided in corporate financial statements.

AC7152 - Managerial Cost and Performance Accounting (1.5)

Performance management and control equips executives with the tools they need to evaluate and manage personnel and operations of the firm. This course focuses on internal reporting to managers for use in planning, operations and control, in making decisions and formulating major plans and policies in implementing corporate strategies. Some of the topics covered include: cost, volume, profit

relationships, flexible budgets and standards, job order and process costs, and cost allocation and accumulation. Cost accounting systems provide valuable information for management planning and control such as determining which product lines to keep and which to discontinue. They also help assess productivity improvements and for assessing performance evaluation and control. Global competition and rapid changes in technology have required firms to look inward to become more cost efficient. While understanding activities of the past is an important component of predicting future events, forward-looking information provided by strategic control and measurement systems provides executives with timely quantitative and qualitative measurement necessary to forecast the future consistent with the company's mission and strategy. The course examines the linking of strategies to operations, aligning people with corporate objectives, and measuring results to control, understand and improve performance.

AM-AVIATION MANAGEMENT

AM6000 - Air Transportation System (4.5)

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

Prerequisite: MT6255.

AM6005 - Aviation Safety (4.5)

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

Prerequisite: MT6255.

AM6010 - Aviation and Airport Security (4.5)

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

Prerequisite: MT6255.

AM6015 - Airport Operations and Management (4.5)

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

Prerequisite: MT6255.

AM6020 - Air Carrier Operation (4.5)

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

Prerequisite: MT6255.

AM6025 - Air Cargo Operations (4.5)

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

Prerequisite: MT6255.

CI - INFORMATION TECHNOLOGY

CI6400 - Information Systems for Strategic Advantage (4.5)

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

Prerequisite: MT6255.

CI6600 - Computer Security (4.5)

This course explores Information Assurance (IA) from the concepts of computer systems foundation, networking, information security policies, standards, procedures, and

guidelines. IA and security design, integration, implementation, and maintenance will be explored with real-world scenarios for authentic learning experiences. Security audit, validation, verification, and certification procedures will be built into the course discussion topics. Current and changing legal and ethical issues as they relate to cybersecurity, cyber-attacks, cyberterrorism will be discussed. Further, the prevalent National Critical Infrastructure protection, Cloud and Mobile security will be explored.

Prerequisite: MT6255.

CI6605 - Risk Assessment and Analysis (4.5)

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

Prerequisite: MT6255 and CI6600.

CI6610 - Critical Infrastructure Control System Security (4.5)

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

Prerequisite: MT6255, CI6600 and CI6605.

CI6615 - Computer Forensics and Incident Handling (4.5)

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

Prerequisite: MT6255, CI6600 and CI6605.

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

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

Prerequisite: MT6255, CI6600 and CI6605.

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

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

Prerequisite: MT6255, CI6600 and CI6605.

CJ - CRIMINAL JUSTICE

CJ6100 - Law and Public Policy (4.5)

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

Prerequisite: MT6255.

CJ6200 - Management Topics in Criminal Justice (4.5)

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

Prerequisite: MT6255.

CJ6250 - Management of Critical Incidents (4.5)

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

Prerequisite: MT6255.

CJ6300 - Criminal Justice Planning and Innovation (4.5)

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

Prerequisite: MT6255.

EC - ECONOMICS

EC6100 - Economic Analysis (4.5)

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

Prerequisite: MT6255.

EC6150 - Managerial Economics (4.5)

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

Prerequisite: MT6255 and EC6100 or equivalent.

EC7500 - Global Macroeconomics (1.5)

This course focuses on the changes that have occurred in the global economy during the past 20 years that are significantly impacting international trade and global financial flows and how they impact the changing patterns of international business and the growing importance of emerging markets. These change have resulted in a new set of competencies being required to deal with the growing volatility of capital flows and economic linkages between countries. These competencies include: the ability to determine and mitigate exchange rate, interest rate, and commodity price volatility; the ability to analyze and establish safeguards against country risk analysis; and the ability to anticipate the implications of economic, financial, and fiscal policy changes on economic performance in different countries that result from changes in trade and especially financial flows between nations.

EC7550 - Global Managerial Economics (1.5)

Managerial economics focuses on how a firm operates and achieves its goals. In studying supply and demand it explores demand elasticity, demand estimation and forecasting, the production function and cost of production estimation, and supply chain management. Pricing and output decisions are examined under various market structures including breakeven analysis and the determination of optimum output levels. Special pricing practices are investigated including game theory and asymmetric information. Capital budgeting and risk, the value of the corporation, and the operation and competitive strategy of the multinational corporation is studied. Finally, the relationship between government and industry is analyzed in terms of challenges and opportunities. In summary, this course combines microeconomic theory with management practice and competitive strategy.

FN - FINANCE

FN6200 - Accounting and Finance for Managers (4.5)

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

Prerequisite: MT6255.

FN6350 - Financial Management (4.5)

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

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

FN7401 - Corporate Finance (1.5)

This finance course explores the theory and practice of corporate financial management in a market setting. Topics addressed include management use of discounted cash flow analysis and the time value of money; compounding mechanics and effective interest rates; capital budgeting preliminaries and competing project appraisal techniques; bond valuation and fixed income analytics; security pricing; working capital management and the cash cycle; and financial ratio analysis and forecasting. These elements of course content comprise a rich and formidable technology, mastery of which is essential to effective enterprise stewardship. The domain of corporate finance has become increasingly complex and volatile of late, enduring shocks at times of unprecedented magnitude. A respectable floor of literacy and numeracy in the Finance space is accordingly indispensable to the managerial pursuit of sustainable value creation, and to corporate survival. This course is intended to instill and bolster such skills, and to ultimately reach closure on this front.

FN7402 - Corporate Financial Management (1.5)

Understanding the role and objectives of the corporate financial manager, who relies on accurately recorded data from the accountant, is crucial to understanding what makes a successful company and increases its value to the shareholder. This course will cover modern practices of corporate financial management in a market-oriented framework. Topics addressed include financial forecasting and planning, working capital management, and cash and accounts receivable management, capital budgeting, cost of capital, efficient market analysis, risk and return tradeoffs, portfolio selection, computation and implementation of weighted average of capital (WACC), capital structure decision, basics of financial derivatives, foreign exchange and currency hedging, and cross border valuation. This course also covers topics and concepts consistent with the Level 1 CFA exam.

FN7403 - Global Financial Risk Management (1.5)

This course covers intermediate to advanced theories and practices of modern corporate financial management within the market-oriented framework. The course is designed to develop analytical skills for sound decision-making. It includes the uses of derivative instruments such as options, futures, forwards and swaps and how to use them to hedge foreign exchange risk and manage short-term assets and liabilities in a global setting. The course will cover foreign exchange risks and identify the types of foreign exchange exposures a global company faces and will evaluate alternative hedging strategies. It will also examine the relationship between interest rates and exchange rates and inflation rates and apply them to cross border valuation. The course will also include an introduction to international financial statement analysis. It emphasizes practical applications with the method of instruction combining case discussions and lectures.

FN7451 - Global Leadership in International Trade (1.5)

This course provides both an academic and practical study of the many concepts and practices facing companies which expand their business into the global marketplace. Importing and exporting, commonly known as global trade, buying and selling outside of a company's domestic market requires understanding of theoretical, strategic and practical business principles. The course will explore the ability to think practically, strategically and analytically in a global context; examine global business concepts and apply them to real world situations; enable the participant to understand the difference between, and apply rules, guidelines and regulations; explain methods to manage risks in uncertain environments; describe core international business practices and tools; and will enable the participant to conduct research and demonstrate effective communication of the results for senior management.

Concepts covered in Global Leadership and the management of International Business will focus on important practical aspects of selling goods and services into foreign markets as well as acquiring the same from foreign sellers. Practically speaking, most companies are primarily importers or exporters; however, increasingly they do both. Important concepts to be learned include identifying and managing international risks, protecting company assets, lowering the cost of finance and profitably expanding business into new markets. Practical areas of study will include subjects such as foreign exchange, INCO terms, selling and buying methodologies, trade finance, credit risk management, global transportation and logistics management, the role of Customs, the harmonized system of tariffs and the role of governments in regulating trade across its borders. We will also discuss the role and applicability of various U. S. government agencies such as the Department of Commerce International Trade Administration, US Customs and Border Protection and the Export Import Bank of the United States.

HA - HEALTH CARE

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

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

Prerequisite: MT6255.

HA6510 - Global Issues in Health Care (4.5)

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

Prerequisite: MT6255.

HA6520 - Health Care Administration and Policy Seminar (4.5)

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

Prerequisite: MT6255.

HE - HIGHER EDUCATION

HE6100 - History of American Higher Education (4.5)

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

Prerequisite: MT6255.

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

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

HE6200 - Management Topics in Higher Education (4.5)

This course will provide the student with a fundamental understanding of management topics in higher education. Topics examined will include the management and understanding of various offices and functions on campus such as financial aid, registrar’s office, student accounts, athletics, student affairs, admissions and academic affairs. Leadership and managing proprietary higher education topics will also be examined.

HE6250 - Student Retention and Learner Services (4.5)

This course will focus on techniques utilized in student retention. It will examine procedures and programs in traditional and for-profit institutions, paying particular attention to retention methods for for-profit institutions and the online student. Students will research current retention programs. Case studies will be used to increase the knowledge base. Topics will include student types and their varying needs, the differences between persistence and retention, risk factors that impact retention, and planning to improve retention.

Prerequisite: MT6255.

HE6255 - Contemporary College Student Retention and Learner Services (4.5)

This course will focus on best practices utilized in student retention and learner services. Students will examine programs, processes, and intervention for student services paying particular attention to retention methods for traditionally disenfranchised students and online students. Topics will include student types and their varying needs, differences between persistence and retention, risk factors that impact retention, utilization of data to understand retention and planning to improve retention.

HE6300 - Curriculum Design, Development, and Assessment (4.5)

This course is designed to introduce students to the methods and skills necessary for instructional planning as it relates to designing courses, curriculum, and degree programs. Students will also investigate assessment techniques and criteria, writing assessment documents and fulfilling assessment and regulatory criteria.

Prerequisite: MT6255.

HE6301 - Foundations of Teaching and Learning (4.5)

This course provides a strong foundation of understanding and practice in research based teach strategies. Students explore established literature on adult learning theory and andragogy. The course incorporated how to create an effective learning environment with a diverse population of students utilizing communication, student engagement, and classroom management strategies. Students will develop a personal philosophy of teaching.

HE6305 - Curriculum Design, Development and Assessment of Student Learning (4.5)

This course is designed to introduce students to the methods and skills necessary to design courses, curriculum, and degree programs. Needs assessments, internal organizational infrastructures, institutional mission, faculty roles, academic administration, and external constituency influences will be discussed.

Students will learn how to incorporate technology into the curriculum. Students will investigate multiple cognitive and competency assessment techniques and criteria, writing assessment documents and fulfilling assessment and regulatory criteria.

HE6800 - Higher Education Analytics (4.5)

Students will learn how to present, analyze, and interpret institutional data; and, communicate about and apply data for decision making at the institutional, program, and course levels. They will be asked to identify barriers to institutional effectiveness, student learning, equity, success, completion and assess the institutional culture for fostering a culture of evidence and inquiry. Students will learn about the use of data for strategic planning, policy development, and resource allocation.

HE7000 - Practicum (4.5)

The practicum is a critical aspect of the master's program experience. It offers an opportunity for students to spend time in a higher education office or classroom to examine a significant problem, with structured and supervised deliverables. Students will work in collaboration with the faculty to develop plans for the learning outcomes for the practicum which will culminate in a comprehensive project.

LA - LAW

LA6100 - Legal Environment for Global Organizations (4.5)

This course is designed to introduce students to the complexities of the legal environment for organizations doing business globally. Students will consider the law as it applies throughout the United States and in other countries. In addition, students will study international legal issues and legal and ethical decision-making across cultures.

Prerequisite: MT6255.

LA6200 - Legal and Regulatory Environment for Higher Education (4.5)

This course explores the legal and regulatory environment as it relates to higher education with particular attention to for-profit higher education. Research in regards to particular cases will be addressed and discussed. Other topics examined will be the various types of accreditation, writing effective accreditation reports, regulatory visits, reporting agencies, copyright and fair use, the Higher Education Act, and legal issues as they relate to the daily operation of a higher education institution. This class is required in the MM Higher Education program.

Prerequisite: MT6255.

LA6205 - Legal and Regulatory Environment for Higher Education (4.5)

This course explores the ethical and legal issues as they relate to higher education. Faculty rights, roles and responsibilities will be covered. Cases around student issues such as plagiarism, misconduct, and mental health will be explored. Other topics examined will be the various types of accreditation, regulatory statutes, social media, technology, copyright and fair use, the Higher Education Act, and legal issues as they relate to the daily functioning of teaching, course development, and the learning environment.

LA6570 - Human Resource Law (4.5)

This course prepares the Human Resource professional to recognize and anticipate issues within the legal and institutional framework which governs the employer/employee relationship. Students will learn about human resource practices associated with each stage of the employment process-- from hiring, to managing, to firing-- and emphasize the application of legal concepts to future business situations. Students will develop critical thinking and legal reasoning skills, enabling them to identify the appropriate time to consult with an attorney. Other topics include: class action lawsuits, use of independent contractors, sexual harassment, and the use od credit histories and criminal background checks during the hiring process.

LA7100 - International Corporate Law, Governance and Ethics (1.5)

The business world has become increasingly focused on institutional governance and ethics which has had an impact on global corporate law and its enforcement. These development have become increasingly important in defining the culture and core values of a corporation which has influenced recruiting and investment market acceptance. As emerging global leaders participating in this trend and understanding the social responsibility and ethical values are important to building a strong foundation of a global business and entrepreneurial process is important to leading a successful corporation. This course examines these basic concepts of corporate governance, stakeholder and societal responsibilities and ultimately leading a holistically profitable business that creates maximum value for the environment of which it is an important participant.

MA - MATHEMATICS

MA6100 - Statistics (4.5)

This focus of statistical methods includes the theory and application of commonly used statistical methods and models. Students will explore the methods used for the

analysis of a variety of data and basic statistical concepts. Descriptive statistics are used to summarize data, and then basic concepts of probability are explored as are sampling and statistical inference. Simple linear regression analysis/relationships variables models are introduced. Coursework is approached from an applied perspective using case studies and other examples.

Prerequisite: MT6255.

MA6600 - Quantitative Methods for Management Decisions (4.5)

This course explores the use of applied quantitative tools for managerial decision-making. These tools include Bayesian decision theory, programming algorithms and special deterministic models, such as queuing models. Students will utilize computer applications to analyze data and to assist in the decision-making process.

Prerequisite: MT6255 and MA6100 or equivalent.

MA7660 - Business Statistics and Analysis (1.5)

This course focuses on developing and applying the theories and models of Bayesian statistics and probability and deterministic quantitative models used today in corporations to make better decisions in problem solving by corporate leadership. Contemporary business statistics are explored and used to address issues and topics faced by senior management in which demonstrated multiple applications are used to illustrate the mechanics of the decision making process. Different managerial applications of these tools and models in a variety of business areas will be demonstrated. The use and application of various software decision programs will also be explained and applied throughout the course for a variety of problem solving and decision making situations.

MG - MARKETING

MG6200 - Marketing and Sales Management (4.5)

This course provides students with an understanding of the marketing and sales process and how it impacts the operation of the organization. Students will learn to evaluate marketing and sales decisions using a variety of information sources to gather information in both a departmental and organizational context. Course can be substituted for MG6500.

Prerequisite: MT6255.

MG6500 - Marketing Administration (4.5)

This course emphasizes the application of marketing concepts and tools in the decision-making process. Students will discuss the manager's role in administering marketing programs and in ensuring that marketing is appropriate to the organization's goals. The course also includes a study of the behavioral, functional, societal, international, and institutional foundations of marketing. Course can be substituted for MG6200.

Prerequisite: MT6255.

MG6600 - Internet Marketing (4.5)

This course introduces the student to concepts and theories that define Internet marketing and discusses its place in a firm's overall marketing plan. Marketing itself is not simply about advertising, sales, and promotion, but rather involves a far broader, though intensive, knowledge of consumers' behaviors and needs. A business's strategic task, then, is to respond to those behaviors and customer needs in their business model by providing superior value in their offerings. The Internet represents a dynamic medium through which a firm can expand its marketing opportunities and strategies around product, price, placement, and promotion. The purpose of this course, then, is to provide the student with a strong base of knowledge around the Internet's marketing potentials, comprehensive enough for the student to be able to identify its fundamental application to, and maximize its value for, myriad business models. The course uses text, case studies, videos, and project research to achieve those ends.

Prerequisites: MT6255 and MG6500 (MBA) or MG6200 (MM)

MG6610 - E-Commerce (4.5)

This course examines the relationship between e-commerce business models and strategies, Internet technology, and the legal and social context of e-commerce, three factors that permeate all e-commerce. The structural and managerial differences of failed models and practices of early e-commerce entries are contrasted against those operational and strategic characteristics of firms that have not just succeeded in the space, but have thrived. This knowledge of the evolution of web-based and integrated business models coupled with an eye on evolving technologies and social trends will prepare leaders to better manage their firms and compete in the new and evolving e-commerce era.

Prerequisites: MT6255 and MG6500 (MBA) or MG6200 (MM)

MG6620 - Social Media Marketing (4.5)

This course looks at the steps required in creating a comprehensive and effective social media marketing plan. Core marketing practices, such as identification of target markets, are coupled in context with primary social media channels, thus allowing marketers to craft media strategies across multiple platforms that include platform specific tactics and objectives.

Prerequisites: MT6255 and MG6500 (MBA) or MG6200 (MM)

MG6630 - E-Marketing Analytics (4.5)

This course is designed to acquaint students with analytical tools available to measure the ROI of a firm's e-marketing efforts, such as social networking, search engine optimization, search engine marketing, and Pay per Click, etc. As the major provider of data on online advertising and online marketing, Google Analytics is a major focus. This course will help prepare students to take their Google Analytics Individual Qualification exam (GAIQ).

Prerequisites: MT6255 and MG6500 (MBA) or MG6200 (MM)

MG7500 - International Marketing Management (1.5)

This course examines how international business variables affect the marketing process. It examines the mechanics and strategies of international marketing, and discusses issues which shape the environment of international business. The specific topics covered include: Global Segmentation, Targeting and Positioning, International Market Entry Decisions, Global Brand Management, International Pricing Strategy, Global Distribution Channels, Global Account Management, Global Innovation Management, Global Advertising and Promotion, and Ethics in International Marketing.

MG7510 - International Marketing Strategy (1.5)

This course focuses on how to use marketing to develop a competitive advantage by creating customer value. Managers around the globe are recognizing the increasing necessity to develop the skills, aptitudes and knowledge to compete effectively in international markets. The emergence of a more open world economy, the globalization of consumer tastes and the unabated expansion of Internet access globally all increase the interdependency and interconnections of nation economies across the globe. The need for managers to develop the skills to respond to these pressures affects companies of all sizes. The obvious benefits of strategic planning are that all staff can be better motivated and encouraged to work more effectively by sharing a vision of the future. There are, however, potential dangers too. Long-term strategic plans often fail to cope with the consequences of unexpected events, either environmental or political. There is often confusion between managers over the difference between strategic issues and operational tactics. The ability of a company to pursue its chosen marketing strategy is determined to a large degree by the aims and expectations of the stakeholders, who directly or indirectly provide the resources and support needed to implement the strategies and plans. Emphasis is placed on developing an understanding of using analytical and managerial tools for creating a competitive global strategy with local emphasis and cultural sensitivities.

MG7600 - International Digital Marketing (1.5)

This marketing course explores the theory and practice of marketing from a managerial perspective. Topics addressed include strategic planning, marketing research, consumer behavior, product and service development, and promotional strategy. The course applies marketing topics to consumer and business-to-business products, services, and non-profit organizations. Marketing theory will be explored using traditional product and service environments and then extended to digital business environments and digital communication strategies. With this background, we will gain a stronger awareness of that which is involved in developing and implementing real world marketing initiatives as technology impacts the way we communicate, consumer's behavior, the demand for customization, and the way move products from producer to consumer.

MG7610 - International Services Marketing (1.5)

This course focuses on evaluating consumer behavior from a cross-cultural perspective. It also covers the managerial aspects of a well-integrated marketing communication plan as it impacts brand building and corporate reputation. It examines the effective management of channel relationships as essential to the marketing manager's ability to create value and reputation for customers through the efficient and reliable delivery of services. The course also explores the alternative ways of managing the customer interface to insure that it is a positive, educational, and rewarding experience for both parties. In addition the course will focus on the unique aspects of service marketing and analyze the differences between the strategic marketing of products and services.

MG7650 - International Brand Marketing (1.5)

This course explores contemporary managerial approaches and policies to establish and manage global brand recognition. We will explore and analyze the roles and responsibilities of brand management in the contemporary domestic and global context. We will study the meaning of a global brand and be able to develop plans to create global brands, maintain and grow global brands, and we will learn what can be done to revitalize a global brand and brand equity. Global branding will also be studied from the perspective of product recalls, various product and company wide crises, country crises and policies, and from the perspective of corporate governance, ethics and environmental sustainability. Various approaches to and types of international brand marketing and related marketing problems faced by brand managers will be discussed with an emphasis on formulating sound strategic approaches for successful solutions.

MT - MANAGEMENT

MT6100 - Research Methods (4.5)

This course provides students with a framework for research design. Students will consider how research is different from other ways of knowing, identify a research problem and questions, conduct a literature review, design a research plan, define a population and sampling plan, construct instruments to collect data, and submit a research proposal. Ethical issues in quantitative and qualitative research are also addressed.

Prerequisite: MT6255.

MT6255 - Introduction to Leadership and Quality (4.5)

This course emphasizes the four functions of management: planning, leading, organizing and controlling. The course will examine these topics to understand and apply business ethics and Corporate Social Responsibility ("CSR"). Students will investigate how leaders utilize effective communication, build culture and encourage change to create a successful organization.

MT6270 - Independent Research (4.5)

This course is designed to provide the student with the opportunity for independent applied research. Students who are enrolled will produce a research document pertaining to a topic of personal, professional or academic interest. The course is intended for students who have completed the majority of their program so that previous coursework can provide the foundation for the research. The course encourages independent student research with a minimal amount of faculty direction.

Prerequisite: MT6255.

MT6300 - Managing Human Resources (4.5)

This course provides an overview of human resource management in organizations and examines the role of the human resource (HR) function in contributing to an organization's business strategy and creating sustainable competitive advantages. The HR strategies, systems, policies, and practices used by organizations to complete effectively in today's global economy are therefore examined. Students will have the opportunity to study theories and practices in areas of the human resource management functions and managerial responsibilities such as staffing, performance management, diversity, legal aspect of the employment relationship, training and development, compensation, labor relations, HRIS, work and job design, HR measurement, and current and future issues affecting human resource administration. Students who are not in the HR profession will gain tremendous insight on managing their teams and developing stronger working relations with the HR department. This class helps to prepare learners for roles in HR and non-HR managers. The areas of talent acquisition, talent management, and all other core strategies within HR will be discussed. The class reflects the learning competencies of the Society for Human Resource Management (SHRM).

MT6310 - Training and Development in Human Resource Management (4.5)

This course is a detailed examination of training and development issues from a contemporary manager's viewpoint. Topics examined include: identification of training and development needs, implementation of programs, and assessment of program effectiveness.

Prerequisite: MT6255.

MT6315 - Analysis for HR Professionals (4.5)

A review of the various statistical analysis methods utilized by human resource professionals that will assist in the analysis, measurement, and accounting for investments in people and decisions about those investments. Students will learn how to calculate turnover, conduct salary surveys, estimate the cost of employee absenteeism, analyze the cost of employee benefits, and calculate the return on investment for employee development programs. Students will also be introduced to statistical software frequently utilized by HR professionals.

Prerequisite: BA or BS.

MT6320 - Employee Evaluation and Compensation (4.5)

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

Prerequisite: MT6255.

MT6350 - Strategic Human Resource Management (4.5)

This course emphasizes the development and implementation of effective and efficient human resource practices that support the strategic objectives of the firm. The focus is on everyday human resource decisions made by all managers and addresses human resource topics (including reward systems, high-performance human resource systems, training and development, retention, equal employment opportunity laws, work-force diversity, and union-management relationships) from a strategic perspective.

Prerequisite: MT6255 and credits of graduate level human resources classes.

MT6504 - International Supply Chain System Design (4.5)

Financial analysis and decision performance is vital to every business. Managers, AKA decision makers, use ideas, tools, and techniques to undertake solving day-to-day and long term problems. Throughout this course, students examine financial analysis as a proactive tool for supply chain managers' decision justification. Topics include financial statements, valuation, capital budgeting (NPV, IRR etc.) capital, international financial markets, and risk management. Irrespective of your industry or sector of interest problems and opportunities that arise can be resolved with many of decision tenets addressed in this course.

Prerequisite: BA or BS.

MT6510 - Environmental Economics (4.5)

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

Prerequisite: MT6255.

MT6570 - International Business (4.5)

This course is designed to acquaint students with the growing opportunities and potential and economic risks in doing business across international boundaries. This course is a study of the nature of international business and the environment in which an international business operates. Monetary and organizational conditions are examined. Controllable and uncontrollable forces in the international economic arena are also discussed. Course can be substituted for MT6580.

Prerequisite: MT6255.

MT6580 - International Management (4.5)

This course is designed to provide students with an understanding and knowledge of international management as firms become international in scope for a variety of reasons. This course aims to cover prominent areas that are crucial for international managers to be familiar and accustomed. The areas covered broadly in this course are a) the internationalization process of an organization; b) the impact of globalization on the nature of managing a business; c) essential skills of the global manager; d) managing the new global workforce; e) cross-cultural issues and challenges; f) political, legal and ethical challenges of international management, and g) global leadership.

Prerequisite: MT6255.

MT6610 - Managing and Optimizing Projects (4.5)

This course is a study of the techniques and management used to successfully initiate, conduct and evaluate projects. The course relies on quantitative methods in resource allocation, scheduling, and capacity planning. Industry best practices are examined for a variety of project types and circumstances while practical strategies are evaluated. Students will use project management software to model scenarios and variations.

Prerequisite: MT6255.

MT6611 - Enterprise Process Management (4.5)

This course reviews the fundamental requirements of effective enterprise resource management, and incorporates an overview of software and decision support systems used in related processes. Additionally, this course evaluates the use of configuration management techniques to streamline processes and operations.

Prerequisite: MT6255.

MT6612 - Optimize Enterprise Operations (4.5)

This course explores the use of advanced configuration management techniques to organize and optimize a variety of organizational functions. Specific emphasis is given to practical and proven applications and their integration into existing or new organizational processes.

Prerequisite: MT6255.

MT6613 - Operations and Supply Chain Management (4.5)

This course details the functional and quantitative processes and tools used to manage and control the operational processes of delivering goods and services. Topics include the use of quantitative tools in forecasting, inventory control, strategic decision making, and scheduling with an emphasis on the supply chain.

Prerequisite: MT6255.

MT6619 - Project Management Essentials (4.5)

This course introduces students to the essentials of project management. Students will investigate the required tools and techniques used to plan, measure, and control projects and the methods used to organize and manage projects. Understanding leadership, teamwork and project risks are necessary components of project management. Project Management Essentials will examine the elements of leadership, the importance of teamwork, and the impact of risk as they relate to successful project completion.

Prerequisite: MT6255.

MT6621 - Intermediate Project Management (4.5)

This class is intended to prepare students for the Project Management Institutes (PMI) Certified Associated in Project Management (CAPM®). The focus is on providing an in-depth review of the five process groups: Initiating, Planning, Executing, Monitoring & Controlling, and Closing. Students will complete projects using a project management simulation software to practice and reinforce the processes involved in successfully managing a project. Upon completion of this class, students will develop the skills to become a proficient team member. In addition, student will gain foundational knowledge of the project manager's role.

Prerequisite: MT6619.

MT6622 - Advanced Project Management (4.5)

MT6650 - Strategy and Policy (4.5)

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. Must be completed with a 3.0 GPA or higher for degree completion.

Prerequisite: Six graduate core courses.

MT6651 - Strategy and Policy (4.5)

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. Must be completed with a 3.0 GPA or higher for degree completion.

Prerequisite: Six graduate core courses.

MT6655 - Strategy and Policy in Higher Education (4.5)

This course addresses the elements of strategic planning and policymaking. The student will learn to view challenges from the perspective of senior level management in order to develop, implement, and assess strategic planning. The course will also address ideas that are central to policy in order to develop an understanding, analytic skill and capacity for effective action in leading higher education institutions.

MT6805 - Master's Thesis I (4.5)

The thesis project will entail research in a pertinent field of study chosen by the student in conjunction with a university graduate faculty member and will be supervised by a graduate faculty member. The course may require, but is not limited to conferences, electronic reports, presentations and papers as evidence of work progress and project completion. The thesis project must provide evidence of originality, appropriate organization, clarity of purpose, critical analysis, and accuracy and completeness of documentation. It should be noted that the quality of work accomplished is a major consideration in judging acceptability of the final presentation and paper. Students who select the thesis option must satisfactorily complete both Thesis I and II.

Prerequisite: Approval of dean of graduate studies; MT6255.

MT6810 - Master's Thesis II (4.5)

This course is a continuation of MT6805 - Master's Thesis I. The student will continue his/her research in a pertinent field of studies as chosen determined in MT6805. The student's work will be supervised by a graduate faculty member. The course may require, but is not limited to conferences, electronic reports, presentations and papers as evidence of work progress and project completion. The thesis project must provide evidence of originality, appropriate organization, clarity of purpose, critical analysis, and accuracy and completeness of documentation. It should be noted that the quality of work accomplished is a major consideration in judging acceptability of the final presentation and paper. Students who select the thesis option must satisfactorily complete both Thesis I and II.

Prerequisite: MT6255, MT6805, and approval of dean of graduate studies.

MT6990 - Special Problems in Business (4.5)

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

Prerequisite: MT6255.

MT7300 - Managing Human Capital Strategy (1.5)

This course explores the various ways, incentives, and organizational practices that corporations can implement to compete through people and build a sustainable competitive advantage in a contemporary and increasingly multi gender, multicultural, and diverse workforce and business environment. Topics presented and case studies examined will include cross-cultural issues, the meaning and practice of leadership in different societies and cultures, building and managing employee skill inventories that support the corporate strategy, employee skills

development and motivation, reward systems in a team environment, traditional and emerging management and leadership models of organizations, and change management and acquisition assimilation to promote increased competitive advantage and economic returns to the corporation.

MT7600 - Managing Corporate Entrepreneurship and Innovation (1.5)

This course is designed to provide knowledge and skills for corporate entrepreneurship and the creation, launch, or acquisition of new products and ventures. The class is intended for any company manager or professional looking to grow through entrepreneurial activities including Research & Development, innovation, market entry, mergers, acquisitions, and strategic partnerships. Weekly course activities combine to reveal a practical step-by-step process to review and consider the launch of real-world business ideas. Heavy emphasis will be focused on the detailed research and analysis of primary and secondary data to support the new business venture. The course participant will develop and present a simulated business plan pitch to decision makers.

MT7610 - Evaluating and Selecting Core Business Technologies (1.5)

This course incorporates technology evaluation and selection tools in support of core business functions. The student will learn how to analyze the risks of solution implementation by identifying and evaluating technologies based on strategic business needs. They will learn about what to consider in the decision making process of making large investment decisions impacting the fundamental competitiveness of all aspects of a company's business including its exposure to global cyber security issues.

MT7650 - Management Decision Making (1.5)

This course focuses on thinking about how to think, the problems of gaining knowledge, the competencies for scientific problem solving and creating, and recalling knowledge so that it can be used for management decision making. Much of what we remember is flawed or simply wrong especially if we are thinking fast. Getting past logical flaws and cognitive biases is not easy and heuristics or mental short-cuts lead us astray in our decision making as managers and as humans. Reasonable knowledge is plagued by evidence, coherence, and bias problems so how does one make "good" decisions or decisions that have the desired outcome for the reasons the manager thought. Critical thinking is defined as the use of higher order cognitive skills or strategies that is reflective and increases the probability of a desirable outcome or solving a problem in the long run. "Desirable" refers to the individual's goal related to complex issues and messy, ill-defined problems.

MT7810 - Leading Change (1.5)

This course focuses on the challenges of organizational change. In this course, we will specifically examine the process of change and change agents. The aim is to provide students with a conceptual and practical understanding of the knowledge, skills, and sensitivities that will help them effectively manage and influence organizational change. One of the key tasks of any leader is directing and facilitating change. The need for change skills is no longer limited to top managers. Increasingly, organizations expect their mid-level managers and senior analysts/consultants to possess the ability to manage change. In this class we will look first at why change is so important. We will work to understand the role of attention and strategy in change as well as the cyclical nature of change in organizations and in nations. We will utilize models of change that have been developed for corporations and adapt those models for application to public organizations.

MT7900 - Global Strategy (1.5)

Strategic skills are a key asset for business analysis and leadership across disciplines, seniority levels, and geographies. The need for and benefit of those skills is no longer limited to elite staff or to top executives. Increasingly, companies expect their product managers, senior business analysts, and mid-level executives with diverse functions to possess the ability to think and act strategically without losing their agility. Therefore, this course will focus on the craft, the opportunities, and the challenges of developing strategies in these roles.

MT7920 - Managing Production and Operations Strategy (1.5)

This course provides and exploration and application of the design, control, productivity and efficiency improvement, and evaluation of the implementation of new technology for the improvement of manufacturing, inventory and service production systems, and structuring of the supply chain management system for enhancing long-run competitive advantage. Topics include designing an operations and production strategy, new product development, design and process selection, distribution and delivery, mass customization of products and services, quality control, inventory management, application of "lean" strategies, input and output supply chain optimization, and crises and risk controls and management.

NS - NURSING

NS6115 - Leadership in Health Care: A Collaborative Approach to Theory/Ethics/Health Policy (4.5)

This course provides the student with an overview of theory within the context of a culturally diverse society. The primary focus is the application and usefulness of

theory to nursing as a profession within the framework of interdisciplinary healthcare delivery. Ethical frameworks are presented that may be used to explore ethical dilemmas that impact today's complex healthcare systems. This course examines the issues and concepts that are relevant to an understanding of relationships between social, economic, biomedical ethics as they impact health policy.

NS6125 - Facilitating Health I: Health Assessment/Pathophysiology (4.5)

This course provides the student with a theoretical and clinical basis for assessment in advanced nursing practice. The content prepares the student to utilize comprehensive physical, psychosocial and cultural assessment across the lifespan to gather specific data relevant to common health problems. The course also focuses on developing an advanced knowledge base of pathophysiology of the human body and the impact of knowledge on evidence-based practice in nursing. The student will be prepared to understand mechanisms underlying disease processes, appropriate diagnostic and screening methods.

NS6135 - Facilitating Health II: Advanced Pharmacology (4.5)

This course provides the student with content related to the principles of pharmacokinetics, pharmacodynamics, drug metabolism and transport, assessment of drug effects, drug therapy in special populations and the clinical management of diseases by drug treatments. Major classes of drugs are presented and discussion involves actions, therapeutic effects, adverse and idiosyncratic reactions, indications and contraindications. Emphasis is placed nursing responsibility and accountability involving drug therapies with individuals across the lifespan.

NS6160 - Technology Utilization in Advanced Nursing Roles (4.5)

This course provides the registered nurse with an overview of the use of technology in all aspects of healthcare and education. The learner will have the opportunity to explore technology as it relates to a specific concentration-focused area of study. The topics of discussion include, but are not limited to: examination of issues and trends related to technology, and comparison of clinical versus administrative use of information systems in healthcare and education.

NS6211 - Concepts and Theory of Nursing Informatics (4.5)

This course introduces the registered nurse to the concepts and theories related to nursing informatics. The learner examines trends related to informatics and the role of the nurse from a legal/ethical view across multiple practice areas. Topics of discussion include but are not limited to: the collaboration between inter-professional teams utilizing technology to promote health and safety for clients, regulations and standards, and professional practice.

Prerequisite: One graduate-level NS core course.

NS6212 - Specialty in Practice – Nursing Informatics (4.5)

This course builds upon previous foundational courses related to nursing informatics and is designed to provide the registered nurse with information for practice. The learner will investigate the resources available for use while considering end user's personal/professional requirements. Topics of discussion include, but are not limited to: utilization of theory in practice, security/safety practices, management and delivery of systems/models, and resource management.

Prerequisite: One graduate-level NS core course.

NS6213 - Resource Design and Utilization – Nursing Informatics (4.5)

This course addresses the integration of theories and models of nursing informatics. The learner will navigate the day-to-day operations of providing client care as it relates to nursing informatics. Topics of discussion include but are not limited to: resource management, financial considerations, project development/leadership and contractual arrangements as they each apply to nursing informatics.

Prerequisite: One graduate-level NS core course.

NS6214 - Outcomes Evaluation – Nursing Informatics (4.5)

This course encompasses a comprehensive evaluation of outcome data presented from a scenario/project initiated in the role of nursing informaticist. The learner utilizes systematic evaluation methods to assess the outcomes of a given scenario/project. Topics of discussion include but are not limited to: evaluation of data, critique of evidence-based findings, evaluation methods/tools, and continuous improvement projects.

Prerequisite: One graduate-level NS core course.

NS6215 - Nursing Curriculum and Program Design, Instructional Methods and Strategies (4.5)

This course explores philosophies of nursing curriculum, curriculum development and implementation necessary to meet the needs of adult and multicultural learners. Principles of program design, development of teaching syllabi and assessment of nursing education are key concepts. The course offers the student practical application in the design and assessment of individual courses with the curriculum. The content includes development of learning objectives and teaching strategies to achieve program learning outcomes as well as

systematic test construction. Principles of interpretation and use of item analysis for the critique of assessment data will be introduced.

Prerequisite: One graduate-level NS core course.

NS6221 - Concepts and Theory of Care Coordination (4.5)

This course introduces the registered nurse to the concepts and theories related to care coordination. The learner examines trends related to care coordination and the role of the nurse from a legal/ethical view across multiple practice areas. Topics of discussion include but are not limited to: the collaboration between inter-professional teams utilizing technology to promote health and safety for clients, regulations and standards, and professional practice.

Prerequisite: One graduate-level NS core course.

NS6222 - Specialty in Practice – Care Coordination (4.5)

This course builds upon previous foundational courses related to care coordination and is designed to provide the registered nurse with information for practice. The learner will investigate the resources available for use while considering end user's personal/professional requirements. Topics of discussion include, but are not limited to: utilization of theory in practice, security/safety practices, management and delivery of systems/models, and resource management.

Prerequisite: One graduate-level NS core course.

NS6223 - Resource Design and Utilization – Care Coordination (4.5)

This course addresses the integration of theories and models related to care coordination. The learner will navigate the day-to-day operations of providing coordinated client care. Topics of discussion include, but are not limited to: resource management, financial considerations, program development/leadership, and contractual arrangements as they each apply to the concept of care coordination.

Prerequisite: One graduate-level NS core course.

NS6224 - Outcomes Evaluation – Care Coordination (4.5)

This course encompasses a comprehensive evaluation of outcome data presented from a scenario/project initiated in the role of a nursing care coordinator. The learner utilizes systematic evaluation methods to assess the outcomes of a given scenario/project. Topics of discussion include but are not limited to: evaluation of data, critique of evidence-based findings, evaluation methods/tools, and continuous improvement methods for quality.

Prerequisite: One graduate-level NS core course.

NS6230 - Assessment and Evaluation in Nursing Education (4.5)

This course is designed to prepare nurse educators to apply assessment and evaluation methods in measuring outcomes in nursing education. The processes of course and program assessment and evaluation are defined and presented in the context of program, course, and student learning outcomes.

Prerequisite: One graduate-level NS core course.

NS6231 - Concepts and Theory of Nursing Administration (4.5)

This course introduces the registered nurse to the concepts and theories related to nursing administration. The learner examines trends related to nursing administration and the role of the nurse from a legal/ethical view across multiple practice areas. Topics of discussion include but are not limited to: the collaboration between inter-professional teams utilizing technology to promote health and safety for clients, regulations and standards, and professional practice of the nurse administrator.

Prerequisite: One graduate-level NS core course.

NS6232 - Specialty in Practice – Nursing Administration (4.5)

This course builds upon previous foundational courses related to nursing administration and is designed to provide the registered nurse with information/theory for practice. The learner will investigate the resources available for use while considering end user's (clients, providers, systems) personal/professional requirements. Topics of discussion include but are not limited to: utilization of datasets in practice, just-culture and safety practices, application of science, systems theory and cybernetics, and resource management.

Prerequisite: One graduate-level NS core course.

NS6233 - Resource Design and Utilization – Nursing Administration (4.5)

This course addresses the integration of theories and models related to nursing administration. The learner will navigate the day-to-day operations of influencing nursing practice through the lens of a nursing administrator. Topics of discussion include but are not limited to: basic resource management/utilization, implementation of new resources/initiatives, project development/over-sight and participating in shared leadership at multiple levels.

Prerequisite: One graduate-level NS core course.

NS6234 - Outcomes Evaluation – Nursing Administration (4.5)

This course encompasses a comprehensive evaluation of outcome data presented from a scenario/project initiated in the role of a nursing administrator. The learner utilizes systematic evaluation methods to assess the outcomes of a given scenario/project. Topics of discussion include, but are not limited to: evaluation of data, critique of evidence-based findings, evaluation methods/tools, and continuous improvement methods for quality.

Prerequisite: One graduate-level NS core course.

NS6240 - Nurse Educator Roles (4.5)

This course introduces students to the role of the nurse as an educator, faculty member, and scholar in the academic setting. Students will gain understanding of the historical events leading up to today's trends in nursing education, and how to integrate learning theories into the classroom and curriculum. On a larger scale students will explore internal and external processes for academic program development and evaluation.

Prerequisite: One graduate-level NS core course.

NS6245 - Evidence-Based Teaching Interventions (4.5)

This course prepares learners to have a strong foundation for using evidence-based practice and research to support teaching interventions in an academic or clinical setting environment. Learners will examine the research utilization experience, which includes problem identification within a practice setting; organization and critical evaluation of research; development, implementation, and evaluation of a theory and research-based teaching intervention.

Prerequisite: One graduate-level NS core course.

NS6251 - Nursing Capstone: Project Planning (4.5)

This course is designed to create opportunities for graduate learner to assess an area of need or interest in their chosen nursing concentration area (nursing education, nursing administration, nursing informatics or care coordination). The learner will formulate a substantive project that reflects integration of theory and practice. The project proposal will follow specific guidelines, and allow the learner to integrate specific needs related to the concentration area, which will result in written evidence of outcomes in the final capstone course.

Prerequisite: One graduate-level NS emphasis course.

NS6261 - Nursing Capstone: Practicum (4.5)

This practicum course allows integration of theory into the nursing practice setting of a chosen concentration area (nursing education, nursing administration, nursing informatics or care coordination). The learner will implement the capstone project planned in a preceding course. Additionally, the learner will evaluate the project completion through an oral presentation and written documentation.

Prerequisite: Completion of all prior MSN courses..

SK - Skill Based Communication

SK7000 - Creating Significant Learning (2 days) (0.75)

The purpose of this 2-day intensive course is to help you understand how to learn better, remember what you learn, and be able to recall and apply what you learn when you need it.

SK7001 - Executive Business Writing (2-3 Days) (0.75)

The purpose of this 2-3 day intensive course is to learn how to write clearly and effectively as a leader to accomplish a purpose with a respectful tone.

SK7002 - Executive Business Presentations (2 days) (0.75)

The purpose of this 2-day intensive course is to learn how to improve the clarity and effectiveness of your leadership strategies through communication.

SK7003 - Leadership Communications (2-3 days) (0.75)

The purpose of this 2-3 day intensive course is to learn how to speak as the leader with words verbally, non-verbally with your body, with respect for different cultures, and with persuasion and motivation, and respect of your audience.

SATISFACTORY ACADEMIC PROGRESS POLICY

SATISFACTORY ACADEMIC PROGRESS POLICY - MASTER'S PROGRAMS

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

Cumulative Grade Point Average

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

Completion Rate

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

Maximum Time frame

- A student must complete his/her academic program within a maximum of 150 percent of the published length of the education program as measured in credit hours. For example, a student completing a master's degree requiring 45 credit hours may attempt 67 credit hours to complete that degree. (45 x 1.5 = 67.3)
- Credits transferred from another institution are included as credits attempted and completed for the purpose of calculating maximum time frame.
- Once a student reaches their maximum time frame or it is mathematically impossible for them to complete their degree within their maximum time frame, they are no longer eligible for federal financial aid. The student may continue to attend National American University but must fund their education without federal financial aid. Maximum time frame does not affect eligibility for Veteran's Educational Benefits.

Satisfactory Academic Progress Status

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

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

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

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

Probation – A student in probation status has been granted such status by the SAP Committee in accordance with the following section entitled Re-Establishing Federal Financial Aid Eligibility. Federal financial aid and Veteran's Educational Benefits are available to eligible

students in probation status for one quarter, or longer, if the student meets the terms of an academic plan approved by the SAP Committee.

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

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

Re-Establishing Federal Financial Aid Eligibility

A student in suspension status may re-establish eligibility for federal financial aid and Veteran's Educational Benefits if:

- The student continues to attend classes and improves his/her CGPA and/or completion rate to minimum standards without federal financial aid or Veteran's Educational Benefits, or
- The student appeals the suspension and demonstrates that extenuating circumstances caused the student to be unable to make satisfactory academic progress, such as the death of a relative, serious injury or illness of the student, or other special circumstances. The student must also explain what has changed in the student's situation that will allow the student to demonstrate satisfactory academic progress at the next evaluation.
- The student must submit an Appeal of Academic Suspension Form, Academic Plan Form, and documentation of extenuating circumstances no later than the first day of the term for which the student wishes to enroll.
- The appeal form must be submitted to the dean of graduate students and academic support of the graduate school.
- A student may appeal no more than three times.

SATISFACTORY ACADEMIC PROGRESS TABLE – MASTER'S PROGRAMS

Minimum Cumulative Grade Point Average

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

UNIVERSITY POLICIES AND PROCEDURES

ACADEMIC INTEGRITY

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

Students

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

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

Cheating:

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

Plagiarism:

- Using the ideas, data or language of another without specific and proper 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 determined in consultation between the faculty member and his or her supervisor in consideration of university policy and based on the severity of the violation and any prior history of academic dishonesty. Penalties include the following:

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

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

ACADEMIC RELIEF FOR U.S. MILITARY SERVICE/ABSENCE

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

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

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

Option One:

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

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

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

Option Two:

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

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

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

Option Three:

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

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

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

Option Four:

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

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

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

Option Five:

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

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

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

Americans with Disabilities Act Policy - Undergraduate/ Graduate

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

Disability

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

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

Reasonable Accommodations

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

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

Requesting an Accommodation

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

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

To request an accommodation:

Step 1 –

Contact the director of student success and request an ADA Accommodation Request Form.

Step 2 –

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

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

If you request an accommodation for a disability relating to learning or attention difficulties, comprehensive and diagnostic testing may be required, at your expense.

The ADA coordinator will review the request and supporting documentation and will communicate with you and other persons as appropriate.

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

Step 3 –

Provide each on-ground instructor with a copy of the ADA Student Accommodation Agreement, obtain the instructor's signature, and deliver the signed Agreement(s) to your campus academic dean or academic coordinator. If you register for undergraduate online classes, contact uservices@national.edu, for graduate online courses, contact graduniversityservices@national.edu prior to the start of each academic term so that the accommodations may be implemented in the online classes.

Contact the ADA coordinator if an accommodation is not effectively implemented. If your request for an accommodation is not granted, contact the ADA coordinator with any questions you may have. If you wish to have the matter reconsidered, contact the director of student success. While it is hoped that any concerns can be resolved within the university process, you may also contact the U.S. Department of Justice, Civil Rights Division.

ATTENDANCE PHILOSOPHY

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

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

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

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

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

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

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

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

Student Code of Conduct

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

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

15. Disrespectful behavior includes behavior designed to harass, threaten, or embarrass others. Students may not communicate content in any medium that could reasonably be construed as offensive, threatening or discriminatory. At all times, students are expected to behave appropriately, respectfully and courteously in communications with other students and university faculty, staff, and administrators.
16. Theft or other abuse of computer facilities and resources, including but not limited to:
    a. Unauthorized entry into a file, to use, read, or change the contents, or for any other purpose.
    b. Unauthorized transfer of a file.
    c. Use of another individual's identification and/or password.
    d. Use of computing facilities and resources to interfere with the work of another student, faculty member or university official.
    e. Use of computing facilities and resources to send obscene or abusive messages.
    f. Use of computing facilities and resources to interfere with normal operation of the university computing system.
    g. Use of computing facilities and resources in violation of copyright laws.
    h. Any violation of the university's Internet, Netiquette, and Prohibited Use policies.

Sanctions

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

CONFIDENTIALITY POLICY

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

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

DRUG AND ALCOHOL POLICY

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

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

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

ENROLLMENT DATES AND QUARTER SYSTEM - MBA, MM, AND MSN

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

Enrollment Dates and Trimester System - Executive MBA

The Executive MBA is on a trimester calendar schedule. EMBA class are delivered in 16-week sessions, consisting of two, eight-week cohorts. The instructional methods employed by NAU include discussions, case studies, written assignments, research papers, and a variety of interactive learning strategies.

Falsification of Educational Records

Falsifying, altering, or misrepresenting a transcript, grade report, diploma, or any other material relevant to admission, enrollment or academic performance shall be considered an overt act of academic dishonesty. This action shall result in denial of admission or enrollment into NAU, or permanent suspension from continuing as a student with the university.

Internet Policy

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

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

Internet access is coordinated through a complex association of government agencies and regional and state networks. In addition, the smooth operation of the network relies upon the proper conduct of the end users who must adhere to strict guidelines. The guidelines provided here are designed to make students, faculty, and staff aware of the responsibilities they are about to acquire. In general, this requires efficient, ethical and legal utilization of the network resources.

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

Netiquette

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

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

Prohibited Use

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

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

13. Posting of National American University confidential materials, records, policies or procedures or transmitting the same to unauthorized personnel.
14. Sharing of passwords with others.

Vandalism

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

IRB POLICY

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

IRB Mission Statement

The mission of the NAU IRB is to assure highest quality research involving human subjects conducted under the auspices of the university. In that regard, safeguarding the rights and welfare of human subjects in research is a general institutional policy delegated by the president through the provost to the IRB. Therefore, any research project involving human subjects which is conducted by NAU faculty, staff, students, or external persons (or that takes place on any NAU campus or as a part of an academic affiliation agreement) is subject to review and approval by the IRB. The IRB's main purpose is to ensure protection of human subjects through the review, approval, modification, or disapproval of research applications submitted by faculty, staff, student, and/or external investigators. The IRB is further responsible for communication, recordkeeping, reporting, monitoring, education of the university community about ethical issues, and oversight of all research activity involving human subjects. The IRB is guided by ethical principles outlined in the Belmont Report (1979) and legal mandates outlined in the Code of Federal Regulations Title 45 Part 46 (1994).

Committee Composition

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

Definitions

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

IRB Procedures

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

- Risks to subjects are minimized by using tests or procedures which are consistent with sound research design and which do not unnecessarily expose subjects to risks, and whenever appropriate, use tests or procedures already being used for learning, diagnostic, or treatment purposes.
- Risks to subjects are reasonable in relation to the anticipated benefits, if any, to subjects, and the importance of knowledge that may reasonably be expected to result. In evaluating risks and benefits, the IRB shall consider only those risks and benefits that result from the research (as distinguished from risks and benefits of interventions subjects would receive even if not participating in the research).
- Selection of the subjects is equitable. In making this assessment, the IRB shall take into account the purposes of the research and the setting in which the research will be conducted.
- Voluntary informed consent will be sought from each prospective subject or the subject's legally authorized representative, in accordance with, and to the extent required by Title 45 Code of Federal Regulations, Part 46.116.
- Informed consent will be appropriately documented, in accordance with, and to the extent required by 45 CFR 46.117.
- Where appropriate, the research plan makes adequate provision for monitoring the data collected to attempt to 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 are posted in the academic calendar (p. 78).

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

Withdrawals and Refunds

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

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

The period of enrollment includes all courses 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, VA Education Benefits, and the tuition reduction will be calculated based on the student's last day of attendance. Refunds minus a $75 administrative fee will be made within 45 days of when the withdrawal date (last day of attendance) is determined.

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

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

VA Education Benefits will be prorated according to the specifics of the programs.

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

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

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

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

Additional information for Indiana students

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)

REGISTRATION

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

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.

NAU 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 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.

STUDENT CONCERNS

NAU is committed to promptly addressing student concerns, including matters related to academic integrity, satisfactory academic progress, grades, conduct, privacy, harassment, drugs and alcohol use, and other areas of concern. Students are encouraged to interact productively with the university through established policies and procedures.

1. **University Official.** If a student has a concern or complaint, the student should first seek resolution by communicating with his/her campus academic dean, executive officer, or executive vice president listed in the Campus Administration section of this catalog.
2. **Student Concerns.** In the event a student is unable to resolve a concern after communicating with a local university official, the student is encouraged to contact the Title IX and Student Services Coordinator, Karen Hoffman, who will communicate with the student and address the student's concern in an impartial manner. The Title IX and Student Services Coordinator does not possess the authority to render final decisions but will seek to resolve concerns by facilitating communication among the appropriate persons and departments.

Ms. Karen Hoffman
Title IX and Student Services Coordinator
National American University
5301 Mount Rushmore Rd.
Rapid City, SD 57701
Phone: (605) 394-4805 | Fax: (605) 721-5241
khoffman@national.edu

3. **State Agency.** In the event a student feels that the university has not adequately addressed the student's concerns, the student may contact the appropriate state agency listed below.

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

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

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

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

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

Colorado
Colorado Department of Higher Education
1560 Broadway, Suite 1600
Denver, CO 80202
Website: highered.colorado.gov/

Phone: (303) 866-2723
Fax: (303) 866-4266

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

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

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

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

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

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

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

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

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

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

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

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

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

Maryland
Maryland Attorney General
Consumer Protection Division
200 St. Paul St.
Baltimore, MD 21202
Phone: (410) 5288-8662; Toll Free (888) 743-0823

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

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

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

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

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

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

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

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

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

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

New Mexico
New Mexico Higher Education Department
Santa Fe Office:
2048 Galisteo Street
Santa Fe, NM 87505-2100
Website: www.hed.state.nm.us/
Phone: (505) 476-8400
Fax: (505) 476-8453

New York
Office of College and University Evaluation
New York State Education Department
89 Washington Avenue
Albany, NY 12234
Website: www.highered.nysed.gov

Phone: (518) 474-2593
Fax: (518) 486-2779
Email: ocueinfo@mail.nysed.gov

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

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

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

Oklahoma
Oklahoma State Regents for Higher Education
655 Research Parkway, Suite 200
Oklahoma City, OK 73104
Website: www.okhighered.org/
Phone: (405) 225-9100
Email: communicationsdepartment@osrhe.edu

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

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

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

Rhode Island
Rhode Island Board of Governors for Higher Education
Shepard Building, 80 Washington Street
Providence, RI 02903
Website: www.ribghe.org
Phone: (401) 456-6000
Fax: (401) 456-6028

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

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

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

Texas
Texas Higher Education Coordinating Board
1200 E. Anderson Lane
Austin, TX 78752
P.O. Box 12788
Austin, TX 78711-2788
Website: www.thecb.state.tx.us/studentcomplaints
Phone: (512) 427-6101
Email: StudentComplaints@thecb.state.tx.us

Texas Administrative Code: 19 Tex. Admin. Code §§ 1.110 – 1.120
http://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=5&ti=19&pt=1&ch=1&sch=E&rl=Y

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

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

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

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

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

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

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

Wyoming
Wyoming Department of Education
Cheyenne Office:
2300 Capitol Avenue
Hathaway Building, 2nd Floor
Cheyenne, WY 82002-0050
Phone: (307) 777-7690
Fax: (307) 777-6234
Riverton Office:
320 West Main
Riverton, WY 82501
Phone: (307) 857-9250
Fax: (307) 857-9256
Website: edu.wyoming.gov/

Accrediting Agency

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

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 Office of Higher Education, 1450 Energy Park Drive, Suite 350, St. Paul, MN 55108-5277.

Time Commitment and Expectations

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

- Reading the course materials,
- Participating in face-to-face classes and/or online class sessions,
- Participating with class members and the instructor in discussions,
- Completing quizzes, exams, case studies and other written assignments,

- Purchasing textbooks or course materials that are required for the course,
- Treat NAU employees with respect,
- Be proficient in the use of computers and of application software, and
- Have reliable and consistent access to the internet for the duration of their degree program.

This commitment equates to approximately 20-25 hours per week for a full-time (nine credits) MBA, MM or MSN student.

STUDENT SERVICES AND LEARNER SERVICES

The student services program at NAU 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 advisors to assist them with questions concerning course scheduling, degree completion and other academic issues.

MBA and MM

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

EMBA

Vice president and dean, global graduate business programs, John Mathis at fjmathis@national.edu mailto: fjmathis@national.edu.

MSN

Nursing program learner services advisor, Oksana Janz, can be reached at (605) 721-5288 or ojanz@national.edu.

ALUMNI

Graduates of NAU are members of the National American University Alumni Network. The university maintains communication with graduates by way of National News, a quarterly print newsletter; The Maverick Way Bulletin, sent weekly by email; through social media; and through NAU Connect, a free online networking platform that connects alumni with one another and with the university . The NAU Alumni office also seeks regular input from graduates, obtained from biennial surveys, which helps the university evaluate its programs and personnel. NAU annually recognizes distinguished alumni service in terms of community involvement and/or professional accomplishment at several of our campuses, a tradition that has recently been expanded to include other NAU sites and graduations. NAU alumni are encouraged to assist fellow alumni who are seeking employment and career advancement by sharing information regarding employment opportunities with NAU's career services department, the alumni office, or through NAU Connect. 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 alumni through the campus career services department. To receive communications or to be connected to the career services department, alumni are invited to provide updated contact information at www.national.edu/Alumni, visit https://nauconnect.com, or email alumni@national.edu. Please keep the alumni office informed of name, employment and directory data changes through the university website and alumni link.

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.

Directors of career development and placement and directors of student success assist students and graduates with employment or enhanced employment. Interaction with employers and alumni, participation in the career management class, career fair sponsorships, assistance with preparation of resumes and other written materials, on-campus recruitment by employers, part-time employment, internships, Internet utilization, and Federal Work-Study jobs are some of the means used by NAU to facilitate employment and career development of students and graduates. NAU students and alumni are informed and empowered by the ability to link to the world's job market through the NAU career services web site: www.national.edu/career-services.

FINANCIAL AID

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

GROUPS AND ORGANIZATIONS

Student groups on NAU 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, or academic interests.

HARASSMENT AND NON-DISCRIMINATORY POLICY

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

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

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

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

5. Confidentiality

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

6. No Retaliation

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

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

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

7. Employee and Student Responsibilities

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

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

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

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

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

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

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

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

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

HEALTH AND ACCIDENT INSURANCE

Individual health and accident insurance policies are available for NAU student's consideration. The financial impact of illness or an accident on educational opportunity may be reduced by electing this optional coverage. Information regarding this option may be obtained from campus advisors.

NAU FOUNDATION ACADEMIC EXCELLENCE AWARD

Each NAU 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 NAU 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 NAU;
2. Participation in institutional activities or community involvement or service while an NAU student;
3. Financial need.

ONLINE LIBRARY

NAU's library services include the university's online library and campus libraries. Resources are chosen to assist all in achieving success in their academic programs and careers with a collection of current and timely information in a variety of formats. All campuses have access to the NAU online library. The online library includes the NAU catalog, e-books, tutorials, and myriad electronic searchable databases including those provided by: ProQuest, EBSCO, Credo, LearningExpress, Ebrary, Elsevier, OVID, LexisNexis, NBClearn, and WorldCat. Any resources not available locally can be ordered through interlibrary loan. Ask-a-librarian email reference service is available 7-days per week to support students library needs.

RECOGNITION AND SCHOLARSHIPS

NAU 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

NAU 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

NAU, 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, NAU has greater control of campus conditions, for maximizing educational outcomes and building an effective collegiate environment.

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.

TUTORING SERVICES

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

ACADEMIC CALENDARS

MBA, MM, AND MSN - FALL 2016 - SUMMER 2017

Fall 2016	
October 3	Quarter starts
October 9	**Last day to add courses; last day to drop courses without incurring charges for tuition and fees. (Drop/add paperwork must be submitted by 6:00 pm, October 9)**
November 11	Veterans Day - no classes
November 14	Make-up for Veterans Day (*make-up day for on-ground course determined by instructor)*
November 19	**Last day to drop courses and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid.**
November 24-25	Thanksgiving - no classes
November 28-29	Make-up days for Thanksgiving *(make-up days for on-ground course determined by instructor)*
December 22	Quarter ends
December 23-January 9	Quarter break

Winter 2017	
January 10	Quarter starts
January 16	Martin Luther King Jr. Day - no classes
January 16	**Last day to add courses; last day to drop courses without incurring charges for tuition and fees. (Drop/add paperwork must be submitted by 6:00 pm, January 16)**
January 17	Make-up day for Martin Luther King Jr. Day *(make-up days for on-ground course determined by instructor)*
February 24	**Last day to drop courses and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid**
March 28	Quarter ends
March 29 - April 9	Quarter break - no classes

Spring 2017	
April 10	Quarter starts
April 14	Good Friday - no classes
April 16	**Last day to add courses; last day to drop courses without incurring charges for tuition and fees. (Drop/add paperwork must be submitted by 6:00 pm, April 16)**
April 17	Make-up day for Good Friday *(make-up days for on-ground course determined by instructor)*
May 26	**Last day to drop courses and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid**
May 29	Memorial Day - no classes

May 31	Make-up day for Memorial Day *(make-up days for on-ground course determined by instructor)*
June 27	Quarter ends
June 28 - July 6	Quarter break - no classes

Summer 2017	
July 7	Quarter starts
July 13	**Last day to add courses; last day to drop courses without incurring charges for tuition and fees. (Drop/add paperwork must be submitted by 6:00 pm, July 13)**
August 21	**Last day to drop regular term courses and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid**
September 4	Labor Day - no classes
September 6	Make-up day for Labor Day *(make-up days for on-ground course determined by instructor)*
September 22	Quarter ends
September 23 - October 2	Quarter break - no classes

MBA, MM, AND MSN - FALL 2017 - SUMMER 2018

Fall 2017	
October 3	Quarter starts
October 9	**Last day to add courses; last day to drop courses without incurring charges for tuition and fees. (Drop/add paperwork must be submitted by 6:00 pm, October 9)**
November 10	Veterans Day - no classes
November 13	Make-up for Veterans Day (*make-up day for on-ground course determined by instructor)*
November 18	**Last day to drop courses and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid.**
November 23-24	Thanksgiving - no classes
November 27-28	Make-up days for Thanksgiving *(make-up days for on-ground course determined by instructor)*
December 21	Quarter ends
December 22- January 8	Quarter break

Winter 2018	
January 9	Quarter starts
January 15	Martin Luther King Jr. Day - no classes
January 15	**Last day to add courses; last day to drop courses without incurring charges for tuition and fees. (Drop/add paperwork must be submitted by 6:00 pm, January 15)**
January 16	Make-up day for Martin Luther King Jr. Day *(make-up days for on-ground course determined by instructor)*
February 23	**Last day to drop courses and receive a grade of "W," which does not adversely affect grade point**

	average but may affect financial aid
March 27	Quarter ends
March 28 - April 8	Quarter break - no classes

Spring 2018	
April 9	Quarter starts
April 15	**Last day to add courses; last day to drop courses without incurring charges for tuition and fees. (Drop/add paperwork must be submitted by 6:00 pm, April 15)**
May 24	**Last day to drop regular term courses and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid**
May 28	Memorial Day - no classes
May 30	Make-up day for Memorial Day *(make-up days for on-ground course determined by instructor)*
June 25	Quarter ends
June 26 - July 5	Quarter break - no classes

Summer 2018	
July 6	Quarter starts
July 12	**Last day to add courses; last day to drop courses without incurring charges for tuition and fees. (Drop/add paperwork must be submitted by 6:00 pm, July 12)**
August 20	**Last day to drop courses and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid**
September 3	Labor Day - no classes
September 5	Make-up day for Labor Day *(make-up days for on-ground course determined by instructor)*
September 21	Quarter ends
September 22 - October 1	Quarter break - no classes

MBA, MM, AND MSN - FALL 2018 - SUMMER 2019

Fall 2018	
October 2	Quarter starts
October 8	**Last day to add courses; last day to drop courses without incurring charges for tuition and fees. (Drop/add paperwork must be submitted by 6:00 pm, October 8)**
November 12	Veterans Day - no classes
November 13	Make-up for Veterans Day (*make-up day for on-ground course determined by instructor)*
November 17	**Last day to drop courses and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid.**
November 22-23	Thanksgiving - no classes
November 26-27	Make-up days for Thanksgiving *(make-up days for on-ground course determined by instructor)*
December 20	Quarter ends

December 21- January 7	Quarter break

Winter 2019	
January 8	Quarter starts
January 14	**Last day to add courses; last day to drop courses without incurring charges for tuition and fees. (Drop/add paperwork must be submitted by 6:00 pm, January 14)**
January 21	Martin Luther King Jr. Day - no classes
January 24	Make-up day for Martin Luther King Jr. Day *(make-up days for on-ground course determined by instructor)*
February 22	**Last day to drop courses and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid**
March 26	Quarter ends
March 27- April 7	Quarter break - no classes

Spring 2019	
April 8	Quarter starts
April 14	**Last day to add courses; last day to drop courses without incurring charges for tuition and fees. (Drop/add paperwork must be submitted by 6:00 pm, April 14)**
April 19	Good Friday - no classes
April 22	Make-up day for Good Friday *(make-up days for on-ground course determined by instructor)*
May 24	**Last day to drop courses and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid**
May 27	Memorial Day - no classes
May 29	Make-up day for Memorial Day *(make-up days for on-ground course determined by instructor)*
June 26	Quarter ends
June 27 - July 4	Quarter break - no classes

Summer 2019	
July 5	Quarter starts
July 11	**Last day to add courses; last day to drop courses without incurring charges for tuition and fees. (Drop/add paperwork must be submitted by 6:00 pm, July 11)**
August 19	**Last day to drop regular term coures and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid**
September 2	Labor Day - no classes
September 4	Make-up day for Labor Day *(make-up days for on-ground course determined by instructor)*
September 20	Quarter ends
September 21 - 30	Quarter break - no classes

MBA, MM, AND MSN - FALL 2019 - SUMMER 2020

Fall 2019	
October 1	Quarter starts
October 7	**Last day to add courses; last day to drop courses without incurring charges for tuition and fees. (Drop/add paperwork must be submitted by 6:00 pm, October 7)**
November 11	Veterans Day - no classes
November 12	Make-up for Veterans Day (*make-up day for on-ground course determined by instructor)*
November 16	**Last day to drop courses and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid.**
November 28-29	Thanksgiving - no classes
December 2-3	Make-up days for Thanksgiving *(make-up days for on-ground course determined by instructor)*
December 19	Quarter ends
December 20-January 6	Quarter break

Winter 2020	
January 7	Quarter starts
January 13	**Last day to add courses; last day to drop courses without incurring charges for tuition and fees. (Drop/add paperwork must be submitted by 6:00 pm, January 13)**
January 20	Martin Luther King Jr. Day - no classes
January 23	Make-up day for Martin Luther King Jr. Day *(make-up days for on-ground course determined by instructor)*
February 21	**Last day to drop courses and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid**
March 24	Quarter ends
March 25 - April 5	Quarter break - no classes

Spring 2020	
April 6	Quarter starts
April 10	Good Friday - no classes
April 12	**Last day to add courses; last day to drop courses without incurring charges for tuition and fees. (Drop/add paperwork must be submitted by 6:00 pm, April 12)**
April 13	Make-up day for Good Friday *(make-up days for on-ground course determined by instructor)*
May 22	**Last day to drop courses and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid**
May 25	Memorial Day - no classes
May 27	Make-up day for Memorial Day *(make-up days for on-ground course determined by instructor)*
June 23	Quarter ends
June 24 - July 5	Quarter break - no classes

Summer 2020	
July 6	Quarter starts
July 12	**Last day to add courses; last day to drop courses without incurring charges for tuition and fees. (Drop/add paperwork must be submitted by 6:00 pm, July 12)**
August 21	**Last day to drop regular term courses and receive a grade of "W," which does not adversely affect grade point average but may affect financial aid**
September 7	Labor Day - no classes
September 9	Make-up day for Labor Day *(make-up days for on-ground course determined by instructor)*
September 22	Quarter ends

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